



AIR PROGRAMS ANNUAL REPORT 2009-2010

American Indian Recruitment Programs



Our Mission

The American Indian Recruitment (AIR) Program has been established with the ideals of promoting success in academics and higher education through culture.

It is our belief that cultural identity will foster a higher sense of self-esteem and confidence which inspires greater academic success and higher achievement.

Letter: Our children will pay the ultimate price for lack of education
(Navajo-Hopi Observer: 5-4-2010)

Chamberlain tries to broaden racial awareness after
'White Pride' T-shirts [Steve Young](#) • May 11, 2010

Arizona Gov. Signs Bill Targeting Ethnic Studies

Arizona governor signs bill targeting school district's ethnic studies program:

PHOENIX May 12, 2010 (AP)

Native American Students Claim Mocking At UCSD Event

UCSD Native American Student Alliance Claims They Were Degraded At Sun God

Festival POSTED: 3:53 pm PDT May 27, 2010

School board OKs \$48.3 million in cuts

By [Leonel Sanchez](#), UNION-TRIBUNE STAFF

WRITER

Tuesday, June 8, 2010 at 10:08 p.m.

AIR Programs 2010



Our Native American community is greatly challenged when our cultural identity and self worth are dismissed due to perceived greater societal problems.

But where there are challenges, we find great hope: when our Native students in AIR are graduating from high school in greater numbers, and more important, they are choosing to pursue higher education.

This year 100% of our seniors graduated from high school, and of those seniors, all have chosen to pursue higher education. We are encouraged at our accomplishments and truly thankful for the support we have from our community.



History

The AIR Program was developed nearly 17 years ago with a goal to ensure our students' academic success in grade school (7th through 12th grades) and promote higher education while strengthening cultural identity.

Created with the assistance of the Department of American Indian Studies at San Diego State University, AIR has expanded to include programs at the University of San Diego, University of California, San Diego, and California State San Marcos.

Primarily, our program uses the approach that our Native American students will use the association between higher education and cultural identity to foster a greater sense of self-esteem and self confidence. This in turn will inspire goals of academic success via the furthering of education within college or vocational studies.





The AIR Program Model

The AIR Program model brings students onto the university to acclimate the student to the campus and to overcome the fears of the college setting.

We provide college workshops presented by our mentor college students to hear first hand of their experiences (success and failures and areas which will help them improve in academics and preparation).

We integrate a culturally based research project so that the student becomes more familiar with American Indian specific topics while at the same time learning the ways to utilize a research institution, including traditional and internet based research methodology .

We invite guest speakers to discuss our Native cultures and identity and to promote education.

Finally, we mentor our students by answering questions on college life and areas of success and challenge while in college.



Academic success through tutoring and mentoring.

Academic success through educational workshops



Academic success through research methodology.



Finally, academic success through culturally-based curriculum, giving our students a greater sense of cultural identity and building a greater sense of self-esteem and confidence.

Success within our Community

Our students' success is in part due to our collaborations with many organizations who provide us essential tools for our student participants.

We are proud to be part of a network of programs that has assisted in providing these students the opportunity to succeed in higher education.



Cooperative Agreements

Today we are pleased that many of our efforts are developing into greater understanding between institutions of higher education and our Native community.

