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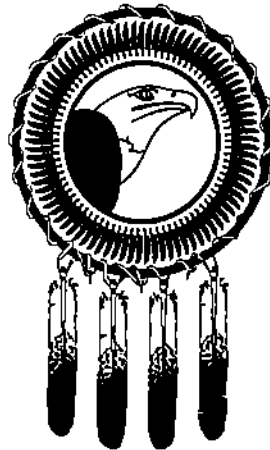
*Uniting Mescalero Apache Students and Reservation Employment:
Mescalero Employment Coordination Program*

by

Ashley Dayer and Ashley Kircher

PRS 01-1

May 2001



**Harvard Project on
American Indian Economic Development**

**John F. Kennedy School of Government
Harvard University**

**UNITING MESCALERO APACHE STUDENTS AND
RESERVATION EMPLOYMENT:
MESCALERO EMPLOYMENT COORDINATION
PROGRAM**



**PREPARED BY ASHLEY DAYER AND ASHLEY KIRCHER
NATION BUILDING II
MAY 2001**



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HARVARD UNIVERSITY**

UNITING MESCALERO APACHE STUDENTS AND RESERVATION EMPLOYMENT:
MESCALERO EMPLOYMENT COORDINATION PROGRAM

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Acknowledgements: Special thanks to Dr. Wayne Stein of Montana State University, Dr. Mary Jiron Belgarde of University of New Mexico, Dr. Donald Pepion of New Mexico State University, and Dr. Benny Shendo of University of New Mexico for the advice and information they offered. This report is also a result of meetings with NMSU-Alamogordo and ENMU officials, local high school principals, counselors, teachers, and liaisons, and numerous helpful interviews with members and employees of the Mescalero Apache Tribe.

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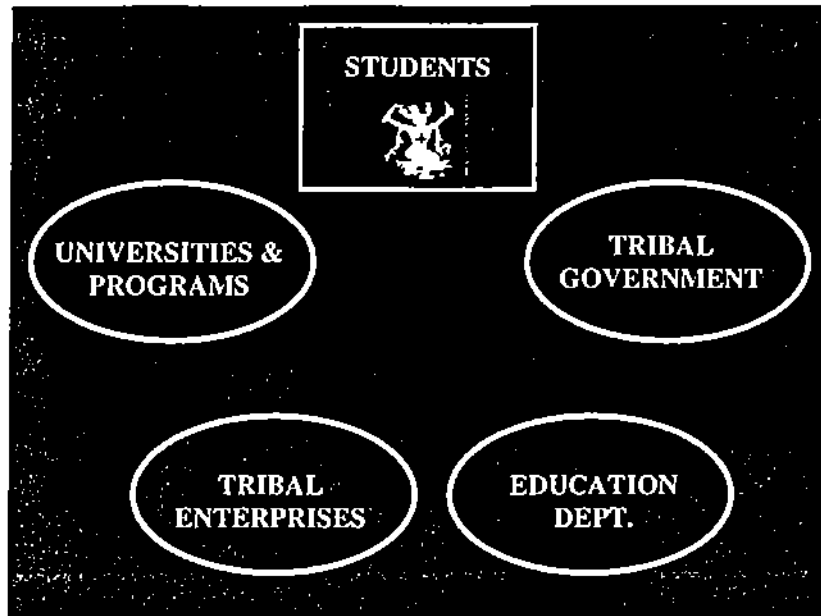
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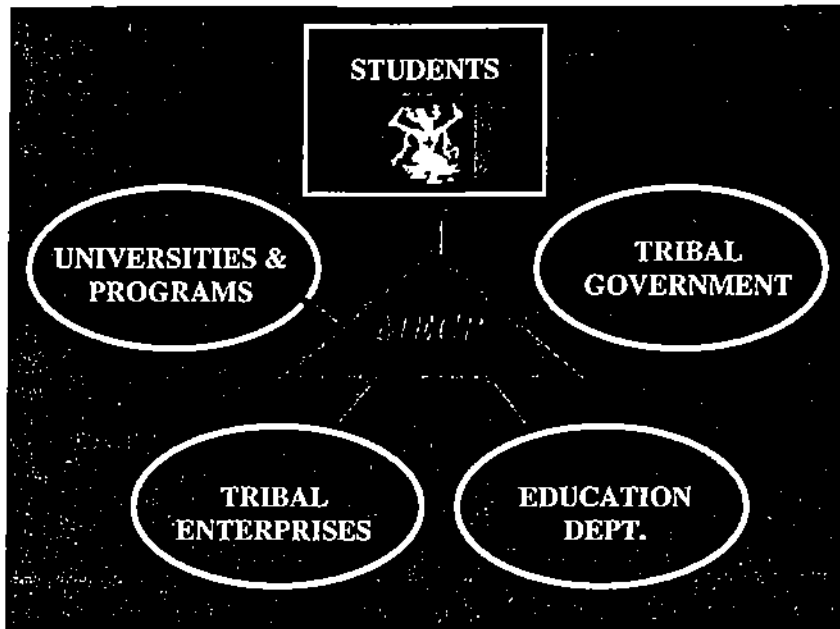
This report is designed to recommend a strategy to unite students who have attained post-secondary degrees with on-reservation employment through the creation of a Mescalero Employment Coordination Program.



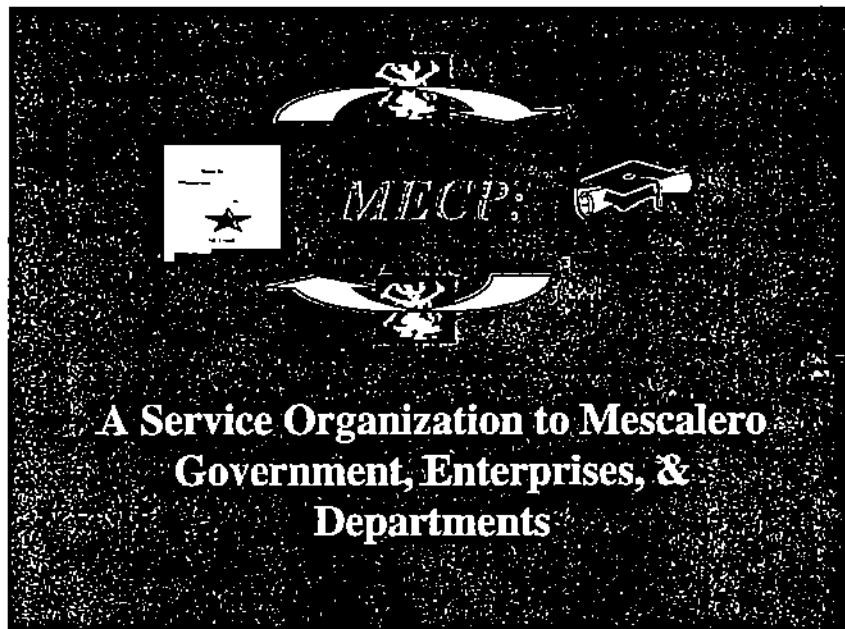
The Mescalero Apache Tribe faces the issue of Brain Drain, a problem common to many tribes and communities.



The Mescalero Apache have many resources available to combat the problem of Brain Drain. The tribal government has plentiful financial resources, a community services committee to focus on community concerns, and as a culture emphasizes education as demonstrated by the building of a new K-12 school. The Education Department is responsible for managing the \$800,000 yearly budget for scholarships, educational trips, and loans. The successful tribal enterprises provide numerous opportunities for employment, many of which have had to be filled with qualified applicants from off-reservation. Students currently attend 31 post-secondary institutions. The institutions with the most Mescalero students enrolled (ENMU-Ruidoso, NMSU-Alamogordo, NMSU-Main Campus) are interested in establishing outreach programs and extended studies. Many grants, programs, and models exist



The development of a program to link resources and capture student talent has great potential for impact.



The creation of the Mescalero Employment Coordination Program would be advantageous to students and the tribe as a whole.

Mescalero Employment Coordination Program Goals

1. Link Students to Jobs through 5 Initiatives
2. Maximize Resources with Coordinated Effort
3. Centralize Job Information
4. Organize Communication
5. Strengthen Partnerships
6. Act as Service Organization

MECP Tasks

- ☑ Determine transportation needs of students to local colleges, internships, mentoring
- ☑ Apply for transportation program funding
- ☑ Bridge/college preparation program
- ☑ Apply for funding for programs
- ☑ Summer school opportunities for preparation
- ☑ Packet to introduce students to college life
- ☑ Scholarship with Service Requirement
- ☑ Internship Program
- ☑ Mentor Program

MECP Tasks cont.

- ☑ Alumni Network & Big Siblings
- ☑ Meet with college students on individual basis
- ☑ Create profiles of students
- ☑ Maintain contact with students via email
- ☑ Meet with tribal enterprises
- ☑ Job Database
- ☑ Resume Database
- ☑ Native Hiring Preference
- ☑ Promote Student Hiring
- ☑ Recruit Students to Tribal Jobs

Mescalero Employment Coordination Program Initiatives

1. Create MECP and Hire Staff
2. Design Transportation Program
3. Implement Post-HS Programs
4. Centralize Job Resources
5. Coordinate with Branches

The success of the MECP would be possible with the cooperation of those responsible for the existing resources. The following slides outline action plans that each “branch” of the project would undertake in conjunction with the MECP. Each branch would see benefits from cooperation with the MECP.

MECP Working with Tribal Government

- Secure Support and Hire Staff
- Design Transportation Program
- Plan Internships and Mentorships
- Database for Government Jobs

BENEFITS to Tribal Government

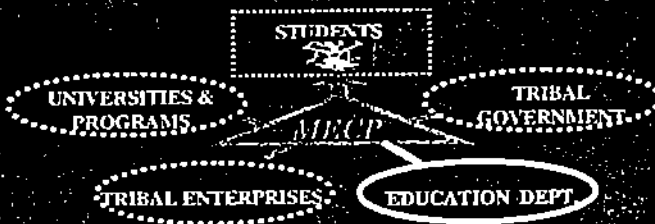
- Return of Students
- Student Talent
- Increased Native Employment
- Community Building
- ↑ Employee Pool
- ↑ Applicant Access
- ↑ Job Awareness

MECP Working with Education Dept.



- Develop Funding to Include Service Requirement
- Database, Meetings, & Calls to Track Students
- Create Alumni Network
- Link Student Financial Support with Social Support

BENEFITS to Education Dept.



