

Narratives

Executive Summary

The San Pasqual Band of Diegueno Mission Indians proposes to have ten AmeriCorps members who will provide San Pasqual Tribal students in grades K-12 with educational support through mentoring services provided during school and after-school in the San Pasqual Reservation and Valley Center-Pauma Unified School District, in Valley Center, California; primarily at the San Pasqual Education Center (preschool and K-12 student programs) and local K-12 schools where San Pasqual students attend. At the end of the first program year, the AmeriCorps members will be responsible for assisting San Pasqual students in grades K-12 improve their academic achievement, behavior, discipline, and attendance rates, along with reducing at-risk activities. In addition, the AmeriCorps members will leverage an additional ten-fifteen volunteers who will be engaged in community activities. This program will focus on the CNCS focus area of Education. The CNCS investment of \$149,300 will be matched with \$175,577 in Tribal funding.

Rationale and Approach/Program Design

1. Problem and Need: In the San Pasqual Tribal Reservation community, in Valley Center, California, Tribal students in grades K-12 are struggling far more than other students in the district school system; they remain at-risk for academic failure and low self-esteem. The San Pasqual Education Department has identified the need that each year Tribal students are faced with in-school problem behavior, poor attendance, and at-risk after-school activity. Review of the community need and supporting data has identified a critical need to develop and implement a comprehensive approach to Tribal student achievement and youth development in our remote Reservation community. (Source: Valley Center-Pauma Unified School District School Accountability Report Card [SARC] and Annual Yearly Progress [AYP] Report). Staff of the San Pasqual Education Department (SPED) know that these in-school problems correlate with other issues like students' low self-esteem and high-risk behaviors after school. Most worrisome is the number of youth with in-school discipline issues as well as the number of students missing school altogether. The rates of absenteeism and behavior problems continue to be double that of the dominant student population. SPED staff believes that the number of students at-risk for high absence rates, discipline problems, or even dropping out of school, is the most critical issue on which we have to act in order to turn this trend around. (Source: VCPUSD SARC) When SPED staff members observe students in school, there is a higher occurrence of negative behavior and attitudes of Tribal students as compared to non-Native students. VCPUSD staff document that students are frequently suspended or disciplined in school. In discussions with school

Narratives

administrators and staff, SPED staff have repeatedly been advised that while the numbers are of concern, the presence of SPED AmeriCorps Member Mentors during the past three years has made a positive impact in improving student behavior. (Source: SPED/VCPUSD Collaborative Meetings)

The San Pasqual Education Department has documented a very high rate of poor school attendance, problem behaviors in school, and correlating high risks for academic failure and youth delinquency. Lorraine Orosco, the Executive Director for SPED reported that, "We continue to see a pattern of problems in our students; in school activities and performance; which we believe is perpetuated by low self-esteem and the geographic isolation of our community, where access to illegal substances or at-risk activities is common and can affect the motivation and self-confidence of our students. When we look at the high incidences of suspensions, disciplines, and poor attendance, they are consistent with our observations and with district reports that Native American children are scoring below average in the region while also struggling to engage in classrooms."

SPED staff recognizes that children and youth continue to enter the school's system each year at-risk to the same social and academic problems that have burdened past generations. The San Pasqual Tribe reports that "at least 50% of the Tribal families in this community live in poverty, and among this group, substance abuse, academic failure, and unemployment remains common." (Source: San Diego County Census, 2010) The Education Department also reports that "throughout the Reservation, the academic performance of students is below average and students remain highly at-risk for in-school problem behaviors and delinquent activities outside of school." Tribal Government officials and Tribal members agree that these issues continue to debilitate the community; yet the grave concern is for the children and youth who are left with an uncertain future.

Justification: (1) The needs were founded on data and evidence clearly depicting a community-wide problem that requires immediate attention. (2) Each Tribal youth's educational outcomes are the foundation of becoming a contributing member of the Tribal community and a productive U.S. citizen. (3) Addressing the needs with the youth population is essential to the entire community, and doing so will have far-reaching impacts throughout the Tribe, producing long-term positive results for future Tribal student generations. (Source: Tribal Administration) (4) The SPED AmeriCorps Mentoring program has demonstrated its success in addressing the needs for this focus area.

Evidence/Data: The compiled data provides (1) strong evidence of the problems Tribal youth face; (2) substantial documentation of the extent and pervasiveness of these problems; and (3) identification of risk factors associated with the problem. (Source: VCPUSD SARC, San Pasqual Education Department student records, San Pasqual Tribal Community and Government Officials,

Narratives

Tribal Community Members, and San Diego County Sheriff's Dept.)

The 2012/13 school district data is the most recent information available. SPED student achievement data validates that the data accurately depicts the current problems Tribal youth are having in school.

Academic Performance: Representatives from the VCPUSD and the SPED staff emphasize that, as a group, the Native American students in this school district score as follows: Native American students score "below basic or lower" on all academic measures; they have twice the rate of absenteeism, and twice the rate of behavior problems as compared to other groups of students disaggregated by race. Native American youth in the school district enter the school system performing well below average. School district data shows the disparity between the scores of American Indian (AI) children and White/Caucasian (W/C) children, starting in elementary school and continuing through high school. The following data specifically compares the percent (%) of children in each grade who scored below the 50th percentile: (2nd Grade) W/C 50% and AI 82%; (5th Grade) W/C 40% and AI 80%; (7th Grade) W/C 30% and AI 50%; (8th Grade) W/C 30% and AI 60%; (10th Grade) W/C 30% and AI 50%; (11th Grade) W/C 30% and AI 70%. Further emphasizing this disparity are math scores with comparisons.

School Attendance: High absence rates reported by the local school district and observed by SPED reveal poor school attendance each year. Whereas the district-wide rate of absence is 4.23%, the overall absence rate for our American Indian students is 8.54%.

Behavior and Discipline: As evidenced by the high number of suspensions reported in school district data and behavior observations from SPED staff, Tribal students have an increased rate of discipline problems in school as compared to any other population group. This is reflected in the high rate of suspensions; American Indian students are suspended at least twice as often as Non-Natives. The following data compares the percent of students suspended for one (1) or more days: District-wide: 15%, American Indian 32%.