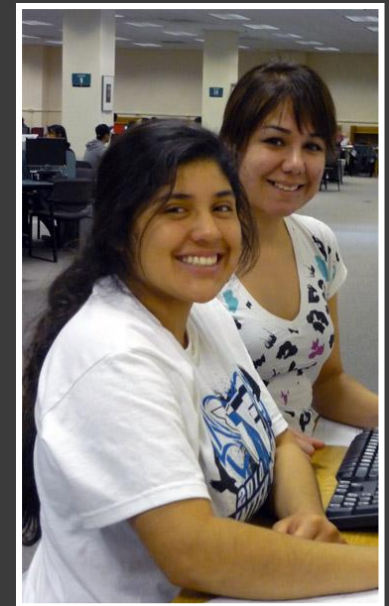
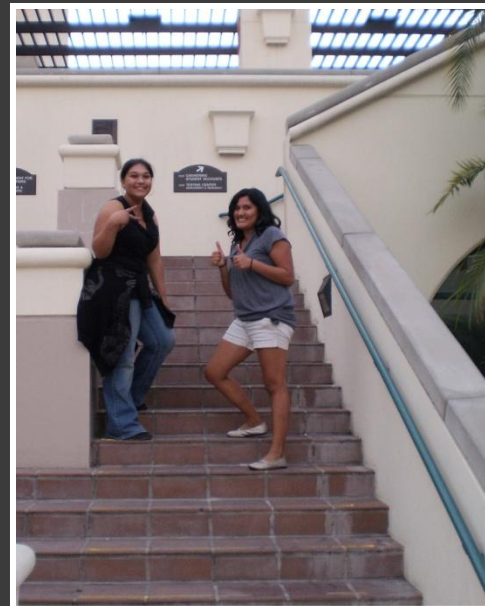
More and more universities are inquiring and willing to work with our AIR Program and our Native community to bring our students into the higher educational arena and to enjoy a right to attend these institutions where only a few years back this was only a small probability.

Class of 2010

This year students from our program will be attending Stanford and California State University, San Marcos. Further, accommodations have been made for students to attend the University of San Diego through an early college program. Finally, students will also pursue higher education at Palomar College.

We cannot say enough about these very special students as they represent some of the best within our community.

We thank them for being a part of our program.



Promoting Change

Each semester we start our program by telling our mentors that we may never see what change we have done. However, we also state that they are laying the foundation of a change, in a persons life, that has ever greater impact on a person and our community.

When we see our students graduate and pursue higher education at some of the greatest schools in the country, then our program and our ideals are working.

Where we see our students in positions of leadership on their Tribal Councils or work as Tribal Police, Teachers, Nurses, and Counselors, we feel our program and ideals are working.

We (our mentors and community partners) do this because we believe and care for our Native American community.





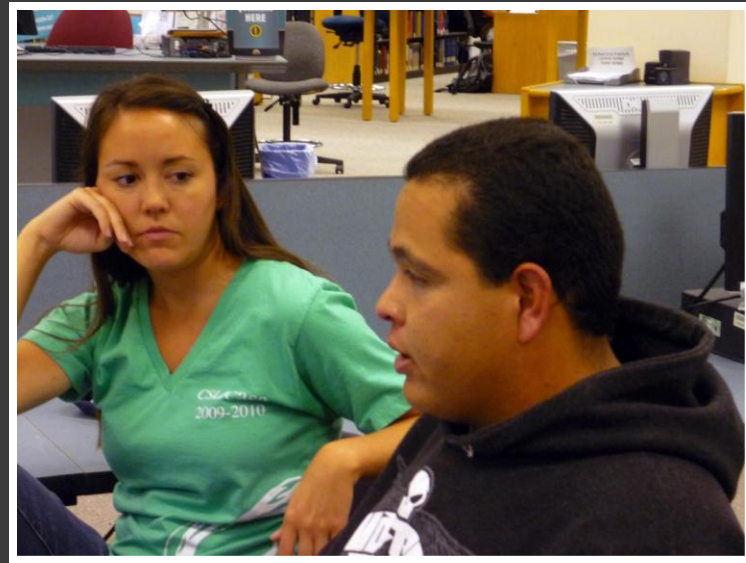
Promoting Change (cont.)

At the start of our program (in 1993), we felt if we changed the ideals of just one student then our program was a success. Today we have changed the ideals of many.

We believe in the ideals that our American Indian communities will depend upon our youth to protect and assert our rights as Tribal Nations. Through higher education our students can grasp the tools needed for success and lead our nations to a greater future.

Today, we have succeeded in our mission and look forward to many more years in working with our American Indian community.