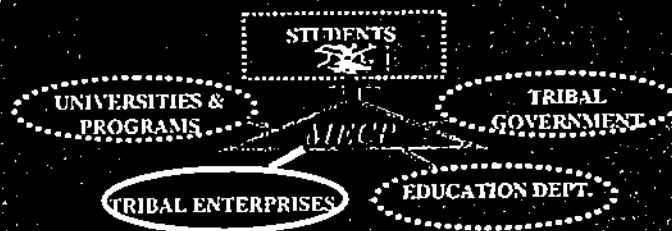
- Maximize Financial Resources
- Extra Manpower to Support Students
- Programming to Assist Students

MECP Working with Enterprises



- Plan Internships and Mentorships
- Train Future Employees
- Job Database and Resume Database
- Recruit Native Graduates for Reservation Jobs

BENEFITS to Enterprises



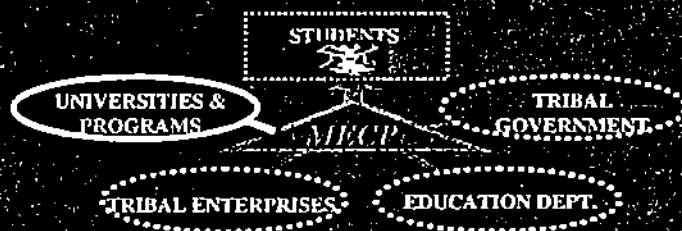
- ↑ Employee Pool
- Well-prepared Workforce
- ↑ Applicant Access
- Easy Transition
- ↑ Job Awareness

MECP Working with Universities & Programs



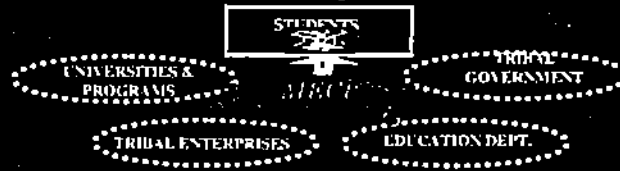
- Partner for Bridge Programs
- Partner for Extended Studies Programs
- Summer Internships for Credit
- Communication and Student Tracking

BENEFITS to Universities & Programs



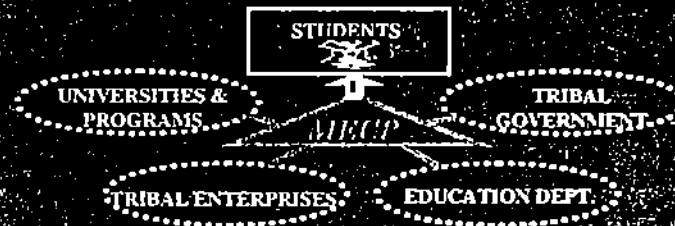
- Students Supported by Community = Retention
- Opportunities for Students
- Larger Student Body
- New Partner for Programming and Funds

MECP Working with Students



- Participate in Programming
- Communicate with MECP
- Provide Feedback to MECP

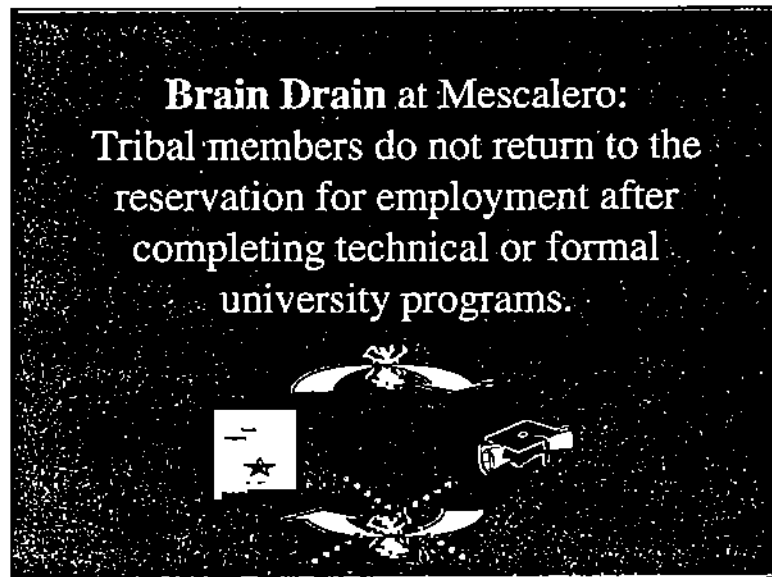
BENEFITS to Students



- MECP as Advocate
- Available Resources
- Coordinated Assistance
- Funding Needs Met
- Organized Information
- Support System
- Maintain Cultural Ties

BACKGROUND AND PROBLEM IDENTIFICATION

Like many Native American reservations, the Mescalero Apache Reservation is experiencing **brain drain**. Students increasingly seek technical, vocational, and university degrees off the reservation after graduation from local high schools. Instead of returning to the Mescalero Apache Reservation for employment upon completion of these degrees, they find employment off-reservation. The tribe loses the student talent it has worked to foster. Students lose the support networks and comfort of living in proximity to their families and community.



There are several reasons that graduates do not return to the reservation: lack of awareness of existing job opportunities, a misconception that on-reservation jobs are low-paying and dead-end, a feeling of dissociation from the tribe and tribal culture after living off-reservation, or a belief that the tribe does not need or want their newly acquired expertise and education. Contrary to these beliefs, the Mescalero Apache Reservation has high-paying job and many opportunities. Only about 6 % of those tribal members 25

<u>WRONG Reasons Not to Return</u>
Unaware of Jobs
Misconception about Job Benefits
Lost Connection with Tribe & Culture
Tribe Does Not Need Students to Return

<u>RIGHT Reasons to Return</u>
Aware of Many Diverse Jobs
Career Advancement Opportunities
Maintain Connection with Tribe & Culture
Tribe Needs & Wants Students to Return

years or older who are living on the reservation hold a Bachelor's degree. Yet, there are more jobs on the reservation requiring degree-holding employees. Non-native employees have had to be employed on-reservation instead. Degree-holding tribal members have found employment elsewhere.

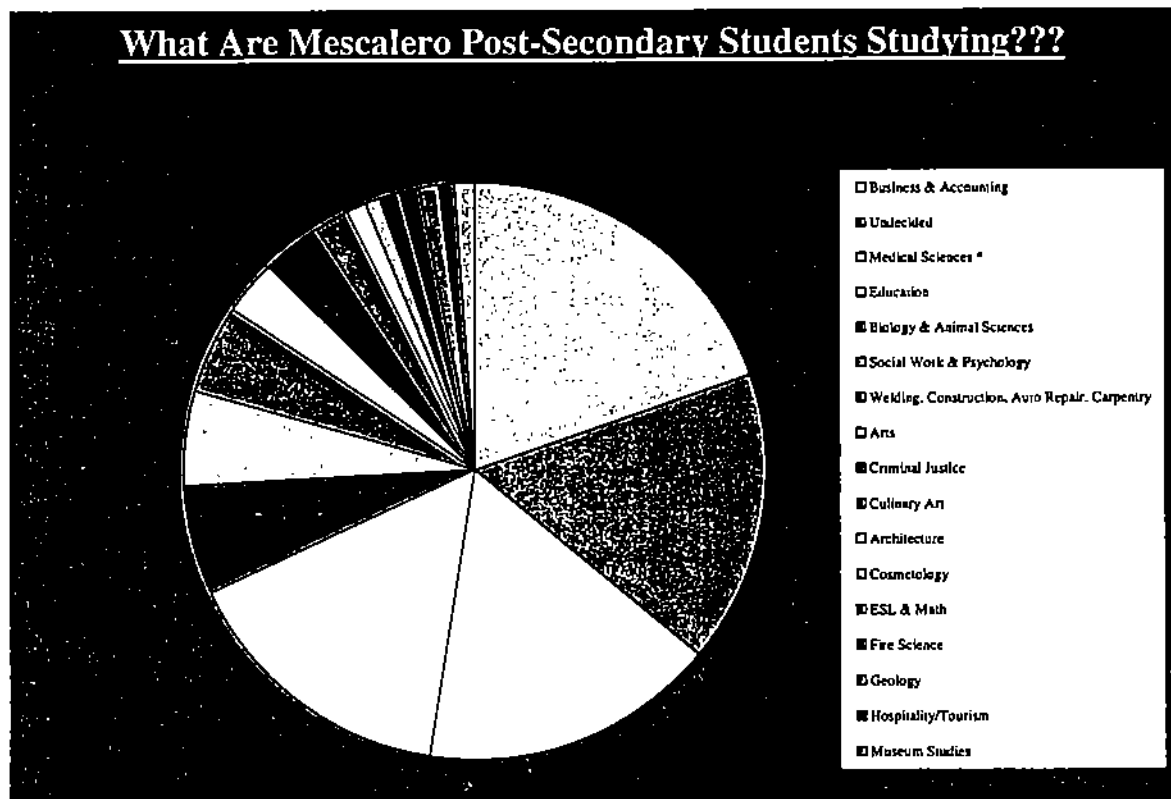
<u>Jobs of On-Reservation Tribal Members</u> (1998 Census)	
Tribal Members Employed:	64%
Tribal Members Employed by federal, state, or local government:	77%
Tribal Members Employed by local government:	52%
Tribal Members with executive, administrative, or managerial occupations:	12%
<hr/>	
Tribal Members living on-Reservation with a Bachelors Degree:	6%
Tribal Members living on-Reservation with GED or similar:	68%
1/3 of Inn of the Mountain God Employees are Tribal Members:	

Communities often experience **brain drain** when economic development does not exist. However, the Mescalero Apache Reservation has numerous thriving tribal enterprises. With resources to encourage students to return and a commitment to education, they can implement a strategy that will foster student return.

The need for an effective strategy to eliminate **brain drain** has never been as crucial as now. More Mescalero Apache youth are completing high school and college, finishing with new knowledge and skills from which the community could benefit.

Currently, 120 Mescalero Apache students are pursuing post-secondary degrees, with 280 high school students graduating and likely seeking post-secondary options within the next four years as well. Furthermore, 44% of the on-reservation population is under the age of 18; the need for this type program development is critical to future retention of student talent and tribal members.

