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Executive Summary

The American Indian Recruitment (AIR) Programs will have six (6) AmeriCorps members who will provide vital education and community service learning activities and services in San Diego County. At the end of the 1st program year, the AmeriCorps members will be responsible for providing program students the resources needed to successfully complete the Future LINC program, which the primary goals are to complete the Indigenous Certificate Program through the University of California, Los Angeles (UCLA) Extension and to gain the tools necessary to complete high school and continue on to higher education opportunities.

This program will focus on the CNCS focus area of Education. The CNCS investment of \$52,075 will be matched with \$62,485, \$59,625 in public funding and \$2860 in private funding.

Rationale and Approach/Program Design

RATIONAL AND APPROACH/PROGRAM DESIGN

A. PROBLEM/NEED:

Introduction, Connection and Commitment to the Community: Within San Diego County, there are 18 American Indian Reservations made up of the Kumeyaay, Luiseño, Cupeño, and Cahuilla with overall projections for the county of the number of American Indian and Alaska Native, alone or in combination, is over 49,000 (Census 2005). In having 18 reservation located within San Diego County, the county has the distinction of having the largest number of American Indian reservations of any county in the United States.

The urban population of American Indian and Alaska Native (alone or in combination) within the City of San Diego follows the Census 2005 statistics of over 16,000. From these statistics there exists a heavy concentration of American Indians residing within the urban population of San Diego. Still, these American Indian populations are within the traditional territories of the Kumeyaay, Luiseno, Cahuilla, and Cupeño Bands of American Indians, and the combination of all groups (including urban populations) have expanded the San Diego region to include a more diverse American Indian Community that still holds the rich cultures of those who have long been here.

Although rich in cultural heritage, today, the American Indian community in San Diego County has the second highest dropout rate among all minorities per capita within the state of California at 31.3% compared to white students at 15.5% (California Department of Education, 2008). Juvenile delinquency remains high among our population, such that nationwide, the average rate of new commitments to adult state prison youth is 1.84 times that of white youths. According to Hunt and

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Harrington (2010), enrollment, retention, and graduation rates for American Indians are lower, proportionately, than any other ethnic group in the United States. These problems are indicative of the lack of resources available to American Indian youth that reside within our target areas.

Problem Statement:

Juvenile Delinquency: Classified as ¿other¿, American Indian youth, represented 10% of arrests on a county-wide basis. Supporting this statistic (from the National Juvenile Arrest Rates 2000-2006), four of the top five offenses committed by American Indians ages 10-17 per 100,000 were drug and alcohol related violations (OJJDP Statistical Briefing Book, 2008).

Education: The State Superintendent of Instruction (California) Jack O'Connell commented the student performance gaps between Latino and African American students and their white and Asian counterparts: ¿To me it's the biggest civil rights issue of this generation¿ (San Diego County Office of Education (SDCOE) May 12, 2009). Although not mentioning American Indians, county statistics have American Indian drop-out rates at 21.6% and Hispanics at 22.7% (Dropouts by Ethnic Designation by grade, San Diego County for Year 2007-2008), here, the educational gap becomes more significant when American Indians, although statistically equivalent to other racial groups, are not mentioned in statements concerning severe drop-out rates and thereby reducing the urgency to address this issue among our Native Youth.

Native people in California continue to experience educational disparities and some of the worst dropout rates of any ethnic group. The trend does not seem to be improving as in some statistics giving by California Department of Education, California Basic Educational Data System (CBEDS) saw dropout rates increase to 30% among Native Americans.

Suicide: Depression and delinquent behavior can lead to suicide. Suicide among Native American young people, ages 15-24 (37.5 per 100,000), is nearly three times that of the U.S. national rate (13.2 per 100,000) (SAMHSA 2011).

Alcohol and Substance Use: Alcohol and drug abuse is often a chronic and complex escape route from the depressed environment of tribal communities where poverty, unemployment and crime often surpass the capacities of tribal government systems. Alcohol and substance abuse is strongly linked to delinquency and violence. According to the National Survey on Drug Use and Health (2010), the rate of current illicit drug use among youths aged 12 and older, 11.1% of American Indian or Alaska Native youths used alcohol, of American Indian or Alaska Native adults used alcohol, 18.4% reported binge alcohol use, and 16.0% used an illicit drug. Alcohol and/or substance abuse is involved in more than 90% of the criminal cases in most tribal courts (Tribal Law and Policy Institute 1999).