Substance Abuse: The Tribe reports that substance abuse on the Reservation is wide spread. They estimate that 30% of the Tribal members regularly abuse alcohol and drugs and are therefore unable to secure long-term employment. At least 50% of the Tribal families on the Reservation have in residence one or more family members who have had some form of serious contact with the criminal justice system due to substance abuse leading to arrests, probation, or prison. In any given year, at least 30 Tribal members are on parole; 5 to 10 new parolees are returned to the Reservation; and approximately 90 Tribal community residents are in prison. The Reservation is also rife with methamphetamine use. Whereas 23 methamphetamine labs were closed in San Diego County in

Narratives

recent reports, five (21.7%) of these were located in the area, where the San Pasqual Tribe is located! One state parole officer explained that drug addiction is often intergenerational; many parolees are often taught by their parents to use these drugs and also how to commit crimes to support the addiction. (Source: San Diego CO Sheriff's Dept.)

Juvenile Crime: The Tribe reports that underage illegal drug and alcohol use usually begins when children are in middle school, and becomes more severe as children grow older. Shockingly, the number of youth that experiment with or regularly use marijuana and alcohol are between 10% and 15% of the children between the ages of 8 and 10. By the ages of 16-18, the rate of usage is 75% or greater. Many teenagers are using alcohol and drugs on a daily basis in social settings. The Sheriff's Department assigns special detectives to work with juveniles in the Valley Center-Pauma region. One detective explained, however, that the crimes committed by Native American youth account for 25% of the crimes that he responds to, even though Native American youth account for only 10% of the total population of youth in the region. In any year, the detective explained, a small group of Native American youth is responsible for crimes which will be repeated over and over.

Evidence of School Drop-Outs: Students are enrolled in schools in the Valley Center-Pauma Unified School District and many of San Pasqual's K-12 students attend All Tribes American Indian Charter School in this school district. Based on school district records and estimates made by the staff of the San Pasqual Education Department, the following numbers show how many Tribal students are in each grade as of 2013-2014: pre-k 30, kindergarten 24, elementary 82, middle school 30, high school 64, which total 230 San Pasqual students. The San Pasqual Education Department staff believes that there are as many as 70 students missing from school enrollment records, bringing the total number of school-aged children in San Pasqual to approximately 300. Many students do not appear on the school district's records because they are home-schooled or have dropped out. (Source: VCPUSD SARC compared with Tribal rolls and SPED enrollment data)

Evidence of Community Concerns: Input and information was gathered during focus group meetings including parents, youth, Education Department staff, and Tribal officials. Suggestions for student needs were expressed, as were examples of students' troubled school experiences and poor grades. Concerns from the schools where San Pasqual youth attend has been expressed during meetings between the school Principals and the Education Department's Executive Director. Notably, School Officials have recognized an improvement in behavior and attitude from our American Indian (AI) students as a result of having SPED AmeriCorps Members on campuses during the past three years as they mentored and monitored students. This progress, although short-term, is encouraging

Narratives

and lets us know that we MUST continue the positive momentum of this valuable service to our youth.

Community Description: Brief Tribal History: The ancestors of the San Pasqual Indians lived for thousands of years in the valley carved by the Santa Ysabel Creek, where modern Highway 78 now winds, near the present site of the San Diego Zoo's Safari Park. In spite of decades of forced assimilation, Tribal band members maintained many of their social and cultural ties, and some maintained the traditional Kumeyaay language and cultural traditions. In 1910, Reservation land was officially allocated to the Band, yet it was only in the 1950s, after some 80 years of dispersal, that descendants of the original Band began reconstituting the community in fear of losing the small Reservation. Because most available jobs are low-paying entry level jobs, many of the Tribal families continue to live in poverty and now do not qualify for assistance programs. This economic development was also accompanied by a new wave of crime on the Reservation, an increase in the number of people living in poverty and in the number of people addicted to alcohol and illegal drugs. Tribal estimates are that 50% of the Tribal members are living in poverty. (Source: Tribal and Census data) The San Pasqual Reservation is made up of five non-contiguous parcels of land that totals 1,379 acres located in the most northern community of San Diego County, in the San Pasqual Valley and near Valley Center, California. Nearby communities include Valley Center and Pauma which are isolated and rural communities, and Fallbrook and Escondido which are substantial distances away from the rural Reservation.

Conditions: As a historically disadvantaged and isolated community, intergenerational trauma associated with the elimination of ancestral land, cultural and human genocide, and countless more historical massacring events on the San Pasqual people have created subsequent harsh community conditions over time. Alcohol and substance abuse, youth delinquency, isolation and poverty, and fractured family structures are complicated and difficult issues that exist in the Tribal community. Due to these conditions, San Pasqual's rather remote Southern California Indian Reservation has remained in the grip of an inter-generational cycle of academic failure. (Source: Tribal data) The San Pasqual Band of Diegueño Mission Indians of California is a federally recognized Tribe of Kumeyaay Indians. Tribal statistics estimate that approximately 1,500 Tribal members and their lineal relatives currently live on the Reservation, in some 450 separate households, of which at least half live in poverty. There are approximately 450 children residing on the Reservation, of which approximately 230-300 are in grades K-12, making up the target population for this program.

Justification of Target Population Selection: San Pasqual Tribal students have been selected because

Narratives

evidence demonstrates that there is a critical need to improve educational outcomes for grades K-12, which impact the future of the entire San Pasqual community. VCPUSD and SPED administrators have recognized an improvement in behavior and attitude from our American Indian (AI) students as a result of having SPED AmeriCorps Members on campuses during the past three years as they mentored and monitored students. This progress, although short-term, is encouraging and lets us know that we MUST continue this valuable service to our youth. Based on past progress, we are certain that mentoring services provided to the student population will result in positive outcomes for generations, as new values for education and personal development are gained and passed down to future generations.