<u>Where Are Mescalero Students?</u>	
Students Enrolled in College:	120
Estimated in next 4 years:	280
<hr/>	
# of Universities & Colleges Attending: 31	
<hr/>	
Top 3 Schools Attending:	
Students at ENMU-Ruidoso:	37
NMSU-Alamagordo:	23
NMSU-Las Cruces:	11



GOALS

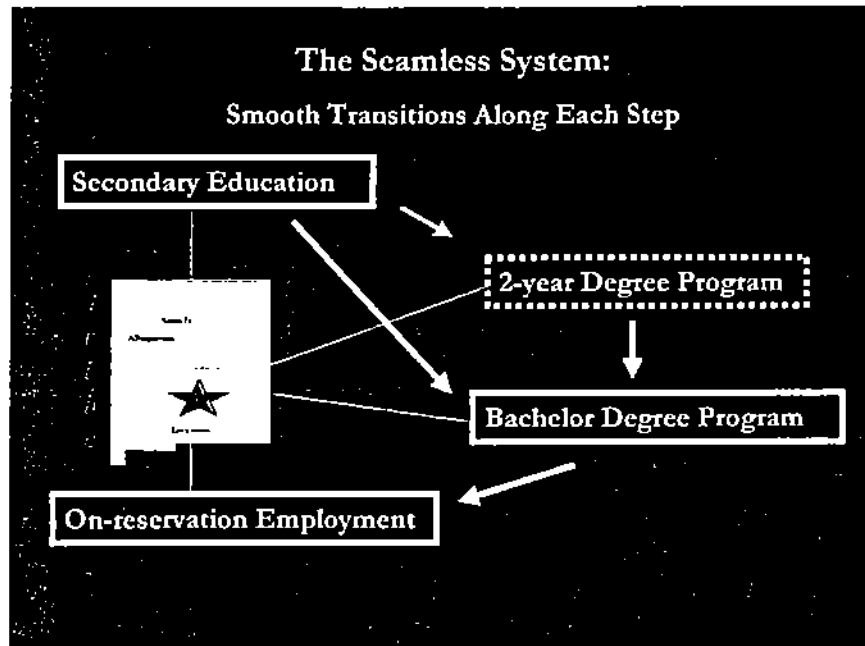
Goals must be established for a strategy to unite student talent with reservation employment opportunities and counteract **brain drain**. Then all community members understand the aim of the program and their roles. The following list of recommended goals takes into consideration the needs and concerns of students, tribal council, community members, enterprises, and schools.

Goals for a Strategy to End Brain Drain

1. Link Students to Jobs with Programs
2. Identify and Maximize All Resources
3. Create Awareness of Job Opportunities
4. Foster Communication and Commitment

Link Students to Jobs with Programs: The primary goal would be to create an efficient way to link students to jobs. This requires initiatives and coordination to ease transitions and maintain the connection between tribe and student at every point along the way. One can think of this goal as attempting to create a “seamless system.” A student would follow along the path of educational degree attainment to a reservation employment with

the consistent support of the tribe. Social support, academic support, and financial support would be linked through coordinated initiatives.



Maximize Resources: The second goal for the strategy is to maximize all resources available to the tribe. These resources are financial, institutional, and programmatic. Resources that the tribe can harness to enable the strategy can be from on-reservation sources or off-reservation sources. A wealth of student-oriented programs, funding, and applicable models exist; it is merely a matter of identifying which programs are most relevant. These programs would address the transition to college, time in college (including summer opportunities on-reservation), and the transition to work with methods to continue ties to the community.

Job Awareness: A strategy to eliminate **brain drain** obviously must focus on creating awareness of job opportunities on the reservation. Brain drain often occurs when there is a lack of awareness of jobs and a misconception about job opportunities; thus, a

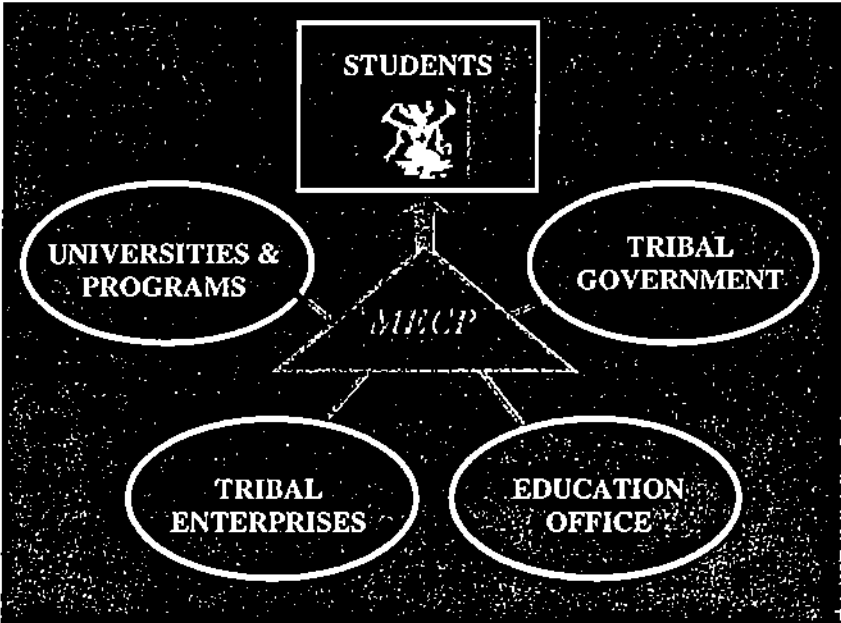
centralized location for finding information about jobs must exist. Mescalero Apache has job opportunities. An interested applicant or student approaching the end of his degree-attainment will turn to a readily available source of information and job postings. Many such listings exist on the web. Thus, the Mescalero Apache tribe must be prepared to compete with these easily accessible opportunities and have their own easily accessible, updated database.

Communication: Lastly, the strategy must involve communication with all community members. All community members must know about the strategy and all of the component initiatives to encourage students to return. Communication should also involve specifying 1) the involvement level of all players that is necessary for a successful program and 2) the potential benefits to all players. The strategy should have mechanisms and specific action plans to encourage commitment of tribal government, tribal enterprises, community members, and most importantly students. In addition, commitment from partners, such as universities and funds can also be built into the strategy.

ANALYSIS: DESIGNING THE MESCALERO EMPLOYMENT COORDINATION PROGRAM

An assessment of the goals, needs, and resources of the Mescalero Apache Tribe supports the recommendation of the creation of a new program. This new body--the Mescalero Employment Coordination Program--would be given responsibility for the implementation of the strategy to unite Mescalero Apache students with reservation employment.

WHY AN MECP? THE RESOURCE ASSESSMENT



The Mescalero Employment Coordination Program would unite the four main areas of resources available to the Tribe with its fifth resource that the tribe aims to keep on the reservation—its students. Through the MECP, all of the Tribe’s resources would be maximized as could not be accomplished by any of the component resource areas, or “branches.” The MECP’s focus on linking and coordinating would enable the MECP to

serve the students, all branches, and the community as a whole. To fully understand the MECP's function as a service organization and "resource-linker," an explanation of the resource assessment follows.

The resource assessment found that the Mescalero Apache have plentiful resources available to combat **brain drain**. These financial, institutional, and programmatic resources fall under the categories of tribal government, education department, tribal enterprises, and universities and programs.

EXISTING RESOURCES TO LINK AND MAXIMIZE			
TRIBAL GOVERNMENT	EDUCATION DEPARTMENT	TRIBAL ENTERPRISES	UNIVERSITIES & PROGRAMS
Financial Resources	Director and Staff	Thriving	Students Enrolled at 31 Institutions
Education Emphasis	Education Budget	Many Jobs	Interested in Partnership
Education Funding	Scholarship Aid	Jobs at Various Levels	Existing Models
Community Services Committee	Academic Counseling		Funding Opportunities
Employ Most Tribal Members	College Communication		
	Goal to Aid Students		

Tribal Government: The tribal government has great financial resources due to successful economic development ventures on the reservation and a 1960s land claims judgement fund. The tribal government has historically been dedicated to programs that emphasize education and has utilized funding to build the educational facilities available on the reservation. Currently, a state-of-the-art kindergarten through 12th grade facility is

being built with plans to be open for the 2002 school year. Furthermore, the present structure of the tribal government allows for the allocation of funding to education with the responsibility for educational initiatives to fall under the Tribal Community Services Committee.

The tribal government also employs more tribal members than any other institution or organization on the reservation. The local government employs 52% of the Mescalero Apache on-reservation workforce in approximately 500 jobs. These jobs continue to need to be filled by tribal members who have degrees and knowledge of a range of educational disciplines.

Education Department: The Mescalero Tribal Education Department supports tribal students in all levels of education. Most of the job tasks of the department involve maintaining records about students and funding programs, applying for and facilitating funding, and communicating with schools, students, and parents. The Education Department applies yearly for its allocation of monies from the tribe, which funds the higher education scholarship program. This year's budget was \$800,000. The funding for post-secondary students includes scholarship aid, loans, and educational trips.

Enterprises: There are many thriving tribal enterprises, offering a diverse range of employment opportunities on the reservation. The enterprises include a casino, inn, golf course, ski mountain, saw mill, metal fab plant, forestry, ranch, and newly acquired telecommunications company. Jobs exist at various levels and for those with high school, two-year, four-year, professional, and graduate degrees. Currently, non-tribal members fill many positions (especially the upper-level jobs).