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Need and Community Involvement: Prior to this application, the AIR Program formed an American Indian Youth Program Advisory Committee comprised of Tribal leaders, Elders, community leaders from urban areas, and youth and community stake-holders. Our Program Advisory Committee cited the lack of youth programs and held that of those available programs fail to have consistency in working with our youth citing that one day conferences had very minimal effect in promoting our youth to greater achievement in education and in life. The overall consensus was the need for investment in our community through after-school and family supportive programs, that will help support our target population's Educational attainment, promote healthy lifestyles and to ensure our Tribal economic vitality.

Community Goals: Substantial strategic planning efforts were initiated by our organization, from 2001 to 2004, specifically dedicated to creating a Social Development Strategy that is a part of our Community Action Plan. The challenge facing our Tribal and Urban target populations was to develop policies that promote higher educational standards, foster opportunity, and promote social and economic self-sufficiency among our Tribal youth through education. From these meetings we have developed a plan that includes strategies that encourage and help our American Indian youth to live healthy lifestyles, which addresses our stated challenges. The following describes outcomes identified from our community meetings:

1. Increasing education services, tutoring, counseling, home-study monitoring;
2. Collaboration with school districts, and Social Service Departments to help troubled youth;
3. College Preparation: A year-long mentoring program so that the transition from high school to college increases the chances for the American Indian students to graduate;
4. Aspects of employment beyond standard educational levels of high school/GED and that of higher education including vocational programs

Further meetings have occurred in 2008 and 2010 with community participants that continued to support our plan, voicing the same concerns within our communities. The outcome of all these meetings provided impetus for our present program and for this project.

Meaningful Community Engagement: We have followed the traditional established model in which community input is given as a fact finding means of charts and surveys. However, our most important information comes from direct visits with tribal councils, parenting groups, at Tribal Cultural Gatherings, within their communities, and we listen to their concerns on their terms and on their ideas. It is these meetings within Indian Country that are most important because it is their concerns within their community that matter the most. From our dialogue with Tribal Leaders, community educators and parents they indicate that programs lack economic well-being, leadership,

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and gainful employment. Although after school tutorial and sports programs aid students, in the short term, they offer no substantial future stability in gainful employment and understanding of Tribal governance.

There is an overwhelming need to answer these questions through a program that targets our native youth that will offers future employment, serves to involve our students during the afternoon hours where there exist the high potential of juvenile delinquency activities, offers needed skills in understanding tribal issues and gives motivation towards developing tribal leadership. Targeting the communities of the Iipay Nation of Santa Ysabel (and surrounding region) and urban communities that are representative of these statistics we seek to address these social ills through a comprehensive program for our Native Children with the assistance of AmeriCorps members.

B. AMERICORPS MEMBERS AS HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEMS EVIDENCE BASE AND MEASURABLE COMMUNITY IMPACT/THEORY OF CHANGE AND LOGIC MODEL

Under the proposed grant and working in conjunction with both the reservation and urban populations and our local universities we target both our San Diego County Tribes and Urban Native community and have developed a program that curbs these challenges and merits support and funding for this project from the AmeriCorps Tribal Grants FY14 for our project, ¿Future Leaders in Native Communities¿ (Future LINC)

Goal of Project: The goal of our project is to develop an American Indian Youth Program to help our youth set personal responsibility goals through, culturally appropriate, social and educational programs and services that will promote the social well-being and advancement of our youth and family community participants. The AIR Program project using the following underlying objectives will give us a vehicle to reach our above stated goal. The objectives follows:

Objective One: To create success for our youth participants by creating our ¿Future Leaders in Native Communities¿ (Future LINC) using a culturally based model to help promote leadership, education and self-esteem among our Native Youth, mentoring them towards success by providing workshops promoting life-skills that include healthy living, future planning, and academic success from the development of an Indigenous Certificate program which will be implemented through a combination of distance learning, onsite mentoring and leadership development for 48 students within the grant period.