Member Roles and Responsibilities: (Program History, Effort and Impact): The San Pasqual Education Department is a comprehensive Tribal education center that provides a myriad of educational opportunities for adults and youth. The Education Department serves as the only central resource for all related educational services on the San Pasqual Reservation. Early Childhood Education is offered for families through a high quality developmental preschool program. Facilities for K-12 students include a fully-equipped computer lab, a library, after-school tutorial center, academic assistance, advocacy, homework assistance, fitness, healthy lifestyle instruction and activities, cultural experiences, and family and recreational activities. Educational services and opportunities for adults include Adult Basic Education courses, academic tutoring and support, and classes to prepare adult students for GED certificates and high school diplomas. These services are being implemented in a comprehensive program that has been developed and modified in order to meet the needs of all San Pasqual members. Our proposed AmeriCorps Mentoring Program is one of the modifications made to the comprehensive SPED program that has clearly worked in this community. SPED's implementation of after-school prevention and substance abuse programs further provide Tribal youth access to leadership, recreation, culture and mentor-based activities aimed at encouraging healthy lifestyles and preventing substance abuse. All of these programs are infused with cultural values that are critical for supporting Tribal youth's identity and self-esteem. While the first cycle of our AmeriCorps Mentoring program was an excellent beginning and has shown promising results, we know that the program must advance in order to continue the positive momentum and to show long term results and success for our families. SPED staff reports that while the SPED provides Tribal youth access to valuable resources, the students who attend are not engaging often enough with activities meant to help them improve in school. Additionally, the staff describes how most of the Tribal youth's parents are not educated and therefore do not understand the impact that student

Narratives

participation in after-school activities can have on in-school success. This makes it challenging for parents to support their children's education. For that reason, SPED staff attempts to encourage or advise students to participate in after-school education programs; however, guidance is sporadic and has not generated the results needed. The San Pasqual Education Department has implemented an intervention strategy that engages AmeriCorps members as mentors who can help Tribal students improve their educational outcomes with support in school and after-school.

Justification of AmeriCorps Program: By having AmeriCorps members focused on maintaining mentor relationships with San Pasqual children and youth, efforts to date will be expanded and enhanced in the community and schools. SPED and the school district are not equipped with volunteers or available full-time staff who can provide the continuity of support needed to achieve the desired outcomes with Tribal students. AmeriCorps Members are therefore a highly effective means to addressing these needs because they can commit 1-full year of training and mentoring service performance, developing and maintaining relationships with Tribal youth in our community. Members also increase the potential for greater impact with mentor-youth relationships and the community as they become eligible for a second year of mentoring service, if they choose. Members will further expand current efforts, mobilizing training skills to implement a program framework that includes best practices for overcoming Tribal community barriers and achieving success with the at-risk Tribal youth population using an innovative, culturally sensitive approach to solving the problem. The program will provide specialized training and skill-building for Members in order to effectively implement the intervention with Tribal youth, resulting in a team effort to address the problems.

Member Roles/Proposed Activities: Members will engage in structured community-based and school-based mentoring strategies aimed at creating trusting relationships with Tribal students in grades P-12 to improve their educational success and engagement levels. The addition of preschool to our service is a well thought out programmatic change to deal with kindergarten readiness. Members will provide direct and indirect support for existing programs for youth leadership, cultural preservation, after-school and summer programs, and community service learning. Members will perform service activities which coincide with the school year and summer months. Examples of specific proposed member activities include: provide guidance and leadership to Tribal youth for educational purposes during school and after-school; engage in different mentoring strategies including traditional one-to-one, group, and team mentoring; plan, coordinate and facilitate after-school Tribal youth activities such as peer literacy, Kumeyaay culture, peer mediation, social and life skills; coach recreational programs with mentees; provide support for career and college exploration

Narratives

activities and programs by facilitating workshops and coordinating campus visits; provide tutoring, classroom and academic support for student events in the schools where Tribal youth attend; and provide support for after-school activities at SPED. Members will also provide support for the implementation of youth leadership and wellness curricula (White Bison, Boys and Girls Town, Gathering of Native Americans, and United National Indian Tribal Youth). (Member number/slots): There are a total of 10 full-time AmeriCorps Members being requested, who will deploy for one-year (12-months) of service. 10 full-time slots ensure Tribal youth receive mentor support during the school calendar year, after-school, and in the summer months.

3. Evidence-Base (Research): In all cultures, the presence of a caring adult is integral to a child's success in life and their ability to develop a healthy positive outlook (Source: Native American Mentoring Initiative). The identified interventions that members and volunteers will be engaged in, (i.e., full-time, 1- year term, Tribal youth mentoring support services using traditional, group, and team mentoring activities), are supported by evidence from case studies, research, and compelling argument revealing the measurable impact the interventions will have with Tribal youth specifically. In a case study titled, "One-to-one and Group Mentoring: An Integrated Approach", written for the U.S. Department of Education and Mentoring Resource Center, several authors describe how both one-to-one relationships and group format mentoring are essential for mentoring at-risk youth. Data collected by The Young Women Leaders Program (YWLP), "indicates that combining one-on-one and group mentoring approach contributes to participant retention. Seventy-five percent of YWLP mentoring pairs maintained their relationship for two years of the academic year and spent on average more than 3 hours together each week" (E. Lawrence, 2008). Additionally, the case shows that having multiple options within each group for connection and support for both mentees and mentors increases the likelihood that mentees (all ages) will find meaningful, growth-inspiring relationships." In another article written for Community Psychology, it states that evaluations of formal one-to-one mentoring programs have provided evidence of success at reducing rates of problem behaviors, academic difficulties, and psychological disturbances (J. Rhodes, 2008, p. 37). The author goes on to describe how youth who are mentored are less likely to participate in risky behaviors, have fewer contacts with law enforcement, and perform better in school. And finally, in support of members engaging in the intervention itself, according to the Child & Family Research and Policy Unit, mentoring can have "positive outcomes with young people...when 'best practices' are in place including screening of volunteers, supervision, training, ongoing support and group activities" (Brady, et al). According to the American Indian Development Associates, there is a wide-spread

Narratives

agreement among Tribal youth mentoring programs that "the most successful intervention and prevention programs build upon local Tribal values and traditions." As such, Tribal youth who are mentored by culturally sensitive AmeriCorps members will effectively build youth's own capacity to engage in Tribal culture and connectedness and produce positive developmental outcomes. As research also demonstrates, strong cultural identification decreases vulnerability to risk factors and increases the benefits of protective factors (Zickler). The concepts of nurturing, community, and compassion associated with mentoring are at the heart of many Tribal values. While modern-day mentoring is a program strategy to provide support and advocacy to youth mentees, mentoring in rural Tribal communities is also a tool for community change and community healing. A case study on rural and Tribal mentoring programs called "The North Dakota Tribal/Rural Mentoring Project" reveals how "Tribal mentoring programs continue to hold great promise for rural and Tribal populations" (Michael Garringer). Garringer also describes how "youth mentoring is a strategy that can bring Tribal communities together, rekindle cultural values and traditions, while also helping address many serious youth issues" (such as those identified in this grant application). As such, the intervention being used in our continuing program will have great community impact as it aims to address rural Tribal issues that create barriers to developing and maintaining effective mentoring programs with Tribal communities and Tribal youth (M. Garringer).

