



AIR PROGRAMS "VOICES"

Voices of our Native Children Project
American Indian Recruitment Programs

2008-2009



Our Mission

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



Education in California 2009

"I am heartened that the graduation rate is up slightly, but California's dropout rate is still unacceptably high," said O'Connell. "If we look deeper into the data, we see alarmingly high dropout rates among African American and Hispanic students. There are long-term economic repercussions from not graduating for the student, for their communities, and for our statewide economy. These data provide even more evidence of the challenge and the moral imperative of closing the achievement gap as well as increasing graduation rates among all students."

San Diego County Office of Education (SDCOE) May 12, 2009



Nearly one in three African American students, one in four Hispanic students, and more than one in five American Indian students dropped out over the course of grades 9 to 12.

Four-year dropout rates-SDCOE:
LRET Assessment (MAY 12, 2009)



Achievement gap casts a shadow on test scores

Students across county, state show improvement

By [Bruce Lieberman](#) and [Maureen Magee](#)

UNION-TRIBUNE STAFF WRITERS

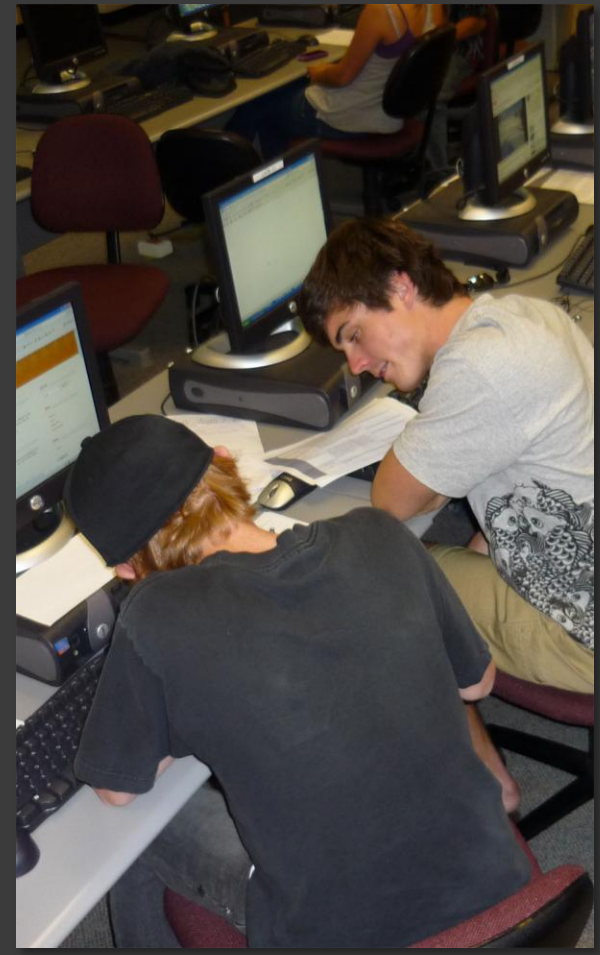
2:00 a.m. August 19, 2009

Despite severe budget cuts to education, students in San Diego County and throughout California made solid gains on standardized tests this year.

But results released yesterday by the state Department of Education show little progress in narrowing the persistent achievement gap between racial groups.

“To me it's the biggest civil rights issue of this generation,” state Superintendent of Instruction Jack O'Connell said of the chasm that separates student performance between Latino and black students and their white and Asian counterparts.

That gap can be seen throughout the state and region.



History

The AIR Program was developed some 15 years ago with a goal to give our students academic success in grade school (7th through 12th grades) and promote higher education while strengthening cultural identity.

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 and for continuing 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 university and to overcome the fears of the university setting.

We give 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 give a culturally related research project so that the student becomes familiar with the research institution, where we teach research methodology through our college students, and give American Indian specific topics for students to learn and identify.

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

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



Academic success through
tutoring and mentoring.



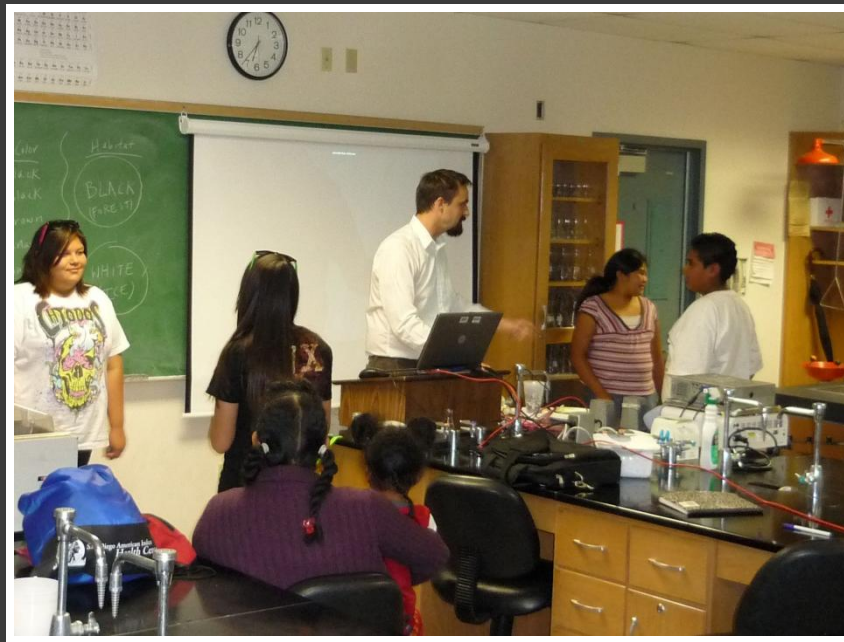
Academic success through
educational workshops