AmeriCorps Objective: To create success for our young adult participants by creating our ¿Future Leaders in Native Communities¿ (Future LINC) AmeriCorps project which will have our AmeriCorps

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members go through a culturally enriched model of training that will assist them in working within our target Tribal Communities where they will work with our Native Children within the AIR Future LINC Project within Objective One

EVIDENCE BASE:

Evidence-Base Framework: We hold the understanding that culture and the historical context of our tribal nations form the foundation of our Native American heritage and we believe that cultural differences, apart from mainstream education, may be an indicator of why American Indian teens have a greater high-school dropout rate and lower educational attainment. Research has shown a link between self-efficacy in education and drop-out rates among Native American students (Gloria & Kurpius, 2001), suggesting that self-efficacy may play a critical role in academic success. Unlike learning or cognitive styles, student engagement, student motivation, effective instruction, rigorous curriculum, positive school climate and parental involvement have repeatedly demonstrated direct effects on student outcomes and these indicators suggests that these are universally effective educational practices (Goldenberg & Gallimore, 1989). Thus, American Indian underachievement may be attributed to a lack of access to those universal conditions (practices) that support school success, and this access may be limited by cultural incompatibility (Urban Education, An Exploratory Study of Cultural Identity and Cultural-Based Educational Programs for American Indian Students, SAGE, 2006). We believe that this cultural incompatibility is related to the methods implicit within mainstream educational practices and is not a cultural deficit problem where our students do not learn within the educational system but their understanding can be enhanced with properly guided programs geared to include cultural components. Use of culture and historical based educational programs where students are taught with universally accepted teaching practices which are infused with students' Native culture along with parental and community involvement and active student engagement has garnered greater success (McCarthy et al., 1991). Our program, continuous this belief and our model of work uses methods of cultural inclusion and historical relevancy with the greater ideal that this leads to self-empowerment, confidence and self-esteem which has results of greater academic performance.

As envisioned in our community action plan and ideally set in our long range plan we have been working with our local universities and our Tribal communities to bridge the academic world and our Native Community seeking to promote greater graduation rates, to give our students leadership skills, to prepare them for higher education, and to promote our culture as a means to carry them through this. In turn, the result of higher self-esteem will reduce juvenile delinquency, give them greater

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economic potential in employment, and to serve in leadership within their communities.

Evidence-Based Practice: Project „Future LINC“ has five key strategic categories, which are based within the research above and our combined with our community efforts and, when implemented, will support our overall objective and help promote the cohesion of education and cultural understanding. Contributing ideals are given by evidence based practices identified by Rhodes and Dubois (2008). Observations identified by the Rhodes and Dubois, include frequency, structure of mentoring with supportive coordination, continuation of mentoring, identity, and positive interactions and critical thinking. Therefore our mentoring structure, which includes AmeriCorps members, will be vested in culturally significant activities and curriculum that will be implemented by our trained members and volunteers mentors within a continuous program that collaborates and includes Tribal and community support. The following are our five key strategic areas of implementation:

Culturally Based Instruction/Competency: This project will be based on culturally driven topics and the inclusion native culture as our primary subject and theme that will be used to empower our students in understanding identity, heritage, and important reference to some of our Native Cultures within the region and State. Such topics are intrinsic to our students and acts to promote learning therefore, students flourish in their understanding of Native Topics when given the opportunity to participate in such instruction.

In partnership with the UCLA Tribal Learning Community and Educational Exchange program we will develop of a set of university courses to give to our students who will also earn university credit (transferable) within this project. This will be accomplished through a hybrid distance learning model to cohorts (of 8 students) at the Tribal Educational and Urban Centers. Each session will be based on a subject area that is vital for Tribal governance and has roots in Tribal leadership. They are:

1. Introduction to Tribal Legal Studies: basic knowledge of sovereignty concepts, major court cases that shape current Tribal Rights and Tribal Courts;
2. Cultural Resource Protection: basic knowledge of the development of NAGPRA, contemporary cultural protections issues, and Tribal monitoring;
3. Tribal Economic Development: Referencing the IRA and development current Tribal governance and laws and ordinances that govern economic development on reservations, and the development of tribal business enterprises.

The ideal is that historical relevance within each of these courses, has effects in understanding of contemporary issues within Indian Country, and has significant cultural effects in a broad scope that touches all Native Communities and has the potential to prepare and qualify them for higher education.

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Working with the University of California (UC) Admissions to understand what is needed to successfully qualify to a university. Good grades and ACT/SAT scores are not enough to be eligible for higher education at most universities. The UC Admissions evaluate for the ability to take college level classes, leadership skills, programs outside of the public schools that participate in furtherance of academic potential and that are community and culturally connected. These courses demonstrate the ability to complete university level courses, involves community and cultural connections. The content lends itself to the very ideal of developing leadership skills that will serve our Tribal Nations well with those who have a great understanding of contemporary issues within Indian Country.