4. Notice Priority: The SPED AmeriCorps Program Application clearly falls into the 2015 AmeriCorps funding priority of Education (improving student academic performance).

5. Member Recruitment, Selection & Training: Recruitment/Selection: Plans for recruiting members for the program include use of a recruitment timeline that includes tasks such as advertising position descriptions, outreach planning, and processes for applications, interviews, selection, and placement. A welcome packet is prepared, with letter, program manual, SPED AmeriCorps Handbook, and screening checklist. We conduct all CNCS required criminal history and background checks, including Livescan / FBI fingerprinting. Administrators will help craft useful recruitment messages, write appropriate interview questions, determine qualifications, and identify reasonable accommodations for persons with disabilities. Advertising and marketing for positions will be done by choosing communication strategies and media used by the desired target populations, which includes identifying individuals, networks, organizations, local colleges, neighboring Tribal communities, and partner-sites that can help reach out to target populations. Plans will further include implementing effective practices for identifying and recruiting mentors in Tribal and rural communities, which will support recruiting for retention and potential diversity with Tribal members, other Native Americans,

Narratives

Tribal Elders, as well as high school students, college students, older generations or retirees.

Advertising also takes place on the surrounding community, within school, college campuses as well as other youth and educational organizations, to recruit non-native members. The AmeriCorps website is instrumental in advertising for recruits nationwide. Community organizing will be at the heart of Tribal/rural member recruitment, which will ensure that members will be included from the local Tribal community, and nearby communities, using one-to-one contacts, conversations, and building relationships. Plans for member selection include screening and determining qualified applicants by developing an effective interview process that allows thorough assessment of the candidate's abilities, interests, and commitment, checking references, conducting background checks, and utilizing documents for selection and placement (e.g. award/acceptance letter and member contract). Examples of selection criteria include: Must pass required CNCS background check and drug screening; Be able to effectively deal with challenging situations with enthusiasm and tact; Be reliable, discreet, and prepared to sign a confidentiality agreement; Willing to attend trainings and join a team atmosphere; Ability to communicate clearly and effectively, both orally and in writing; Must have a commitment to promote Tribal education, healthy decision-making, and cultural preservation; Must be culturally sensitive to the needs of Native American students.

Orientation/Training of Members: Plans for orienting members include pre-orientation distribution of handbooks, orientation packets, and assignments prompting members to start thinking about ethics of AmeriCorps and civic service. Pre-service member orientation will provide topics, activities and appropriate trainings to help members get to know AmeriCorps, the Tribal community and needs, target population, placement sites, and prepare them for the services they will perform. As an example, the pre-service orientation will provide structured opportunities for members to become familiar with the sites and the community using a site assessment tool and team-building activity identifying resources. Examples of orientation topics include program mission and requirements (e.g. timesheets), prohibited activities, and planning for the living allowance. Team-building exercises will generate motivation for service, help members get to know one another while building team cohesion. A clear training plan will be crafted that provides pre-service and in-service training for individuals and team needs throughout the year, ensuring that members are prepared for all activities and create a powerful impact. Anticipated training topics for members include: Types of mentoring, roles, and responsibilities; best practices for Tribal mentor programs (e.g. Tribal youth/community outreach); Tribal Youth Development (e.g. Tribal youth leadership/cultural norms); cultural sensitivity and knowledge of Tribal culture; curriculum training (White Bison, Gathering of Native Americans);

Narratives

culturally-appropriate mentoring skills (peer mediation, coaching); certificate trainings for Adults Working with Tribal Youth; skill building for tutor support and classroom aid support; Career Training for career exploration and college planning; Team Building activities; Project Management (summer program planning and implementation); member development in conflict resolution, leadership, wellness, facilitation, CPR, food handling, Tribal history and culture, environmental awareness, computer and technology, job readiness skills; team member reflection training and activities (portfolio documenting for member service experience; community service learning for community-based service projects; post-service planning (alumni transition tools); Tribal and diversity training; civic and citizenship responsibilities; recruiting and managing volunteers. The timeline for training members will include weekly, biweekly, and monthly trainings throughout the program year, and trainings will be in hourly, half-day and full-day increments as appropriate. To ensure that members are aware of and will not engage in prohibited activities, the program will provide pre-service and in-service discussions, monitoring, and reminders. The program changes that will be made to ensure positive members experience for the underrepresented population are adding more oversight for member activities and revising trainings to enhance knowledge and understanding for Tribal culture, diversity, and Tribal youth development.

6. Supervision of Members: Plans for supervising members include using efficient resource documents (e.g. clear procedures and support materials), and providing training and monitoring to enhance the supervisor member service experience. The program will ensure that its members will receive adequate support and guidance throughout the terms by providing pre-service expectations, and regular coaching, communication, and problem-solving support. The program will also pair members with supervisors, benefiting both parties and increasing community impact. The SPED Program Manager and school principals will supervise members and their service activities while at sites. Supervisors will be selected using tools for recruitment/ appointment, interviews, selection process, and agreements. The program will provide training, oversight, and support to supervisors by engaging supervisors in member orientation and pre-service trainings, and will receive continued support from the Program Manager for ongoing monitoring with members to ensure their activities are in compliance. AmeriCorps Members will be given the opportunity to suggest areas for program and service improvement.