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



Collaborative Approach:

The AIR Program has continued to succeed due to its collaborative approach; we have maintained a cooperative relationship with our American Indian community in order to develop a program where the needs of the student's participants are met. Each year more organizations contribute, support and work with us to make our program a success.



Promoting Change

Over these many years we have had over a thousand participants within our program with the majority of these students advancing to pursue higher education.

Many of our former students have returned to our program to teach our current students on various aspects of college and culture.

Some of our students have gone on to positions of leadership on their Tribal Councils or work as Tribal Police, Teachers, Nurses, and Counselors.



Promoting Change:

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 feel we have succeeded in our mission and look forward to many more years in working with our American Indian Community.

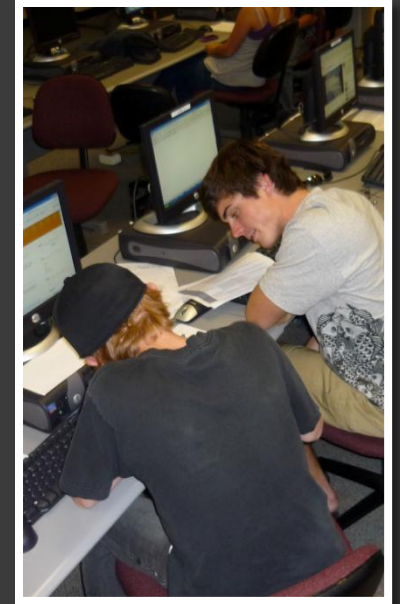






Project Voices

AIR Program Statistics 2008-2009



Under our Voices Project we developed 4 programs operating throughout the 2008-09 academic year. Projects included:

- | | |
|---|-------------------------|
| •AIR Sr.: designed to serve 9-12 th grades (Fall and Spring) | 34 student participants |
| •AIR Jr.: designed to serve 6-8 th grades (Fall and Spring) | 27 student participants |
| •AIR Tutorial and Family Forum (Spring) | 9 student participants |
| •AIR Summer Program (Summer) | 45 student participants |



AIR Program Students:

Over 115 student participants over all programs.

Non-Duplicative: 82

Grades: 3rd through 12th

Student from 9 of the 17 San Diego Tribal Reservations participated within the AIR Program Projects.

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

Over 10 Tribal Nations were represented among our students.

Projected Service of 42 students-we exceeded all expectations!



Community Involvement:

Over 133 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-ANA Standard 2006):

\$25,550.25



Community Partners: 17 total

Indian Human Resource Center / San Diego City Schools, American Indian Programs / San Pasqual Band of Kumeyaay Indians, Education Center / Santa Ysabel Social Services / California Indian Legal Services / Kumeyaay.com / Southern Indian Health Council La Posta / San Diego State University, American Indian Studies Department / San Diego State University, Department of Psychology / University of San Diego, Outreach and Ethnic Studies Dept. / California State University San Marcos / Sycuan Band of the Kumeyaay Nation / Mesa Grande Band of Mission Indians, Youth Program / Southern CA Tribal Chairman's Association, Urban TANF / San Diego Museum of Man / Southern CA American Indian Resource / Project Embrace

AIR PROGRAM FUNDING

- AIR Staff in Fall 2008 (September 31): 4
- AIR Staff Currently: 4
 - 1 Executive Director
 - 3 Youth Service Specialists
- AIR Staff at Overall (at peak): 6
- AIR Projects
 - AIR Sr. (Fall and Spring): 16 students (F08) + 18 (S09)
 - AIR Jr. (Fall and Spring): 13 students (F08) + 14 (S09)
 - AIR Summer (SDSU-09): 45 students (current)
 - AIR Tutorial (Spring-09): 9 students
 - Total impact: 115 student participants



In-Kind: \$26,348

USD (Office and Rooms):	\$17,169
SDSU (Rooms):	\$3,750
CSUSM:	\$175
CILS (NC Office):	\$4,275
Food by AIR (non-ANA Funds)	\$979

Leveraged: \$31,057.25

Volunteers:	\$25,550.25
Food (outside agencies):	\$517
Tutor Paid Staff:	\$3,951
Mileage (outside agencies)	\$1039

Total: \$57,405.25



As we have stated before, our project is a community project where we have listened, discussed and attempted to address the needs for our American Indian community. It is our experience that the majority of students that have gone through our program have succeeded in their current educational goals and have gone on to pursue higher education. 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.