The delivery is hybrid, which by developing our students into cohorts within our Native communities, our students will have the ability to participate with community support through coordinators at the Tribal and Urban centers. Students will be chosen within grades 10th through 12th who have a 2.4 grade point average. We will work with our Tribal and Urban Coordinators who will help in choosing these students as those from that community know their students and their ability.

Community Participants (intergenerational activities): Cultural topics given within our program are coupled with the inclusion of both community elders and community leaders which are imperative in understanding of any culturally related topics and contemporary issues that Tribes are working on. The understanding of any cultural or historical reference and contemporary issues are incomplete without the understanding of elders and leaders who can give personal testimony to the subject and the effects that have played upon them based on personal experience. As with many societies this is a practice that our Tribal Nations use in teaching the young. Because western ideals primarily take precedence over teaching roles over the use of elders and community leaders we can see the cultural incompatibilities that have been affecting our students and the academic potential. With the participatory inclusion of community leaders and elders they will visit each of our cohorts twice per quarter to create discussion with our students and to evaluate our progress.

Research Methodology and Academic Preparation: Students will learn academic skills from our AmeriCorps Members and volunteer mentors who are university students that would assist them within the classroom materials. Mentors guide the student in methodology based research on our cultural topic and thereby merging both cultural knowledge and education. Our academic based course will have group meetings (after-school) twice a week for 2.5 hours each. Our mentors will go out to the remote locations to work with our students to keep them on target to complete the classes and to assist in any additional questions they may have on college and coursework. Student participants will also be asked to work on their own within these session, however, due to the nature

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of youth they may not have complete understanding of topics and methods of research therefore our mentors will assist in this capacity.

Mentoring: As mentioned within the Rhodes and Dubios (2008) mentoring has lasting effects on students of all ages from k-12th grades. Utilizing our AmeriCorps Members and volunteer mentors they will meet with our Native students within the cohorts to assist them within the academic curriculum, developing and integrating educational workshops within each group meeting, tutoring and preparing them for team presentations at overall forums that will occur twice a quarter. Here, frequency, coordination and training are key to the success of the mentoring portion of the project. In partnership with the University of San Diego and San Diego State University we are developing mentor training for our university students who will go to the cohorts and work the students on the academic materials. Training will be discussed in the following sections. Volunteer mentors will be gained through community service learning projects at the universities and volunteering from courses developed at the universities for our projects. They are screened and adhere to university policy for health, moral turpitude, and are academically qualified through admission policies of the universities.

Academic Workshops: In addition to providing research methods, cultural topics, and intergenerational participation, we will deliver academic workshops that are designed to give information related to improving their academics and on the realities of pursuing higher education. Many of our Native students do not receive academic information pertaining to requirements for higher education, nor do they have understanding of the educational process or the coping levels to be successful within higher education. Therefore, within these workshops we include: study and test taking skills / Requirements to pursue higher education, understanding what earning a degree means and coping skills within the academic settings in both secondary and higher education / Financial Aid and understanding costs to attend Community College and Universities Workshops will also include life-skills models of financial budgeting, health and fitness in academia, healthy choices as pertaining the university social setting, networking and more. These academic workshops will be given and planned by the college student mentors within our program.

C. MEMBER TRAINING: AmeriCorps Objective Two (see above): Many times those who work within Indian Country often do not have the understanding of the people they are working with. Although Community Service Learning projects prepare our university students in preparation to work in impoverished communities, Native American communities offer a different perspective as ideals of Tribal Culture and specific understanding of the world viewpoint are differ from the

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mainstream American experience. We therefore will offer the following: Working in Tribal Communities Training. Working with the University of San Diego and San Diego State University we are developing curriculum to train our university students (Native and Non-Native) to work within Tribal Communities. This curriculum is divided into three areas:

1. First is an introduction into overall Native American history and then discusses regional specific history so that our students understand to social aspects of the Tribal Nations that they will work within.
2. The second portion of our training is to bring in current Tribal Leaders and native community leaders to discuss to give more of the cultural and social understanding of the regional Tribes and urban populations and to discuss current or contemporary issues within Indian Country.
3. Finally, our student trainees will complete their training through working within the cohorts as internships guided by our Staff and our community partners that are on site. We specifically require that our interns be with staff and committed community partner supervision.