7. Member Experience: The program components that will enable AmeriCorps members to have powerful service experiences include several structured opportunities for service learning and sharing, team building, member development, service support training, and communication building with

Narratives

other Tribal AmeriCorps programs. Service learning strategies will engage members in individual and team structured opportunities to reflect and learn from their service throughout the program. Members will be given time at the end of each service day to write in journals about their experiences. Members will have time each week to come together as a group and share their service experiences; which will increase understanding for team service, and generate team cohesion. Site Supervisors will also participate to increase service learning. The Program Manager or Team Member Leader will facilitate these discussions along with team building activities providing specific topics aimed at increasing members learning experiences and commitment to lifelong civic responsibility and ethic of service. Members will have structured opportunities to engage in discussions with mentees and community members about the program in order to learn ways to increase impact of service. Members will also be provided opportunities to engage in self-reflection each morning, encompassing traditional Native American self-assessment wellness activities that allow members to mentally, physically, emotionally, and spiritually prepare for a new day of service. Opportunities will be provided throughout the program year for members to document their service experiences through videography, photos, and individual journals that will produce an end of the year video to be shared with the community and members, as well as during member recruitment presentations.

Volunteer Leveraging: Our program will recruit volunteers using a comprehensive plan aimed at recruiting different populations, such as new high school graduates, college students, and elders who can help expand the reach/impact in the community. The program plans to build enthusiasm for volunteering and for intervention by using advertising and marketing specific to each population, distributing messages in list-serves with partner-organizations, holding informational events (e.g. open house), leveraging the roles of influential community members who can help expand recruitment reach to people they know, and deploying Volunteer Coordinators who can assist with volunteer tasks and activities during the program year.

Volunteer Roles: Volunteers will help meet the community needs through roles that support the program, carrying out the intervention in the community and with youth, without displacing Corps members from their service activities. Volunteer roles will consist of helping with service activities in ways that members are not, such as providing direct or indirect support for organizing events, administrative tasks, cultural knowledge sharing, or helping with youth activities. The program will provide volunteer coordinators with training and support needed to target, recruit, train and manage volunteers. These roles will symbolize the importance of volunteering while demonstrating the critical roles volunteers have with program success.

Narratives

Member Roles: Each AmeriCorps member's role in volunteer recruitment will be spending time in the community and in schools making contacts, engaging in conversations, and building relationships with potential volunteers from a wide spectrum of ages and backgrounds to allow for a greater potential of tapping into the entire population. The Members' role in volunteer management will be engaging them in classroom and after-school program activities that directly and indirectly support the program's intervention and outcomes.

8. Commitment to AmeriCorps Identification: The program will ensure that members are aware that they are AmeriCorps members and proudly identify themselves as such by orienting them to the concepts behind being an AmeriCorps member and by providing them examples of other national participants (emphasizing Tribal programs). Members will also be provided an opportunity to develop an elevator message of their personal experience with AmeriCorps service to share with community members, partners, and the general public. The program will connect members with each other by providing regular opportunities for team reflection, team building, and team training for service activities. They will be connected to other AmeriCorps members and national service participants by inviting local AmeriCorps members to participate in Tribal community service projects, engaging them in national days of service that connect them with and build awareness of other national service participants, and through opportunities to engage in site visits to nearby AmeriCorps programs. The program will foster a sense of connection and identity with the AmeriCorps brand using the AmeriCorps logo on member uniforms and service supplies (e.g. logos will be printed on name badges, member shirts, and AmeriCorps signs will be posted at all service sites).

Organizational Capability

1. Org. Background and Staffing: The mission of the San Pasqual Tribe is to provide structured support and sound resources for the preservation and advancement of the Tribal community's health, safety, culture, education, environment, and economic development. Brief history: The San Pasqual Tribe received United States federal recognition in 1954 after decades of treaty struggles over ancestral land. The sovereign nation was organized with a General Council (all Tribal members), Tribal Council (elected officials serving four-year terms), Administrative staff, and more than twelve departments responsible for oversight and implementation of Tribal government, educational, culture, environment, safety and economic programs. The Tribal organization has established a strong list of partnerships with local Tribal entities, individuals, universities, and colleges in the area. (UC San Diego, U San Diego, San Diego State, Cal State San Marcos, UC Los Angeles & Palomar Community College). The Tribe's primary contact for the grant application is the San Pasqual Education

Narratives

Department Executive Director, Lorraine Orosco, and the secondary contact is the Program Manager, Debbie Shimer. The Tribe's experience administering federal funds and other AmeriCorps grants on behalf of efforts being made in the SPED include: Department of Education, State Even Start, Office of Indian Education Discretionary Grant, Office of Juvenile Justice Department Programs, Learn N Serve, Consortium Funds, Tribal TANF Funds, economic development revenue, and AmeriCorps Grant funds. The Tribe has raised funds through a partnership of Tribal Committees and TERO taxes to cover expenses of maintaining the state museum as a Tribal volunteer program, and has sponsored students to attend national conferences such as UNITY. The proposed AmeriCorps project and total CNCS funding represents 27.7% of SPED's budget which includes the project's in-kind match costs. SPED management structure is made up of one Executive Director, one Program Manager, one Administrative Assistant, two Committees, and the Tribal Council. Support for the program will be provided from existing staff in the San Pasqual Education Department, Tribal administration, department committees and Tribal Council. SPED administrators will provide support with early implementation needs such as member recruitment, eligibility, selection, and orientation. Intermediate and end program support will include assistance with data, reporting, program management, program training, and site agreements. The Administrative Assistant for SPED will provide support to the program by fielding phone calls, orienting individuals and completing portal data entry. By Tribal Policy the SPED, and the Tribal Business Committee and Management Team, including the COO, are responsible for oversight of all education programs. Both provide support with planning, implementation and monitoring of program components. Fiscal administrators will maintain a separate accounting system for the AmeriCorps grant program, ensuring an adequate system with internal controls is managed and addresses regulatory requirements, budget controls, expense documents, match requirements, in-kind contributions. Fiscal administrators will ensure federal financial reports are timely, complete and accurate.