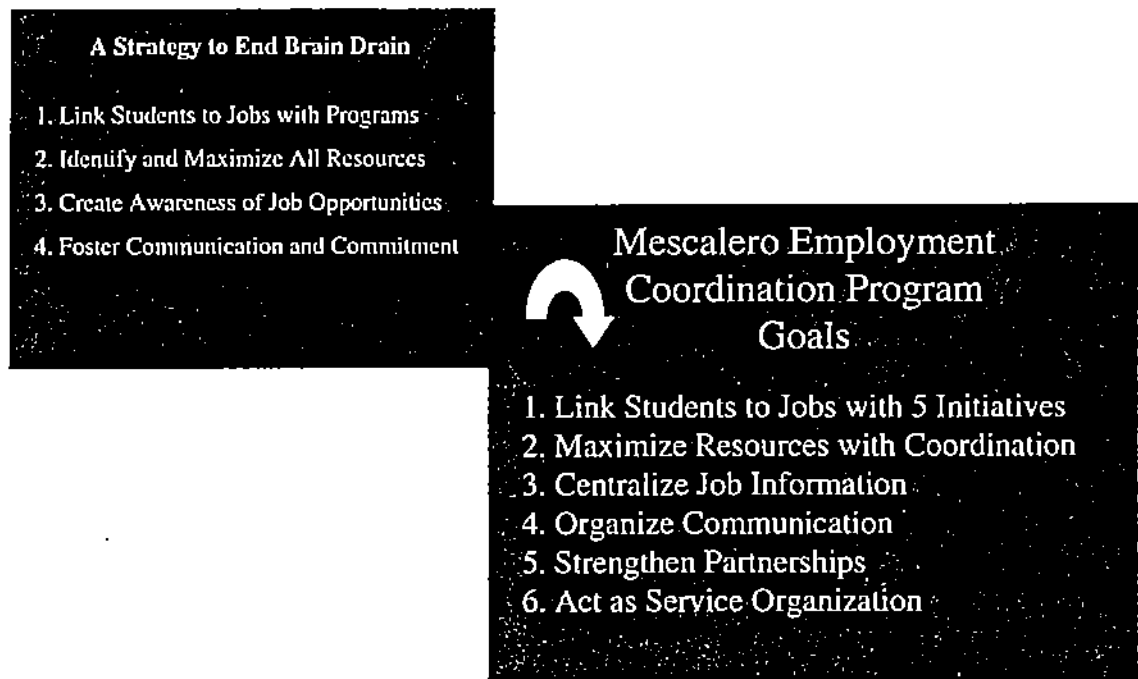
College and University Partners: Partnership possibilities with universities, colleges, and funding programs offer an external resource that has only begun to be tapped by a

few programs run through the Educational Department. Students attend thirty-one post-secondary institutions in New Mexico and throughout the United States. The majority of the students attend in-state schools, and the Mescalero Apache has built a working relationship with the three institutions that most Mescalero students attend. Eastern New Mexico University-Ruidoso, New Mexico State University-Alamogordo, and New Mexico State-Main Campus expressed their interest in partnering to implement a strategy to eliminate **brain drain**. Outreach programs and internship-for-credit programs would be established. In addition, there are many grants available and existing models that can be utilized to enable the tribal strategy. The opportunities are endless.

MECP: With so many opportunities and resources available for utilization, it is necessary to charge one body with the responsibility of the anti-**brain drain** strategy and linking these resources. The other branches are currently over-taxed with their present responsibilities. Furthermore, the concern with using an already-existing program to run this new program is that it will not be viewed as a linking body. It is critical that the MECP serves as a coordinator and service organization for the existing branches who also all play an active role in fighting **brain drain**. The success of this project is crucial to the availability of a tribal member workforce and leadership on the reservation in the future; it should be the foremost focus of the body responsible for it. The initiatives to end brain drain cannot afford to be overlooked due to time or staffing constraints.

WHAT WILL THE MECP DO?

The Mescalero Employment Coordination Program will have the responsibility of coordinating and implementing the initiatives to accomplish the goals of the tribal strategy to alleviate **brain drain**. The MECP goals can be adopted from the broad goals of the strategy to specific goals on which this body will take action.



The MECP will link students to jobs through the implementation of five concrete initiatives, which are described below. The MECP will be able to most effectively maximize the resources because it is a body with the mission of linking resources. The specific programs that the MECP will institute have been carefully chosen to ensure that they will be the most effective use of tribal financial and human resources. Furthermore,

the coordination of the efforts of all those bodies that could be fostering student return will lead to the maximization of those efforts.

The goal of the general strategy to create job awareness can be made a reality with the MECP's third goal to centralize job information. With its responsibility to be the clearinghouse for want ads and job openings, applicants and employers will have a single, easily accessible place to find information about reservation jobs.

Communication with the community about this program and among the branches will also be the responsibility of the MECP. Also, communication with the students to link them with jobs will be an essential role of the MECP. The MECP will also aim to strengthen partnerships through programs, dialogue with universities, colleges, and enterprises. Its work coordinating the branches can involve facilitation of partnerships between branches.

Lastly, the goal of the MECP is to **serve** the community. It will not replace existing offices; it will not be hiring or firing. It will be resource for tribal members, and for the tribal government, education department, tribal enterprises, and most importantly the students. Through the coordinated efforts that it leads, it benefits all those it serves.

Mescalero Employment Coordination Program Initiatives

1. Create MECP and Hire Staff
2. Design Transportation Program
3. Implement Post-HS Programs
4. Centralize Job Resources
5. Coordinate with Branches

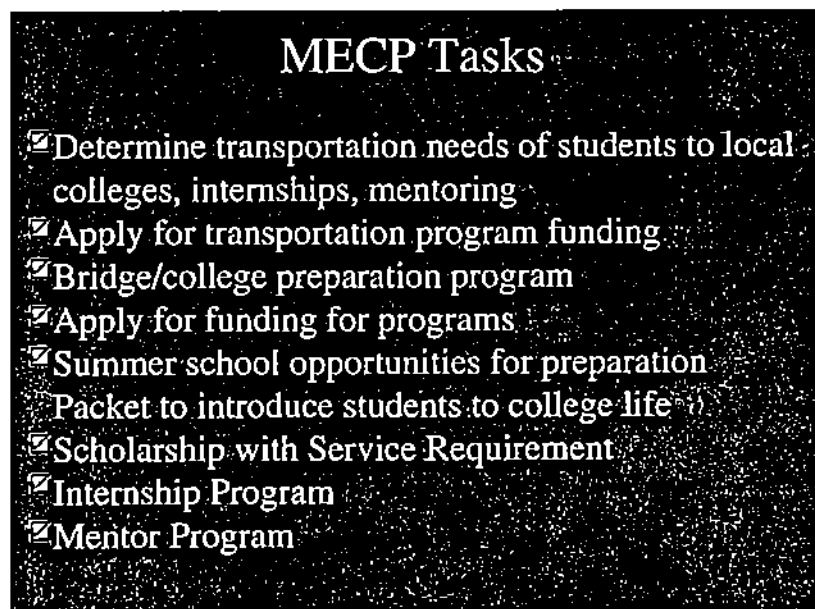
As stated above, the MECP will implement an action plan, or initiatives, to complete the goals. Each of the initiatives are thoroughly described below.

INITIATIVE 1. CREATE MECP AND HIRE STAFF

The 5 initiatives of the Mescalero Employment Coordination Program are the responsibility of the MECP. However, the body of the MECP must first be created. The goals of the MECP need to be agreed upon by the tribal council with community input from high school and college students, recent graduates, the Education Department, and tribal enterprises. The recommended goals listed above are based on conversations with various tribal members at Mescalero Apache and data collected. Yet, they may not be exhaustive. The tribal members must support all aspects of the program created and design it as their own. A board to make these final recommendations could consist of a high school student, college student, recent college graduate, the Education Department Director, two tribal council members, and two tribal enterprise employers.

Next, staff needs to be hired to fulfill the tasks of the MECP. A program director and one or two staff members would be sufficient. We recommend that the job requirements include experience working with students in an advisory role. Preferably, the program director would be familiar with Mescalero Apache students and also be himself/herself a Mescalero Apache who has graduated from post-secondary school—an example of the people the MECP will work to attract to the reservation. The announcement of this position must be widely advertised. In addition, it would be advisable to send the job announcement to graduates who have not returned to the reservation because such a program did not exist to facilitate their return.

The MECP director should have skills and experience applicable to the specific tasks the MECP must fulfill. The list of tasks will include:



MECP Tasks cont.

- ☑ Alumni Network & Big Siblings
- ☑ Meet with college students on individual basis
- ☑ Create profiles of students
- ☑ Maintain contact with students via email
- ☑ Meet with tribal enterprises
- ☑ Job Database
- ☑ Resume Database
- ☑ Native Hiring Preference
- ☑ Advocate for Student Hiring
- ☑ Recruit Students to Tribal Jobs

INITIATIVE 2. DESIGN TRANSPORTATION PROGRAM

Transportation has proven to be a road-block to internships, jobs, and school attendance at the high school and college levels. If not addressed, transportation problems will also be a road-block to MECP initiatives. This lack of transportation is a wide-spread problem in Indian Country and reduces the employability of workers who are otherwise hardworking and reliable. Many families own only one car and need it for work purposes, and the Tribe does not have a system of public transportation. Furthermore, many families live far away from their places of employment or potential places for internships; the average commute time one-way to work is 21.6 minutes. Mescalero students not attending high school on the reservation have a similarly long commute, and students away at college in-state have to travel as long as 4 hours to get to and from their campuses.

This lack of transportation has affected not only attendance in school, but also the structuring of the existing internship and mentor programs at high schools in Mescalero and Ruidoso. Due to lack of transportation, many students must intern in school buildings rather than at tribal hospitals, offices, and enterprises, which could be worthwhile for gaining on-reservation job experience and creating community ties. It also affects the native guidance they receive; there is only one vehicle for all the liaisons (that serve Tularoso and Ruidoso), which makes it difficult to make repeated site visits and/or take students on visits to local colleges and enterprises.

Conversations with local principals, guidance counselors, liaisons, and council members have ratified this need for frequent and accessible transportation for tribal members, particularly students. The MECPP will not be able to successfully implement its programming if transportation needs are not met. A needs assessment is not necessary; what is important are immediate steps to solving this problem, enabling other initiatives of the MECPP to be successfully launched.

There are many funding sources available to create and fund tailored transportation programs. These tailored programs are less expensive than traditional transit systems. They only run at certain, scheduled times dependent on work or internship schedules. One program in particular is the Car-or-VanPool program. Vans are donated or bought at a low cost from county and municipal governments or car dealerships. Tribal members are hired to drive vans and coordinate the transport system. These vans or cars could be utilized at peak driving hours (commute times), after school, and could be used by groups as they are needed (college-visiting trips, holiday commutes to and from universities, etc.).

Listed in the Appendix are detailed descriptions of the VanPool program as well as Wheels to Work, another alternative plan for meeting transportation needs. These programs can be adjusted as the MECPP and the tribal government see fit. Contact information is included.