We will work with 6 AmeriCorps Members to carry this plan forward with another 24 volunteer university students to carry this project forward for the entire yearlong project.

MEMBER SUPERVISION: Within the Future LINC Project members will be supervised by the AIR Program as the primary coordinator. Primary supervision within the AIR Program will be provided by Dwight Lomayesva, Executive Director of AIR Programs. Dwight will work daily with the Project Director/Coordinator to ensure the AmeriCorps members are oriented and incorporated within the total program objective. The Project Director and Coordinator work within the logistical orientation and training for office procedures and will provide any orientation and training. The AmeriCorps members will be introduced to the Native student community and community constituencies via the WTC Training and Project and Coordinator Directors. Weekly staff meetings and programs will help, in the understanding the curriculum that we have within each course. Project Director and Coordinator, along with the Executive Director, will work with the AmeriCorps to make sure all reporting and mandatory meetings/events are incorporated into timeline and schedules.

Agreements with each location will be made in which site supervision will be implemented by a designated site supervisor from the Tribe/Education Center. Site Coordinators from these locations will be responsible for monitoring the AmeriCorps members and holding students accountable with the rules and guidelines of the program and facilities. AmeriCorps members will be supervised to carry out our outline objectives by providing workshops, mentoring, tutoring and implementation of educational framework given during each of the three designed educational plans.

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Site A: Iipay Nation of Santa Ysabel, Site B: Warner Springs Unified School District, Education Center (Education Center serving 3 local Tribes), Site C: Rincon Educational Center (Tribe with Educational Center, Site D: AIR Programs 1, San Diego State University (Urban), Site E: Southern CA Tribal Chairmen's Association TANF (Tribal Organization), Site F: AIR Programs 2, University of San Diego (Urban)

COMMITMENT TO AMERICORPS IDENTIFICATION: The AIR Program hereby commits to give credit to AmeriCorps for any documents and other items created in whole or in part with AmeriCorps funds.

Organizational Capability

ORGANIZATIONAL CAPABILITY:

Organizational Background and Staffing: The AIR Program was created in 1993 and has continuously served our American Indian community and Native Youth through our after-school mentoring program. Incorporated as a non-profit organization in 2002, our program was initiated in response to low educational attainment among our Native Youth within our community and we have developed our mission as, "the promotion and success of American Indians within education". Our program provides academic wraparound services to our American Indian students, by empowering them through an academic after-school and summer mentoring program that provides a culturally specific academic model of learning, tutoring, and mentoring. Using our teaching-through-culture model we have had great success with a vast majority of our participants pursuing higher education. Our success has led us to incorporate additional programs including a separate tutorial program and a program that specifically targets 6th through 8th grades.

In 2009, our program was honored with the Pacific Sociological Association's Social Conscience Award and in 2010 KPBS/Union Bank honored our Executive Director with a Local Heroes Honor on behalf of the AIR Program. However, our most significant statistic are where our students are pursuing higher education at Stanford, CSUSM, University of Arizona, SDSU, UCSD, Brandies University, UC Davis, Northern Arizona, and more. Our success comes directly through the implementation of methods we have developed and the cooperative efforts that have been established with our community. We are proud of our success as our program has been able to touch many lives within our community.

Program Management: The AIR Program, in its 21 years of service to the San Diego American Indian community, has operated our youth oriented programs continuously using our organizational process. The AIR Programs has a hierarchical design model for staff leadership and is described within

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our Organization. Such a design will ensure accountability under one centralized form of leadership creating and ensuring dependability and certainty among staff.

Fiscal Management: The AIR Program has prior experience in managing this specific type of grant program. The following is a partial list and amounts of private and public contributions:

Wells Fargo / Massernini Trust-\$20,000, Catching the Dream-\$10,000, Annual Fundraiser-\$25,000, Tribal Donations-\$31,800, Native American Research Centers for Health-\$4,000, National Science Foundation Grant 2010, 2011, 2012-\$13,000- Administration for Native Americans- 2008, 2009, 2012-\$310,000

AIR is in good standing with federal and state agencies and our accounting system has recently been certified by a Certified Public Accounting Firm in accordance with the Single Audit Act of 1984.

The Board of Directors has the authority to employ a staff to uphold our mission and for day to day operations and to create the project's program plan, schedule, and criteria for each program developed. The Board of Directors has the authority to engage consultants to assist in accounting and the development of evaluation criteria on a limited basis. All position descriptions, resumes, consultant qualification information, and an organizational chart are attached.