2. Compliance and Accountability: Our organization will use strategies to enforce compliance and detect any instances of non-compliance. Organizational strategies to prevent noncompliance include training and ongoing communication with site supervisors and members to build and sustain comprehension for AmeriCorps regulations, practices and prohibited activities. Training for site supervisors will be transparent about monitoring procedures including the sharing of monitoring tools with sites so they know exactly what will be asked. Monitoring will be used as a strategy to detect non-compliance. An enforcement strategy will be instituted for monitoring, and follow up action, to correct instances of non-compliance if identified.

Narratives

3. Past Performance: The past three year cycle of AmeriCorps has demonstrated clearly that our program has met its performance measures. We have met or almost met more than 90% of performance measures each year. The only area with less than exemplary performance was member retention, and a plan has been in place since year 2 that has allowed us to meet retention goals. The programmatic site visit indicated high performance areas, with areas of concern in the background check only, an area that we quickly modified through our documentation of our existing Alternate Screening Procedure, which was approved and implemented.

Cost Effectiveness and Budget Adequacy

A. Cost Effectiveness: The cost per MSY for the CNCS share is requested at \$14,930 per MSY. This cost amount was calculated based on the CNCS total share of the budgeted program costs (CNCS share \$149,300) divided by the 10-MSYs being requested. The higher cost per MSY for the San Pasqual Tribe was considered alongside the fixed amount grant competitive factors and is supported by detailed explanations justifying the increase. The increase per MSY has been justified and determined necessary because of the lack of resources for reasonable transportation, training needs, member support, and corporate and giving resources. The higher cost per MSY is necessary to support the specialized training needs of members to work with the target Tribal youth population, which requires providing members with trainers who are specialized and experienced in training adults in working with Tribal youth. Also, the higher cost per MSY is necessary to support the travel costs of members engaging and performing in service projects anticipated in the local State and National parks. Finally, the higher cost per MSY is entirely justified by the non-existent/scarce community resources available, which results in the San Pasqual Tribe being the only financial resource.

Sustainability: Program plans for sustainability beyond federal support include the Tribe's dedicated financial support for the Education Department and its activities. The program anticipates raising funds to expand funding sources beyond the Tribe and grant funding. SPED's involved partners in the planning and implementation of members training and mentoring support activities include: San Pasqual Tribal Council, San Pasqual Preschool Program, VCPUSD, Indian Health Council, USD, CSUSM, Palomar College, SDSU, and county resources.

B. Budget Adequacy: A comprehensive program budget has been developed, taking careful measures to examine the cost-effectiveness, program and member needs, and support resources. The Tribe has secured its own cash resources and provided in-kind support for program implementation and sustainability, which help create a cost-effective, quality-impact program. The amount of funding resources the program needs from non-corporation sources to support the project is approximately

Narratives

54% of the total program budget. The budgeted program's costs will be met by the San Pasqual Tribe's financial resources and supported by existing programs and departments. These local match contributions include cash and in-kind support for program implementation and sustainability, and for training, intervention activities and community service projects, training materials and supplies for youth, and required health coverage. The sources of in-kind support are the San Pasqual Tribal Funds, all San Pasqual departments, Inter-Tribal Sports, Inc. (a local non-profit providing mentor training and youth recreation), and Rincon Valley Indian Health Council. The CNCS required medical coverage will be provided as an in-kind support cost.

Evaluation Summary or Plan

Description of Theory of Change:

Theory of Change: If Tribal students receive culturally appropriate mentoring services and educational support, then the student's school attendance behaviors and at-risk activities will improve, resulting in an increase of in-school self-esteem and overall educational achievement outcomes.

Problem(s) 1. The San Pasqual Tribal community is faced with a recurring need that Tribal students exhibit with in-school problem behavior, poor attendance, and at-risk behaviors.

2. Tribal Youth of San Pasqual Reservation have poor attendance, academic achievement, and in-school behavior problems, as evident in the data reported by the VCPUSD.

3. Tribal Youth of San Pasqual Reservation are at high risk of delinquency behaviors, including substance abuse and juvenile crime, as evident in the data reported by the San Diego County Sheriff's Office.

Intervention: The identified intervention engages caring adults (Members and volunteers) as mentors who can provide full-time support for education and developmental needs with struggling San Pasqual students. Members are a highly effective means to addressing the needs because they will enhance existing efforts and expand outreach in the schools and community with a full year of committed mentoring service provided to Tribal youth in school and after-school in the community. Students will be matched with AmeriCorps Member Mentors who will spend, on average, 1-2 hours with each mentee per week in one-on-one or small group mentoring. The program will be for 12 months of continuous service.

Measurable Outcomes: The expected outcomes include improving academic success and school engagement, including behaviors and attitudes for attendance, discipline, at-risk activity, and more importantly, the foundation for future success in life.

1. After completing a year of participation in the specified intervention (averaging 1-2 hours per week)

Narratives

with a SPED AmeriCorps Mentor, 150 of 200 youth will have improved their school attendance as compared to the previous school year.

2. After completing a year of participation in the specified intervention (averaging 1-2 hours per week) with a SPED AmeriCorps Mentor, 150 of 200 youth will have fewer or no disciplinary referrals and/or suspensions over the course of the AmeriCorps Program's interventions.

3. After completing a year of participation in the specified intervention (averaging 1-2 hours per week) with a SPED AmeriCorps Mentor, 150 of 200 youth will have maintained or improved their academic achievement (as measured by school district assessment scores over the course of the AmeriCorps program's interventions).

4. 200 at-risk youth will be matched successfully with AmeriCorps Member Mentors.

5. 150 of 200 mentees will complete a year of participation in the specified intervention (averaging 1-2 hours per week) with a SPED AmeriCorps Mentor.

Performance Measures: The overall change we expect to see by the end of the three-year grant cycle is that all San Pasqual students will increase their school attendance and appropriate behaviors, and decrease after-school at-risk activities. The program will demonstrate positive impact for the risk factors and problems associated with Tribal youth's in-school attendance, behavior, discipline, and after-school activity. We will measure program impact by using the CNCS National Performance Measures in the Education Focus Area, capturing data on outputs and intermediate outcomes that measure the level of student in-school attendance, behavior, disciplines, and after-school delinquency activity, as well as the retention/dropout rates for students who are participating in the program's services and activities. Annual reporting will be completed by collecting data from sites and members captured with program documents, member timesheets, and evaluation/observation tools. The program's pre, intermediate, and post data will be tabulated and compared for annual reports. Performance measure targets were determined based on the most current data available from the local school district, schools, San Pasqual Education Department, San Pasqual Public Safety Department, and San Diego County Sheriff's Department.