There are more immediate steps that the MECP could explore in the interim. The MECP should look into the following possibilities: Are there existing car pools that help shuttle students to and from school and work? Are there parents or siblings without jobs who could drive students to and from afternoon internships around the local community if they were reimbursed for gas and mileage? Are there interested family members or alumni who could help high school liaisons drive to weekend college-visits? Is there a phone or email chain whereby students away at college can plan carpools back to the reservation? Also, it was mentioned in several meetings (April 2001) that the Hot-Shot buses lay dormant during the non-fire season. Could they be utilized for school trips and transport? Until additional funding is attained, the MECP can find alternative solutions through brainstorming, maximizing existing resources, which is the MECP's fundamental function.

INITIATIVE 3. POST-HIGH SCHOOL PROGRAMS

The core programs of the MECP would address the transition to college, time in college (including summer opportunities on-reservation), and the transition to on-reservation employment. These programs will ease transitions for the student and ensure that the connection between tribe and student is not severed at any point along the way.

Pre-college Programs

The summer before college is vital in preparing students both academically and socially for what they will encounter the following fall. Students need to know they have the support of their community when they leave. The connection to the community can be reinforced as they leave, instead of broken.

Social Preparation: Equipping students with as much information as possible before they leave fosters their confidence in their skills and their background. Three ways to do this are: 1) through alumni contact and advice, 2) through conversations or visits with current students at the colleges or universities, and 3) with a packet of practical information prepared by the MECP. This would include facts that are helpful and basic such as, how do I set up a bank account in my new town? How do I use a calling card? What resources exist for native students on-campus? The job of the MECP will be to collate this information, working with the Education Department, alumni, and colleges.

Pre-College Social Prep:

- Plan Meeting for Students with Alumni (see list in Appendix)
- Plan Meeting & College Visits with Current College Students (see list in Appendix)
- Packet of information about college and tools for adapting.

Academic Preparation: Academic preparation is equally crucial. Many students graduate from high school without academic skills essential for college coursework. Some colleges have developed special courses for the summer before students enter their first year in college. These courses do not give students credit towards graduation but help them to succeed academically when taking courses for credit starting in the fall semester. Currently, the post-secondary educational budget does not cover costs for these courses. Adding to the budget funding for students seeking academic preparation during the summer at a local institution that may not be for credit would increase their ability to succeed when taking for-credit courses in the fall and would help ensure that students skills are up to par.

Bridge Programs: Another option for pre-college preparation are Bridge Programs, which aim to thoroughly prepare students by tying academic preparedness with social preparedness. They are designed to provide assistance to individuals entering college in the fall and give them an equal opportunity for success, particularly those students who may be first-generation college-bound. These programs take place on the college campuses. They provide a wide-range of information and include studies in academic areas of the student's interest, community service opportunities, and development of relationships with possible on-campus mentors. Programs are also specially tailored for remedial and gifted students, and most colleges have highly individualized programs that reflect that college's focus and goals.

Bridge Programs Can:

- boost academic skills
- familiarize student with campus life
- community service
- mentor development
- give equal footing in the classroom
- ease academic and social transition

Information on setting up Bridge Programs:

- www.ed.gov/databases/ERIC-Digests/ed442421.html
- Education Resources Information Center: 1-800-LET-ERIC
- Standards & support services:
www.ksu.edu/nacada/Profres/standard.html
- Journal of Freshman Year Experience 3(2) 91-105

While Bridge Programs have not conclusively proven to increase retention rates, they have proven to ease transitions from high school/reservation life to what can be a more intense college experience. More details on Bridge Programs and an example of the Dull Knife Memorial College Internship and Bridges Project in Lambe Deer, Montana is available in the Appendix.

The Tribe could partner with NMSU or ENMU to implement such a program. The MECF can work with the Education Department as the extra manpower needed to help contact and organize these programs. See the appendix for the steps to set up such a program.

Contact Colleges and University for Potential Partnerships:

- 1) Don Pepion, New Mexico State University-Main Campus
Director of American Indian Program
Phone: 505 646-4207/3196 Fax: 505 646-5291
MSC 4188
NMSU
PO Box 30001
Las Cruces, NM 88003
- 2) Jim Payne, NMSU-Alamagordo
Counselor
Phone: 505 439-3720 Fax: 505 439-3760
2700 N Scenic Drive
Alamagordo, NM 88310
- 3) Roger Bates, NMSU-Alamagordo
Campus Executive Director
Phone: 505 439-3640 Fax: 505 439-3749
2700 N Scenic Drive
Alamagordo, NM 88310
- 4) Jim Miller Jr., ENMU
Phone: 505 257-2120

These programs that address pre-college student needs demonstrate to the students the Tribe's commitment to student success. If students can turn to the Tribe for support when they first leave the reservation they will feel comfortable continuing to turn to the Tribe for support throughout college and after college when searching for jobs.

College Programs

During the college years there are two ways to keep students focused and excited about learning while bringing them to the reservation for hands-on experience and relationship-building: internships and mentoring programs. For the best success rate these programs must be concurrent and require effort from the tribal government, enterprises, and community, as well as colleges and universities. The MECP would be able to facilitate such coordination.

Internships: Hands-on experience available through internships is important for several reasons. It allows the student to see the real-world manifestation of what they have been studying. The student is able to “test-drive” an occupation to see if he/she enjoys working in that field of expertise. If students decide that they want to pursue the fields of work, they have gained skills and experience that make them very attractive job candidates after graduation. Contacts are made in the job world, which also may be beneficial as the student nears graduation. Furthermore, internships on the reservation bring the student home to help maintain important cultural ties. The student does not have to choose between a meaningful summer internship experience and heading home to family and friends. Both can be accomplished through a MECP internship program on the reservation.

Benefits of Internships Programs:

- Hands-on learning in academic field
- “Test-drive” occupations
- Contacts for future job opportunities
- Worthwhile job experience with living at home
- Maintain cultural ties
- Guidance from tribal role models

Information for Internship Programs:

Wysiwyg://99/http://www.where-its-at.com/intern.html

Mentors: The MECP would also help foster mentor relationships. Mentors are role models for students and can provide guidance throughout college and careers. Mentors also make internships more meaningful when the two programs are paired. Ideally, a mentoring program would provide a faculty mentor at the college end and a native mentor in a specific tribal office or enterprise, where the student can intern. The student will then have thorough guidance and support for a meaningful internship. The mentors will help the student to reflect on and evaluate the experience.

Mentors would also help with transitions in student life—from high school to college, and college to the job world. Mentors can be links to academic and financial resources and help in preparation (particularly in a collegiate setting) for future careers. Also, mentors can provide personal support for students struggling to deal with cultural shock between their lives on-reservation and back at school. They can also be advocates for the student in dealing with other co-workers and bosses, ensuring that the students have fulfilling internships, transition smoothly into the work environment, and meet their bosses's expectations. The MECP's goal for seamless transitions would be made a reality through mentor programs at all stages of education, career exploration, and finally on-reservation employment.

Information About Mentor Programs

www.mentors.ca/mentorprograms.html

www.ed.gov/pubs/YesYouCan/sect1.html

www.ed.gov/offices/OPE/gearup/guexamp.html

Two excellent implementation structures that would make these internship and mentor programs more attractive and beneficial are: 1) scholarships with service stipulations and 2) Extended Studies programs.

Scholarships with Service Stipulations: The MECP and the Education Department can work together to create scholarships with built-in service stipulations. Service stipulations allow students to borrow additional money from the tribe if they commit to returning to the reservation after receiving their degrees for employment and serving the tribe with their new knowledge. These added funds will provide an incentive for students to return and further demonstrate that the Tribe is serious about wanting students to return. Such service stipulations are part of many successful existing scholarship programs, such as those of the IHS and the National Security Council (see Appendix). They could include summer service as a paid interns, or 1-4 years of employment with a tribal office or enterprise following graduation.

To make this program work the internships or jobs as part of the service agreement must be meaningful. They should allow the student to be in contact with important areas of production/management and foster relationships with upper-level employees who have expressed a desire to act in a mentor capacity. The Tribe could also work into the agreement a deferral option for the student. The Tribe would decide on deferrals on an individual basis. The student would apply in writing, explaining that he/she wishes to pursue an opportunity off the reservation that will further prepare him/her for work on the reservation. There would need to be cap for deferrals—possibly two years as with most academic institution's deferral policies. If the student does not return, the scholarship money turns into a loan (without interest) that the student must repay in full. All of these stipulations would be written out in an agreement that the student discusses with the MECP and then signs.

Extended Studies: Extended Studies programs are well-oiled mechanisms for beneficial summer internships. They capitalize on tribal resources and link students to both their colleges and home communities. These programs consist of internships planned by the student, an interested faculty sponsor, and a mentor on the reservation in a

corresponding department. These internships are almost always offered for college credit. As a result, mentor, internship, and academic credit are brought together in a meaningful, structured manner.

Land grant institutions run these programs. NMSU is the land grant institution in New Mexico. The College of Agriculture and Home Economics at NMSU coordinates these internships between his office and the academic department requesting them.

Steps for Establishing Extended Studies Programs:

- 1) MECP & student find a place for internship on- reservation.
- 2) Student & MECP speak with academic department.
- 3) Sponsoring academic department sends proposal detailing the internship, grade criteria, expected final project, and contacts at college and off-campus site.
- 4) College Extended Studies office approves internship.
- 5) Final report is sent to office upon completion of the project.

Contact Information for Extended Studies:

Dr. David Lindsey, Assistant Dean for the College of
Agriculture and Home Economics at NMSU
Phone: 505 646-1807 (office)

Example of Extended Studies: Butch Blazer would work with Professor X in the wildlife biology program to design a project monitoring elk migration. Professor X sends the Extended Studies Office at College Y. Mr. Blazer then works with Education Department and MECP to locate an interested Mescalero student. Professor X works with the student and Mr. Blazer to implement the program. The Student spends a summer monitoring elk movement on the reservation, writes up the study, and submits it to Professor X and Mr. Blazer. The tribe benefits from the study and the student gets experience and college credit.

A student can also initiate an Extended Studies program if he/she locates a faculty mentor and an on-reservation sponsor. The MECP can provide the student with contact information for possible mentors as provided by cooperation from the tribal enterprises and offices.

Tracking Students: The MECP would also track students to remain familiar with their needs and best serve them. Tracking students requires that their names, schools, contact information, academic interests, and mentor/internship program participation status be kept on file in the MECP. This can be accomplished in a filing cabinet system and moved or adjusted at the end of each school year. Eventually, this information can be put into a web-based database for increased accessibility. Tracking also involves keeping in contact with the students throughout the school year, with a personal visit once during the fall and once as the school year ends, with a possible phone call mid-year. These conversations will benefit the Education Department and MECP to keep their information updated and the student, who will receive support and awareness of tribal resources.