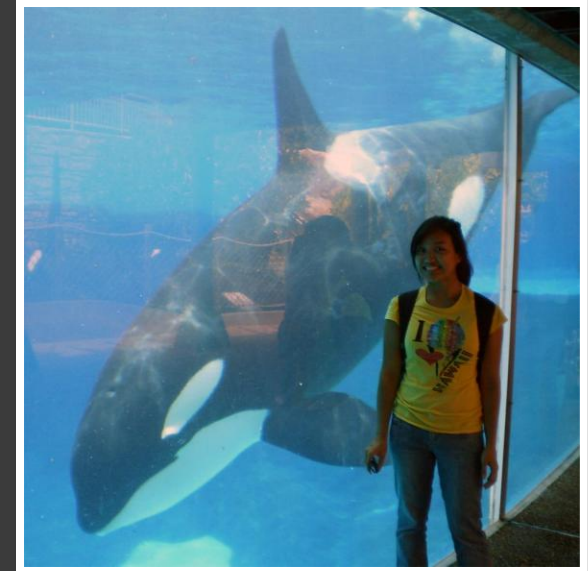


AIR Projects

AIR Program Statistics

Annual Report 2009-2010





Under our AIR Program Projects we continued 3 programs operating throughout the 2009-10 academic year. Projects included:

- AIR Sr.: Serving 9-12th grades (Fall and Spring)
- AIR Tutorial (Fall and Spring)
- AIR Summer Program (Summer)

38 student participants
19 student participants
38 student participants



AIR Program Students

Over 95 student participants within all programs.

Non-Duplicative: 62

Grades: K through 12th

Student from 7 of the Inland Empire/San Diego County Tribes

Furthest drive was 71 miles (Jacumba, CA).
50+ miles: Mesa Grande, La Posta, Campo, Manzanita

Over 24 Tribal Nations were represented among our students.

Projected Service of 40 students-we exceeded all expectations!





Community Involvement:

Over 130 Community Participants
(Mentors, Tutors and Community
participants)

Estimates on time volunteered:

Using a cost ratio that volunteers would be
paid \$16.50 per hour (regardless of
employment levels-Health and Human
Services Standard 2006):

\$43,980.75



Community Partners: 16 total

San Diego City Schools, American Indian Programs / California Indian Legal Services / Kumeyaay.com / San Diego State University, American Indian Studies Department / San Diego State University, Department of Psychology / University of San Diego, Outreach and Ethnic Studies Dept. / Sycuan Band of the Kumeyaay Nation / Mesa Grande Band of Mission Indians, Youth Program / Southern CA Tribal Chairman's Association / Project Embrace / San Manuel Band of Mission Indians / University of California, San Diego, Native American Student Alliance / Barona Band of Mission Indians / Southern Indian Health Council / Rincon Band of Luiseno Indians / San Pasqual Band of Mission Indians

AIR PROGRAM STAFFING/EVALUATIONS

- AIR Staff in Fall 2009-2010:

AIR Programs is a purely volunteer program. We have a dedicated staff that is not paid for their services but invest many hours into our programs to bring success to our Native Students.

- AIR Evaluations

Our program is monitored through both quantitative results (sign in sheets / participation / grades) and qualitative measures that are taken by the San Diego State University Dept. of Psychology.

We feel both measures are important as they both tell us more on how we are accomplishing our goals.

Evaluations are important as we can build and improve on any of our challenges. This is one of the most important factors within our program as we strive for excellence and to assist our students in the most effective way.



In-Kind: \$33,000

USD (Office and Rooms)

SDSU (Rooms)

CILS (NC Office)

UCSD (Rooms)

Total: \$80,980.00

Leveraged:

\$47,980

Volunteers:

\$43,980

Food (outside agencies):

\$4,000



We owe tremendous thanks to all our community partners for their support so that we may continue to operate our program. The money spent within this program is a small investment by our community and our grantors but the investment in our future will offer great hope and greater leadership within our community.