Research Questions/Hypotheses 1. We believe that our SPED youth will perform better academically as compared to their non-participating peers after completing a year of participation in the mentoring intervention (averaging 1-2 hours per week) with a SPED AmeriCorps Mentor. 2. We believe that our SPED youth will have improved their school attendance as compared to their non-participating peers after completing a year of participation in the mentoring intervention (averaging 1-2 hours per week) with a SPED AmeriCorps Mentor.

Narratives

3. We believe that our SPED youth will have improved their in-school behavior as compared to their non-participating peers after completing a year of participation in the mentoring intervention (averaging 1-2 hours per week) with a SPED AmeriCorps Mentor.

Proposed Research Design In order to compare our participating SPED Tribal youth to their peers, we will research and collect data on both groups of youth, the Tribal youth who participate in our AmeriCorps Mentoring intervention and the Tribal youth who do not participate in our AmeriCorps Mentoring intervention. We will compare all relevant data, including suspensions, referrals, attendance rates, and academic performance data from VCPUSD's standardized assessments. As much as possible, we will compare in the smallest groups possible, (e.g. we will compare in grade level groupings when possible).

Qualifications for Evaluator Program evaluation requires excellent communication skills, with the ability to give written and oral reports. A program evaluator should be familiar with current data-gathering techniques and technology. S/He must also be able to analyze and interpret data. Interpersonal skills and knowledge of interviewing techniques are also required as the person will be working directly with our staff, AmeriCorps Members and youth. The Evaluator must have experience in education as well as in evaluation, and most critically, experience in working with American Indian populations and programs.

Estimated Budget for Evaluation We estimate that the budget for our Evaluator will be in the range of \$12,000 for the program year. We regularly contract with an external evaluator to seek an unbiased review of our program so as to enable us to make appropriate revisions and improvements in program design.

Clarification Summary

- a. Programmatic clarification items. Please address the following programmatic clarification items directly in the *Clarification* section of the application narrative in eGrants.
 - i. Please provide additional information on how students will be selected for both mentoring and tutoring interventions.

Students Pre-K to 12th grade from San Pasqual Band of Mission Indians are recruited to register for Education Services with the San Pasqual Education Department. Services are provided daily Monday through Friday, throughout the school year. The Education Department monitors all registered students by report cards and progress reports, through our working partnership with local school district. Communication with classroom teachers and Title VII Paraprofessional for student

Narratives

monitoring will give information to structure student mentoring. If students are at "academic risk," meaning not at grade level standards, family communication takes place to start a service plan for mentoring and tutoring. Student are mentored in school and after school.

ii. The application narrative states that both the school principals and the Program Manager will supervise members. Please explain how this dual supervision of members will be structured, to include any differences in supervisory roles.

Members will provide mentoring at the local school as well as at the Education Department. The Program Manager will work with each Principal for Member schedules and mentoring assignments. Communication between will happen between Principals and the Program Managers weekly. The Program Manager will also supervisor with Principals periodically at each site. In turn the Principals will also visit the students and Members during afterschool mentoring time. This will ensure Members are supervised for all mentoring time and a structured mentoring environment maintained. All Members are dually background checked by the Tribe and by the school district. Member must adhere to the Tribe's and the school district's procedures. Through the established working relationship, the Education Department works hand in hand with the school principals. The Program Manager will supervise Members while at the Education Department.

iii. The applicant states that member training will occur weekly, bi-weekly, and monthly. Please explain which trainings are anticipated to be held during these various timeframes and the time allotted to each.

Each mentor will participate in regular trainings. Trainings include:

Yearly:

AmeriCorps Orientation (full day),

CPR Health and Safety (full day),

Food-handlers Training (full day),

Mentoring Skills Training (2 days)

Student Engagement Skills (half day)

Mediation (half day)

Narratives

Mandatory Reporting County/Reservation Requirements (half day)
Emergency Preparedness (half day)
Kumeyaay Cultural Orientation (full day)
SPARKS Recreation Program (half day)
Boys and Girls Town Social Skills Facilitator Training (half day)
Working with At Risk Youth/Indian Health Collaboration (half day)
VCPUSD Extended Learning Partners Workshop (half day)

Monthly:

Coaching skills (half day)
Kumeyaay Culture (half day)
Team-building Training (half day)
Computer Training (half day)
Project Read (half day)
Indian Health Social Skills (hour)

Bi-weekly

Reading/Math Basics (hour)
Student Engagement Training

Weekly

On-going Curriculum Review (hour)
SPARKS Recreation Program Game Building (2 hours)

iv. The applicant states that members will be provided with pre and in-service training. Please explain what content is included in pre-service training versus in-service training.

Members will have an Orientation for Pre-service Training. Orientation will review detailed information on AmeriCorps overview and the San Pasqual Mentoring Program overview. In-service training will include all the trainings listed in section iii. as well for additional review of AmeriCorps, the San Pasqual Mentoring program and on-going curriculum review.

Narratives

Pre-service training will include AmeriCorps Orientation (full-day) a complete overview of AmeriCorps, "AmeriCorps 101". The overview will include AmeriCorps activities, objectives and also prohibited activities. Member will be review and complete all AmeriCorp paperwork and be trained on all requirements. During pre-service Members will receive a San Pasqual AmeriCorps Mentoring Program Handbook. A complete overview of the Handbook be part of pre-service, to ensure all procedures are clear to each Member. In-service training will be specific to Mentoring activities and objectives. For example; Mentoring skills, working with students, student curriculum and student safety.

v. The application states that members will serve as tutors. Please confirm if the program is engaging in tutoring or homework help. If the program is engaging participants in tutoring activities, lease describe the training members will receiving to ensure they will be prepared to provide effective service. Moreover, please be sure to include the subject areas for which tutoring will be provided and the number of students per tutoring session.