Post College Programs

Students who have reached this point in the MECP system will now be experienced, skilled, and familiar with reservation employment. They will have had continued connection with the Tribe and their families. Now the crucial part of the final crucial step of MECP must be completed: students need to be united jobs on the reservation.

This goal has been broken down into broadly defined initiatives such as uniting different branches of tribal resources and centralizing information about educational and employment opportunities. The important step at this point will be the actions that make the goals a reality. The students who received scholarships with service stipulations will be eager to find an exciting job opportunity on the reservation. The MECP should work with the student in finding him or her a job. The MECP will simultaneously recruit students on behalf of tribal employers and advocate with employers for student

applicants. Also, past and present mentors can offer advice and assistance in locating jobs.

Mentor relationships in the work place should continue. New mentors for students in new work places would be established. The mentors again can offer advice. They can be advocates for the student in dealing with other co-workers and bosses, ensuring that the students have fulfilling work experiences, transition smoothly into the work environment, and meet their bosses's expectations.

Jobs at Mescalero Apache are diverse and plentiful. The MECF can serve the community by conveying this message and encouraging tribal members—those with and without—service stipulation scholarships to seek employment on the reservation.

INITIATIVE 4. CENTRALIZING JOB RESOURCES

Centralization of all job resources—employment opportunities, resumes, and internship positions—would be the fundamental role of the MECF. This initiative would require the cooperation of the tribal offices and enterprises. Its success promises exponential benefits for all involved.

At present, there is no single place where someone can look for a job. Listings are posted at the convenience store, at the Post Office, or in the Tribal government office. Many job opportunities are passed around through word-of-mouth. There is no "Help Wanted" section in local newspapers that applies specifically to employment on the Mescalero Apache Reservation. Thus, qualified tribal candidates may miss opportunities to apply for jobs or may become frustrated and turn to off-reservation job opportunities. Employers have to hope that qualified candidates find postings and respond, and employers often end up looking off-reservation for employees.

With so many well-organized job-finding resources for students, the Tribe must be prepared to compete by creating its own easily accessible, well-organized job database. The MECP will be the clearinghouse for the job posting process. A bulletin board in the office can serve as the location for the centralized job postings. Employers would fill out a form for job postings at the MECP office, and then it would tacked on the portion of the board applicable to that listing. The MECP would keep this board up-to-date and organized so any tribal member looking for employment could easily find all postings. The MECP itself will NOT be involved in the interviewing or hiring process. The MECP will NOT supercede the importance of individual enterprise Personnel Offices; rather, it would serve as an organizational tool so that enterprises could hire the most qualified employees with the greatest of ease.

How to Organize a Job Database:

- 1) Place large bulletin board in office.
- 2) Advertise its location to employers and community.
- 3) Encourage tribal enterprises and tribal government to post.
- 4) Organize postings by type of job.
- 4) Remove all out-of-date postings.
- 5) Make bulletin board accessible to all community members.

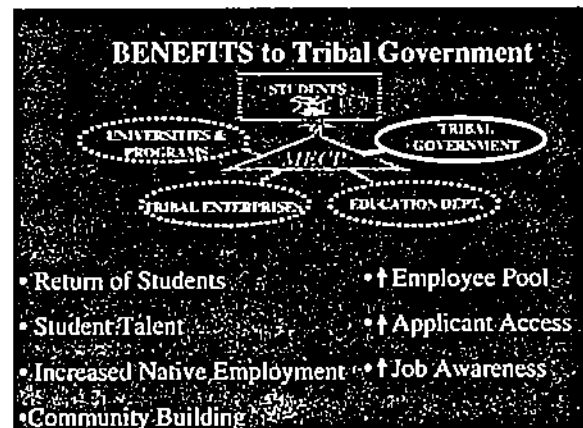
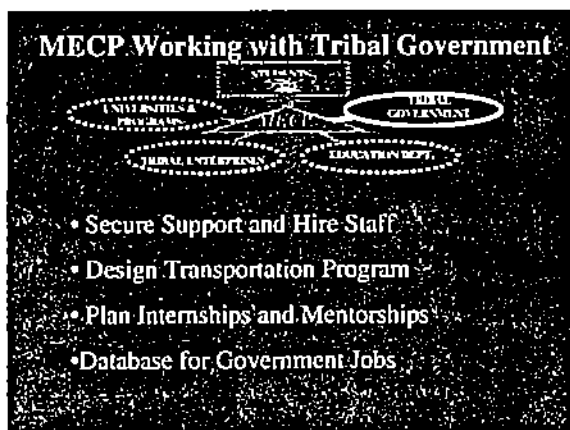
Another important aspect would be a centralized resume database. All students enrolled in college (with these scholarship service stipulations) would be required to submit to the MECP a resume to have on hold for tribal employers to access. An employer looking for an appropriate student to hire would only have to go to the MECP to find all resumes. Ideally, this information would be accessible on-line as well. There would also be the opportunity for any Mescalero seeking work in the community to place his or her resume in the database. The MECP would ensure that all resumes in the database be updated yearly.

Benefits of Job & Resume Databases:

- increases and maximizes applicant pool
- easy accessibility for employers
- up to date applicant information
- centralizes organization of all tribal job postings
- informs students and post-grads of all opportunities
- helps tribal members find possible employers

INITIATIVE 5. COORDINATION WITH BRANCHES: ACTION PLANS AND BENEFITS

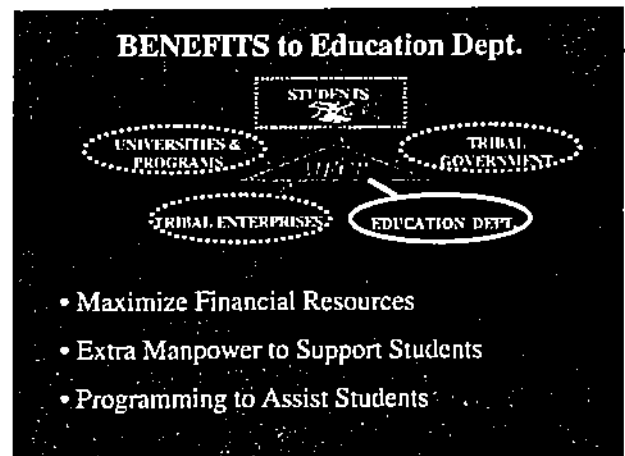
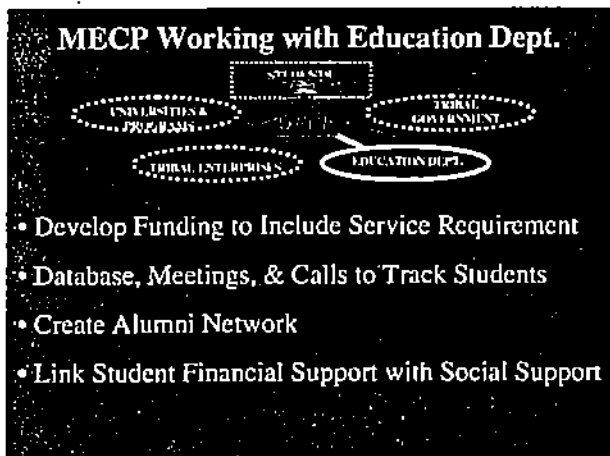
The Mescalero Employment Coordination Program can be highly effective if it is approached as a group effort by and for the Mescalero Apache community. Its initiatives will not be feasible unless the MECP has the support of the resource areas, or branches. An explanation follows of the specific items the MECP would need to work on with each branch, and how each branch would benefit from the MECP. Success will come most fully when all of these action plans are implemented through cooperation from branches.



The work with the tribal council will come first and initiate the project, laying the foundation for further implementation steps and success. Tribal Council support for all initiatives that will be undertaken by the MECP body must be secured. The transportation program should be implemented immediately for the reasons stated above. It is currently a major block to college and high school internships and is imperative to MECP initiatives. The MECP can later work with the tribal government to plan

internships and mentor relationships, and provide the government with a location for postings, leading to a job database for all open government positions.

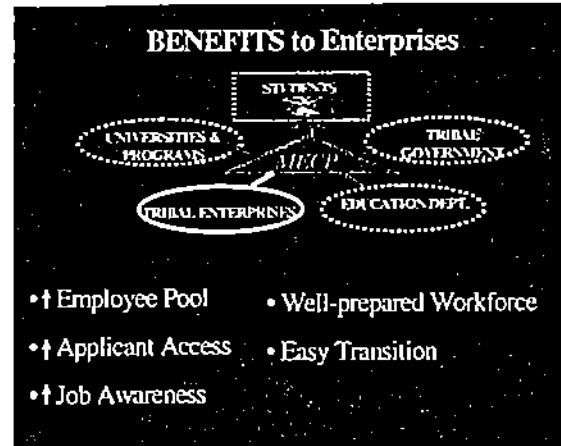
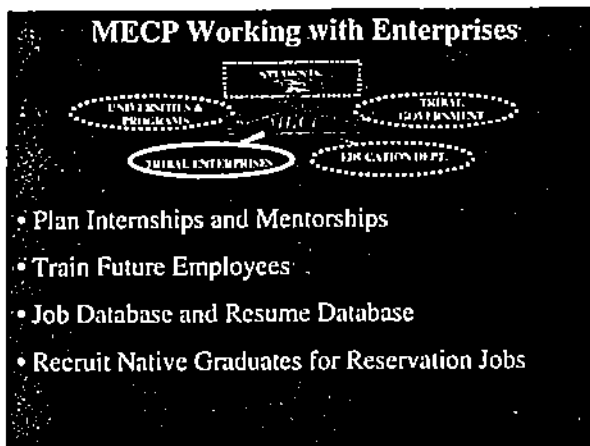
The Tribe would receive invaluable benefits from the MECP, which has been designed with the purpose of serving the tribe. As community needs and concerns are addressed through the MECP, the return of students to the reservation will be facilitated. They will find fulfilling employment and easily reintegrate themselves into their culture. Through the MECP, student needs would be met and the reservation would be able to fully utilize student talent. A centralized job database would help all tribal members find jobs, maximizing native employment opportunities. The potential benefits to the community are immeasurable. Lastly, increased job awareness, a larger employee pool, and better access to applicants benefits the Tribal government specifically in its filling of hundreds of positions.