Program Staffing: AIR Programs operates with many programs/projects that are aimed in accomplishing our mission of the academic success of Native Americans within Education. AIR is divided into two basic components that differ but work in combination with each other. Our first component is our Youth Programs that implements our after-school programs. This includes program development and schedules of our AIR Sr. and Jr. Projects, supervision of volunteer staff and delivery of training. It is here that Future LINC will be located.

Dwight K. Lomayeva is a Co-founder of the American Indian Recruitment Program and has continuously been the Executive Director of the AIR Program since its incorporation as a Non-Profit in 2002. Dwight oversees the coordination of all AIR Program projects and the day to day operations of the overall program and works with the Youth Programs and Academic Services Coordinators for the delivery of all services.

Volunteer Program: AIR Programs is premised on the ideals of community service learning projects where we have actively worked for 21 years with San Diego State University (SDSU) in creating a volunteer driven program. To this date nearly 1,500 hundred university students have volunteered within our program

Compliance and Accountability:

AIR Programs will adhere and comply with all AmeriCorps rules and regulations. The AIR Programs

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accountability to comply with all grantor rules and regulations, compliance with Federal and State laws follow under their supervision both the Executive Director and Board Members on all AIR Program projects. Formalized agreements adhering to our policies and compliance with our grantor regulations regarding our projects will be made with each site location. Volunteers will also be monitored by staff, site coordinators, and the universities for strict adherence to our mission and moral turpitude. Should any violation, instance of risk, and/or non-compliance all incidents will be reported to our AIR Programs Board which will adhere to our overall AIR Program Policies and if necessary proper reporting to any of the respective agencies of compliance.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness of Project:

We have worked with our community and looked to develop a program that gives our students substantial future stability in gainful employment and understanding of Tribal governance. The key is our overall collaborative effort that shares the costs among many stakeholders and allows our program to effectively create the output that exceeds most large organizations.

These commitments are imperative for the daily operation and coordination of the ¿Future LINC¿ project, these necessary commitment items include:

-Office Space: For daily operations within the San Diego County region. San Diego State University is a central location for all of our work within our target urban population as it is central to all Tribal reservations and urban population. Commitment from San Diego State University to cover all costs for centralized location.

-Classrooms: AIR ¿Future LINC¿ meetings will be held at SDSU and the University San Diego where students will have access to use of the campus research facilities, computers, the library, rooms for workshops, and student mentors from the surrounding colleges and universities. Commitment from San Diego State University and the University of San Diego to cover all costs.

-Cohort Locations: Our commitment from our community partners includes their pledge to provide cohort locations (with agreements) to utilize locations within the Education Centers for their cohort. Commitment from Iipay Nation of Santa Ysabel, SCTCA TANF, Rincon Education, and School Districts agree to cover costs.

-Tuition: The bulk of costs for this program will be to cover the costs for tuition from UCLA Extension for the implementation of the curriculum. UCLA TLCEE program will commit to cover these initial costs

With these commitments of in-kind funding we will be able to effectively complete our objectives with

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great success. As for cost effectiveness of these commitments combined with AIR Program existing methods results as, there is no other project developed in that has the potential to change education within Indian Country in existence and the overall approach has a share among all groups that is cost effective that meets our objectives.

We project that beyond the first year of operation the benefits of the program will see support as follows:

- A large applicant pool of students qualified for the higher education, where more university resources will be utilized for the success of the program and more universities joining our coalition for the benefit of our students.
- Tribes looking to utilize the benefits for the students will invest in our program for the tuition of their students thus reducing costs for our partnered program UCLA TLCEE programs.
- We will be able to develop a certificate for those who successfully complete these courses, more importantly, we have a pool of universities that our students can apply to that the universities are participating within.

Evaluation Summary or Plan

N/A

Clarification Summary

1. Executive Summary:

The American Indian Recruitment (AIR) Programs will have twelve (12) AmeriCorps members for 3.87 Member Service Years (MSYs) who will provide vital education and community service learning activities and services in San Diego County. At the end of the 1st program year, the AmeriCorps members will be responsible for providing program students the resources needed to successfully complete the Future LINC program, which the primary goals are to ensure the project students gain the tools necessary to complete high school and continue on to higher education opportunities, thereby improving opportunities within Tribal communities.