Mentor training in-service time includes on-going curriculum review. Mentoring includes homework help, but the Members will be serving as Mentors. This will be Mentoring with homework help, but in a Mentoring role. This means Mentors will be trained to help students with basic homework, but will then have a referral process for students needing in-depth tutoring services. For example, the Education Department employs credentialed teachers to assist students. Mentors will identify need of students through Mentoring and then coordinate time for the student to be tutored by the credentialed teachers. The referral process will be established in pre-service and reviewed during in-service training.

vi. The applicant states that members will mentor students, please provide information on the content areas members will be providing mentorship on and how members determine the specific mentoring needs of students.

Mentoring time is student centered. Students needs and interests become content areas for Mentoring. Because all of our students are in school and face everyday challenges of school achievement, school success naturally becomes the general focus, with homework assistance taking the priority. Other

Narratives

content areas include self-esteem, cultural awareness.

vii. The applicant states that high school students will be included as a target for member recruitment. Please provide information on the anticipated role of members who are high school students, to include whether they would serve as tutors and/or mentors, what age groups they would serve and any additional training they may need to ensure the provision of effective service?.

The San Pasqual Mentoring Program has recruited High School students who are pursuing higher education and have taken the route of a minimum high school day to pursue higher education. High School student who have been successful in school and have a desire to learn through experience and volunteerism before college, are good potential Mentors for the program. High school seniors of this caliber can be excellent Mentors for school age students. Our students can look to this Mentor as a person who has had recent success in school. Many times the school work is recent and easy to recall for the High School Senior Mentor. The Director and Program Manager will also track the school progress of the Member and the Member must be in good standing before they will be selected. Additional training is required for the High School (age 17 +) student, Member. On-going curriculum review will be required. We will also place a High School student Member with younger student so there is not a conflict with the authority role the Member has within the Program. Our students grade K-3 enjoy working with an older student and we have seen great rapport between the two age / grade groups. For a Member who is pursuing higher education it is an excellent start to have the experience of AmeriCorps as well as the financial benefit of the scholarship.

viii. The applicant states that mentoring services will occur both one-on-one and via small groups. Please provide additional information regarding the determination of whether students participate in small versus one-on-one mentoring. Additionally, please describe if the dosage or mentor student ratios are expected to differ for the summer program.

Students that can benefit from group interaction, such as team sports or games, may have some small group mentoring opportunities. The Program Manager and the student's teachers will provide feedback on student needs. All students will have one-on-one mentoring time. Small group will also be balanced to benefit each student individually. Mentoring time will be divided by the mentor, when small group mentoring takes place. Mentoring logs describe the activities, list students and list time.

Narratives

An example of small group mentoring time allocation would be; small group reading with 3 students for 45 minutes. If each student participated with the Mentor equally, then each student would be logged for 45 minutes of small group Mentoring.

b. Performance Measurement clarification items

i. Please delete Performance Measure ED2 as ED4A captures the number of Youth/Mentor matches initiated.

(deleted)

ii. Per the narrative, this program intervention will include both in-school and community based mentorship. For school-based mentoring, please confirm, per the National Performance Measure Instructions, that mentor matches will be continuous and with the same mentor for one hour per week for at least 6 months of one school year. For community based mentorship, please confirm mentor matches will be continuous and with the same mentor for two to three hours per week for at least 11 months.

(For school-based mentoring, mentor matches will be continuous and with the same mentor for one hour per week for at least 6 months of one school year, with the intent that the mentor matches will be for the entire year when practical. For community based mentorship, mentor matches will be continuous and with the same mentor for two to three hours per week for at least 11 months, again with the intent that the mentor matches will be for the entire year when practical.)

iii. Please provide the intervention dosage (frequency, intensity, and duration) for both in-school and community based mentoring. Additionally, please provide information on the member to mentee ratios, to include when one-on-one versus small group mentoring will be utilized, for both in-school and community based mentoring.

(In school mentoring will average 1 hour weekly for for 9 months. Community-based mentoring [this is our term for San Pasqual Education Center mentoring] will average 10 hours weekly for 11 months, which includes summer. Members to mentee ratios will average 1 member to 20 mentees. Members will spend approximately half of their time in one-to-one intensive mentoring and half of their time in

Narratives

small group mentoring for school and community-based mentoring.)

iv. Per the CNCS Performance Measure Instructions, ED6 is not an option for 2015 applications. Please delete ED6 and select a new national performance measure or create an applicant determined measure for this outcome.

(deleted; other existing priority measures remain.)

v. For ED5 Outcome, the performance measure requires the applicant to identify the amount of progress needed to count as "improved academic performance." Please provide the amount of progress needed to count as "improved academic performance." If the program is using different tests for different groups of children, then different amounts of progress may be specified.

(Improved academic performance is the number of students who demonstrate improved academic performance on standardized district assessments by increasing one or more levels on assessments [e.g., from below basic to basic]. The post-test results used for analysis will demonstrate the number of students who are performing at or above grade level after participation in the mentoring program.)

vi. Per the CNCS Performance Measures, applicants who select Standardized Post-Tests Only for the ED5 Outcome must demonstrate they are serving exclusively below grade level students and provide a compelling reason why it is not feasible for them to conduct a pre-test/post-test. Please provide a compelling reason why it is not feasible for the applicant to conduct a pre-test/post-test. Furthermore, per the CNCS Performance Measure instructions, please confirm that the post-test will show the number of previously below-grade level students that are performing at or above grade level after the program.

(The students who are being served with Mentors have been identified through program enrollment as being at academic risk and below grade level standards as identified by school district staff. The reason we must use post-test only for standardized academic assessments is that the school district does not administer pre-tests. They have made this switch, as have many districts, to spring/spring testing only as opposed to fall/spring assessment as a money saving measure. When possible, we access the student's previous year's assessments as a diagnostic tool. Improved academic performance is the

Narratives

number of students who demonstrate improved academic performance on standardized assessments by increasing one or more levels on assessments (e.g., from below basic to basic). The post-test results used for analysis will demonstrate the number of students who are performing at or above grade level after participation in the mentoring program.)

Continuation Changes

N/A

Grant Characteristics