The MECP would work with the Education Department, providing extra manpower to move the support of students beyond a financial focus to full academic, social, and personal support. Together they would develop scholarships and funding plans to include a service stipulation whereby students return—in the summer and/or post-graduation—to work in a tribal enterprise or tribal government position. The MECP and Education Department would develop a system for tracking students through all levels of degree attainment through extensive files, email and phone contact and bi-yearly meetings. They would be able to create an alumni network to inform students about college and de-mystify the process of leaving the reservation. All the programs from the MECP would link social support from MECP programs with financial support provided by the Education Department.

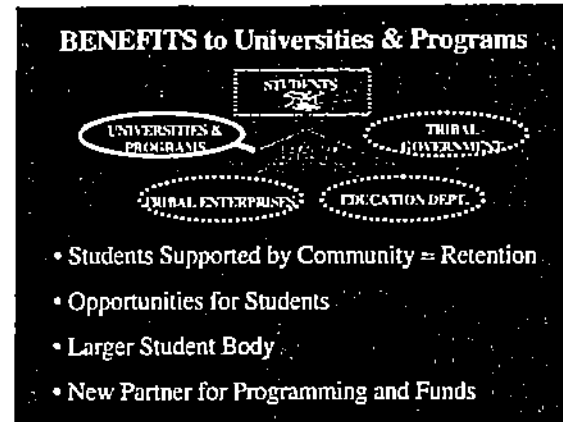
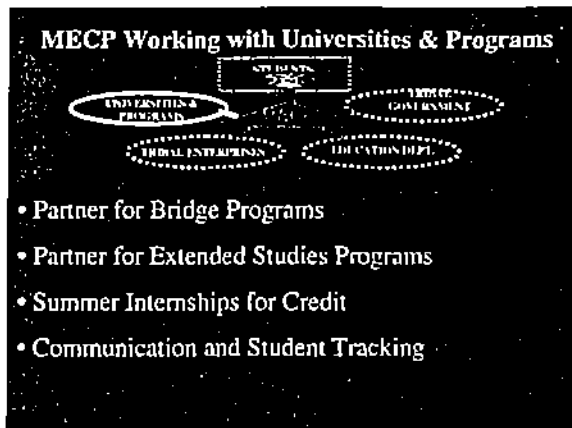
The Education Department would benefit from the added programming and staffing to serve post-secondary students. When these well-educated, skilled students return to the reservation and the community benefits from their talent, the department would see the rewards of their work in improving the educational opportunities and their many hours spent ensuring that students have the financial ability to attend school. The disconnection between the Department's work in education and ultimate rewards of

educated tribal members living in the community would be eliminated. The MECP would work to provide social, academic, and employment support for students, allowing them to maximize tribal resources already tagged for student funding.



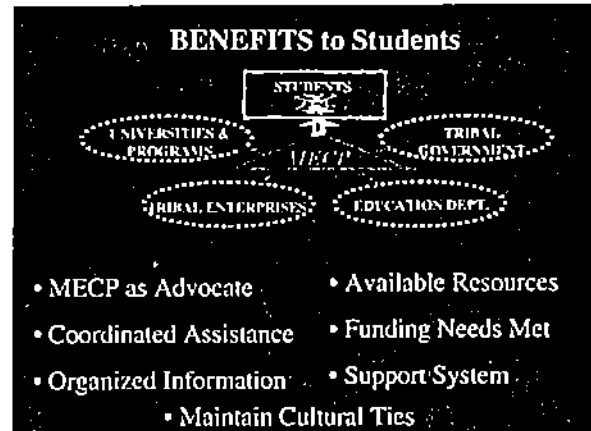
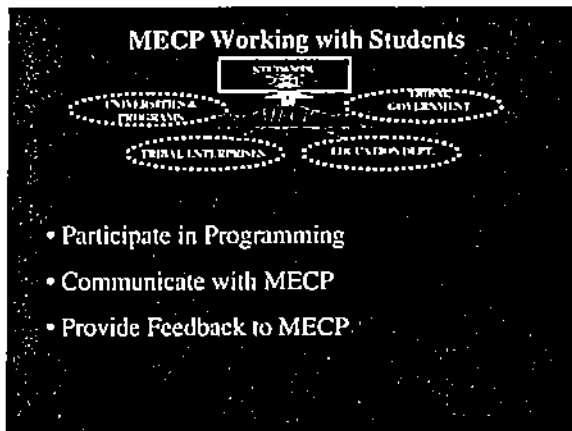
Tribal enterprise support of the MECP is critical to the completion of the job-related initiatives. These initiatives include creation of meaningful internships to provide hands-on experience and mentor relationships to link students to mentors in the job community. They would provide job training to the students and training for those who need to fill managerial positions that open up. Most importantly, the enterprises would need to utilize the centralized job database by notifying the MECP of job openings. They could also use the resume database to recruit native graduates and other qualified native employees.

The tribal enterprises would benefit greatly from the MECP. With one location to drop off job postings and the MECP aiding in recruiting students to work on-reservation, the tribal enterprises would have a decreased workload in finding applicants, an increased employee pool, greater applicant access, and more job opportunity awareness. With a well-run internship program, they would have access to enthusiastic, talented students to help in the summer months. These students could later become full-time employees. The enterprise would have the opportunity to test out students on a shorter basis and the students would be gaining appropriate skills decreasing necessary training at the onset of their employment after post-secondary graduation. Students would transition more easily into the job world due to past experiences with internships, mentor programs, and support of the MECP and tribal enterprises.



Many of the MECP programs require university and college partnerships. In conjunction with these partnerships, the MECP would develop Bridge Programs to link students with colleges before their freshman year to prepare them academically and socially. The MECP would also be able to create strong Extended Studies programs through Land Grant Institutions to give credit for summer internships and thereby encourage hands-on learning in different job fields. Finally, the MECP needs the assistance of the colleges and universities in tracking the students and providing the students with support while away. The colleges and universities would communicate with the MECP and keep the MECP apprised of student academic or social difficulty as well as success. The MECP would specifically work with Native American programs on the campuses that are in closer proximity to the students and have the resources to support the students on campus.

The colleges and universities would also benefit from partnerships with the Tribe. When students know they are supported in their home communities and this feeling is reinforced at school, retention increases. With increased opportunities for Mescalero students at universities and colleges, the campuses would likely have a larger and more academically engaged, career-motivated student body. The universities and colleges would also receive funding for these partnerships with the Tribe.



In order for these programs and the MECP to be successful, Mescalero Apache students must work with the MECP. This involves taking the initiative to participate in programs, communicating with MECP staff throughout the school year, and providing feedback to the MECP about on-going projects and work being done. Because these programs are tailored to ultimately benefit the students, their cooperation is imperative to overall functioning of the MECP.

Students are the focus of the MECP, and the initiatives and programs were created with student benefits as the goal. The MECP would be their advocate—in educational and employment pursuits. The MECP would coordinate assistance from existing resource areas to aid students. Organized information and increased availability of resources would obviously benefit the students. The MECP would help them meet funding needs, as well as maintain cultural and family ties through programs that draw them back to the reservation.

Implementation of many or all of these initiatives buoys student performance, interest, and sense of responsibility to their home communities. With appropriate structural support, the tribal workplace becomes a world of opportunity, which ultimately benefits the whole tribe.

IMPLEMENTATION SCHEDULE

If implemented, the recommendations offered in this report would provide the Mescalero Apache with a comprehensive strategy and effective tools to unite tribal member graduates, who have attained post-secondary degrees, with employment on the reservation. The Tribe must decide how to act on these recommendations. In a manner defined and initiated by tribal members, the MECP would be able to serve the tribal government, enterprises, departments, and students. The following recommended implementation schedule gives an estimated time frame of the recommended strategy and demonstrates the feasibility of accomplishing actions to achieve its success.

TRANSPORTATION

Transportation is a major road-block in job, school, and internship success. Alternative and inexpensive transportation systems are needed on-reservation to improve attendance.

Two programs are included to serve as examples for alternative transportation programs; the Wheels to Work Program and the Van Pool Program, both recommended initially for the Pine Ridge Reservation . Both programs use donated and/or cheap cars in coordinated and inexpensive efforts to get people to work and school. Tribal members can own and staff these ventures as well.

Implementation of these programs and other similar ventures usually involve federal grant funding, contacts and types for which are included.

Increasing Transportation for Workers: Initiatives for Action

- A. Institute a Wheels to Work Program.
- B. Institute a Van Pool Program.
- C. Involve OST Departments in the Grant Application Process.

Introduction

Conversations with tribal members revealed that a severe shortage of transportation on the Reservation substantially reduces the employability of many workers. The Reservation is 100 miles wide in some places and there is no form of public transportation. Workers who are otherwise hardworking and reliable often cannot report to work because they are stranded. The lack of transportation also serves as yet another barrier for tribal members who are making the transition from welfare to work. This need is not unique to Pine Ridge. Throughout the country many communities are confronted with this problem more strongly than ever in the wake of recently enacted work requirements in the new welfare laws. Fortunately, *as political leaders realize that a job does no good without a form of transportation, more and more funding sources have become available for transportation.* These resources are available to the Nation and it must take advantage of them to improve the employability prospects of its tribal members.

Several communities have developed "Wheels to Work" and Van Pool programs (both of which will be described below) that have empowered formerly unemployed people to enjoy the pride and satisfaction of paid employment. The Tribe should consider adapting these models to Pine Ridge and do so as soon as possible. Each of these programs will be briefly described below.

Benefits of Wheels to Work and Van Pool Programs

- *Reliable form of transportation for workers.*
- *Teaches people business skills.*
- *Can provide flexible operation hours.*
- *Less expensive than traditional transit systems.*

Wheels to Work Program: Action Steps

- ① OST Department of Transportation should immediately apply for grants from the potential funding sources listed at pp. 8-9, below, and search for additional funding sources as well.
- ② OST Transportation should draw up guidelines for program participants (i.e., percentage of costs to be borne by recipients, eligibility requirements) Outside experts should be consulted as needed.
- ③ OST Transportation should take stock of the vehicles owned by OST that can be used for the program.
- ④ OST Transportation should contact the County and State Transportation Services departments to determine if they have surplus automobiles, and if they do, present the program guidelines to the appropriate officials and request that autos that have been designated as surplus be donated to the Wheels to Work program.
 - If they have no surplus automobiles, the Task Force should contact used car dealers to purchase low-cost automobiles once the program is funded.
- ⑤ The Task Force should obtain legal representation to have an appropriate contract with the recipients prepared.⁵
- ⑥ The Task Force should contact area insurance agencies and automobile

dealers to arrange for low cost insurance coverage and service/maintenance repairs.