This program will focus on the CNCS focus area of Education. The CNCS investment of \$53,764 will be matched with \$62,210, \$55,125 in public funding and \$7085 in private funding.

2. Living Allowance:

The AIR Programs is not offering a living allowance to any members under the project. The budget

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should state \$0 for living allowance.

3. Roles of AmeriCorps members:

The roles of AmeriCorps members will be different than project volunteers. AmeriCorps members will have various different duties and responsibilities, specifically including, lesson plan development, parent meetings, leadership roles in student project meetings, and report development.

4. No Duplicate Activities:

AmeriCorps members will not receive any type of academic credit for their service to the project. Some volunteers may receive such credit for their participation in the program project. The service of AmeriCorps members will not duplicate that of the volunteers' participation. While both members and volunteers will work collaboratively on the overall project, members will have distinct responsibilities that volunteers will not engage in, as described in number 3 above.

5. Member training:

Members will receive a series of Working in Tribal Communities trainings. These trainings will provide the members an overview of American Indian history, contemporary Native issues, mentoring skills, cultural sensitivity skills, and best practices for working within Tribal communities.

These trainings will be conducted by a number of academic and legal professionals that will volunteer their expertise for the project as an in-kind donation. Therefore, the only cost for CNCS is the cost of books and materials as shown in the revised budget sections.

6. Adequate Member Training:

Members will receive administrative training and the Working in Tribal Communities training. The first day of training (2-3 hours) will include orientation and training on their roles and responsibilities under the project and as an AmeriCorps member. The agenda will include an overview of the Future LINC Project, project schedule, history of the AIR Programs, AmeriCorp program overview, and AmeriCorps rules, regulations, and prohibited activities. All members will receive a binder at the training that includes printed material on the above stated areas, including copies of relevant AmeriCorps regulations, the AmeriCorps website address and important phone numbers. All members will have access to computers so they may visit the AmeriCorps website as needed. All

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members will receive a refresher orientation/training on a quarterly basis, or earlier upon request of a member, to ensure proper understanding and compliance with the above stated areas.

The second through fourth trainings will be approximately 2-3 hours each and include an overview of American Indian history, contemporary Native issues, mentoring skills, cultural sensitivity skills, and best practices for working within Tribal communities.

7. Member Supervision:

Members will be supervised by the AIR Programs Executive Director, Project Coordinator, or Education Director at project sites and office or training settings. While at project sites, the AmeriCorps members will take leadership roles in the project, but the Education Directors and/or Executive Director will have the authority over and responsibility for students, volunteers and members. Because the members will be routinely monitored by the Executive Director, Project Coordinator, and/or Education Directors, the observation of instances of non-compliance of AmeriCorps rules will be identifiable. If an instance of non-compliance is observed and/or reported to project staff, measures will be taken to ensure corrective action, including immediate explanation of the non-compliance, refresher training at the earliest possible opportunity, and opportunity for question and answer by the member.

8. Promotion of AmeriCorps Identity:

AmeriCorps members will wear AmeriCorps shirts to be readily identified (along with name badges). A press release will be made announcing their work and presentations will be given at our annual banquets on their progress on the project. All materials will have the AmeriCorps logo associated with the project. A member will also present at conferences, as the opportunity arises.

Training will be given on how to address the community from AIR during our Working in Tribal Communities training series.

9. Tribal and Organizational Support:

The AIR Programs has partnered with nearly every Tribe in San Diego County and has a long demonstrated partnership with the Iipay Nation of Santa Ysabel who has supported this project via a Tribal Resolution. This project is based on decades of collaboration with the local Tribal and academic communities. The project is designed based on feedback from the AIR Programs' Tribal and academic

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community partners.

The AIR Programs Executive Director will oversee the implementation of the overall project with day to day support from the Project Coordinator, and site specific support from the Education Directors at the project sites. The Executive Director directly supervises the Project Coordinator who will provide support to volunteers and members. Because there are a number of planned project sites, either the Executive Director, Project Coordinator, or Education Directors may supervise the project at any given project activity.

10. Unexpected Costs/Expenses:

Revenues are generated by AIR Program in excess of \$20,000 per year from various tribal and private donations and the annual fundraiser banquet. Further, UCLA will be funding a portion of the costs to ensure that the project is successful.

Continuation Changes

N/A

Grant Characteristics