- ⑦ OST Transportation should hire staff and launch the program or contract it out to a capable non-profit organization.
- ⑧ Program staff should identify eligible recipients and enter into sell/lease agreements (recipients may be required to bear a portion of the costs of putting the vehicle on the road - i.e., repairs, insurance, title, tags, etc.).

**Wheels to Work Program:
Action Steps**

- ✓ *Apply for grants immediately.*
- ✓ *Draw up guidelines for program participants.*
- ✓ *Take stock of vehicles owned by OST.*
- ✓ *Contact County and State Transportation departments about "surplus" vehicles.*
- ✓ *Obtain legal representation to prepare contract with program recipients.*
- ✓ *Contact insurance agencies to arrange for coverage.*
- ✓ *Hire staff and launch program.*
- ✓ *Identify eligible recipients.*
- ✓ *Schedule date for first automobile transfer.*
- ✓ *Verify each recipient's employment status with employers.*

2. Institute a Van Pool Program.

Van Pool programs involve the donation and/or low cost purchase of vans from counties and municipal governments, automobile dealers and the general public in the same manner as cars acquired in the Wheels to Work program. However, the Van Pool program also provides training to eligible recipients to become entrepreneurs who buy/lease and drive the vans ("entrepreneur-recipients").⁶

Van Pools involve providing welfare recipients with vans at low cost and training them as entrepreneurs to provide people with rides to work.

Program staff carefully screens each potential entrepreneur-recipient's credit history and driving record to determine his or her eligibility to be an owner/driver. Program staff also conduct intensive interviews to gauge if the potential entrepreneur-recipient has the temperament and the willingness to perform the job. If an applicant is successful, his or her purchase/lease of the van will be financed in a manner similar to the financing of the cars in the Wheels to Work program. The insurance issues are more complicated, since the van operator will serve as a chauffeur. Once the administrative matters are taken care of, each successful applicant is assigned a route to pick up rider-participants and other individuals who want to get to work.⁷

Considerations for Van Pool Program at Pine Ridge

In order to make the program more responsive to the needs of the recipients, it should attempt to utilize more vans at

high-demand times such as shift change times (i.e., 6:00-8:30 a.m., 2:00-4:00 p.m., and 10:00 p.m.-11:30 p.m.). It should strive to meet the needs of those who work on weekends as well, since many businesses operate seven days a week and employees need dependable transportation every day. Finally, employers should be encouraged to allow flexible hours in order to allow employees' work schedules to accommodate transportation capabilities.

Action steps for replicating the program at Pine Ridge are provided below.

Other Considerations for Van Pool Program

- ✓ Utilize more vans at peak travel times.
- ✓ Accommodate needs of tribal members with non-traditional work hours.
- ✓ Encourage employers to institute flexible hours in work schedules.

- Program staff should consider contracting out microenterprise training to the Lakota Fund.
- ⑥ As entrepreneurs are trained, the program should transfer vans to them for specified routes in order of prioritized need. On the date scheduled for the first van transfer, program staff should contact the local media for coverage to increase awareness of the program and encourage further in-kind donations.
 - ⑦ During the project year, program staff should continue to work with the entrepreneur-recipients to ensure that their businesses can be self-sufficient.

If the Tribe can manage to implement either the Wheels to Work or the Van Pool programs, it should go a long way to increasing the capacity of its labor force.

Funding Sources for the Wheels to Work and Van Pool Programs

Listed below are some potential funding sources for the Wheels to Work and Van Pool initiatives. Please be aware that there is no guarantee that any of these sources will be able or willing to provide funds. *As with all of the initiatives recommended in this report, obtaining funding for the Wheels to Work and Van Pool initiatives will require persistence and patience.*

- (1) Section 5310 Federal Transit Administration Funds Administered by the South Dakota Department of Transportation: Contact Mr. Willis McLaughlin, SD Dept. of Transportation, Local

Funding Sources for Wheels to Work and Van Pool Programs

- ◆ *South Dakota Department of Transportation.*
- ◆ *BIA General Administration Funds (Employment Assistance).*
- ◆ *Federal Highway Administration Funds.*
- ◆ *Native American Housing Block Grant.*
- ◆ *Funds from OST Tribal Budget.*

Government Assistance Division, 700 Broadway Avenue East, Pierre, SD 57501, (605) 773-3137. This Department has donated automobiles to the Reservation in the past!

- (2) BIA General Administration Funds: The BIA currently funds the Employment Assistance (EA) program, pursuant to which the work requirements incorporated in the recent welfare legislation can be satisfied through education or training. EA provides employers of recipients who are transitioning from welfare to work with a partial subsidy for their salary. However, there is no guarantee that the employment relationship will continue after the subsidy expires. Thus even if an employee is otherwise reliable and productive, he or she may be out of work "once the subsidy expires." By funding the administration of the Wheels to Work and Van Pool initiatives instead of providing the subsidy, the BIA can make workers more

An additional source of technical assistance is the Federal Transit Administration contact for Pine Ridge's region, Mr. Louis Mraz, Jr., Regional Administrator, 216 16th Street, Denver, CO 80202, (303) 844-3242.

Finally, the following Welfare-to-Work sites on the World Wide Web are potential sources of valuable technical assistance.

- (1) **Federal Transit Administration (FTA):**
<http://www.fta.dot.gov/wtw/>.
- (2) **Department of Labor (DOL):**
<http://wtw.doleta.gov/>.
- (3) **Administration for Children and Families (ACF):**
<http://www.acf.dhhs.gov/news/welfare> and
<http://acf.dhhs.gov/news/tables>.
- (4) **Community Transportation of America (CTAA):**
<http://www.cta.org/welfare>.

Case Study 3.1: Zuni Entrepreneurial Enterprises, Inc.

The Pueblo of Zuni is located in rural Northwestern New Mexico in McKinley County, 150 miles west of Albuquerque. It is the largest, most remote and traditional of the 19 Indian Pueblos in the state. Half of the population has annual household incomes below the federal poverty level, while the unemployment rate hovers at 67 percent. Nearly one-fifth of the households in the community has no vehicle. Recognizing the high demand for employment and education transportation, the Zuni Entrepreneurial Enterprises, Inc. Public Transportation Program (Z.E.E.) obtained a JOBLINKS grant from the Community Transportation Association of America to develop, implement and maintain a transportation program linking unemployed individuals to job training and meaningful employment. To accomplish this goal, Z.E.E. established the following objectives:

- *To provide daily transportation services for a minimum of 25 individuals seeking employment or attempting to retain employment, a minimum of 25 students to higher education, and a minimum of ten persons with disabilities to and from local job sites;*
- *To develop memoranda of agreement and service agreements with agencies in the community responsible for vocational training and education.*

Specifically, Z.E.E. plans to operate employment/education transportation services within the Zuni Reservation and to Gallup, New Mexico (a center for shopping, employment, entertainment, banking and other support services) five days a week from 7:00 a.m. to 7:00 p.m. Dispatch will be coordinated with all collaborating agencies.

In summary, Z.E.E. recognized the need for both employment and education transportation in the entire target area, and has designed services to address these unmet transportation needs. For more information contact: Larry Allen, Zuni Entrepreneurial Enterprises, Inc., Public Transportation Program, PO Box Drawer 989, Zuni, NM 87327, (505) 782-5798.

Time Table for Action Steps: Wheels to Work and Van Pool Initiatives

Nov	6 Months	9 Months	12 Months
<ul style="list-style-type: none"> ✓ Begin drawing up guidelines for participants of both programs to present to potential funders. ✓ Immediately apply for funding for both initiatives. ✓ Take stock of vehicles owned by OST that can be used for the programs. ✓ Contact State and County officials to determine if they have vehicles designated as surplus that they would be willing to donate to the program. 	<ul style="list-style-type: none"> ✓ If necessary, contact used car dealers to purchase low cost vehicles. ✓ Obtain legal representation to prepare an appropriate contract with recipients. ✓ Contact area insurance agencies and automobile dealers for low cost insurance coverage and service/maintenance/repairs. 	<ul style="list-style-type: none"> ✓ Hire staff and launch the program or contract it out to a capable non-profit organization. ✓ Identify eligible recipients for Wheels to Work Program. ✓ Begin identifying and screening potential entrepreneurs for the Van Pool program. ✓ Begin screening potential recipients for motor vehicles and fines. ✓ Begin verifying recipients' employment status and ensuring that their wages are high enough to afford the small payments, maintenance and insurance on the vehicle. ✓ Approach Lakota Fund about contracting out microenterprise training. 	<ul style="list-style-type: none"> ✓ Enter into either sell or lease agreements with recipients in both programs. ✓ Schedule a date for the first automobile transfer for Wheels to Work Program. ✓ Begin entrepreneurial training for van pool program. ✓ Schedule a date for the first van transfer once the first entrepreneur/recipient has gone through training.

Department of Health and Human Services (HHS)

Administration for Children and Families

Temporary Assistance for Needy Families (TANF)

This eliminates the AFDC program, JOBS, and Emergency Assistance and creates a block grant to states. States may use the funding in any manner "reasonably calculated to accomplish the purposes of TANF." These purposes include moving welfare recipients to work opportunities.

Funding Level: \$164 billion
Contact: Paul Maters (202) 401-5438

Community Services Block Grant

Under this program, states and Indian tribes receive funding to provide a broad range of social services for low income persons. Transportation services commonly are provided by many of these local programs.

Funding Level: \$490.6 million
Contact: Margaret Washmitzer (202) 401-2333

Social Services Block Grants

Funds may be used for transportation projects that improve the delivery and effectiveness of human services programs.

Funding Level: \$2.3 billion
Contact: Margaret Washmitzer (202) 401-2333

Substance Abuse and Mental Health Services Administration

Substance Abuse Treatment for Rural and Remote Persons

The program supports six project sites, each of which uses a coordinated approach integrating substance abuse treatment, health and social service and related services including transportation.

Funding Level: \$1.8 million
Contact: Tom Edward' (202) 443-8802

Department of Housing and Urban Development (HUD)

Office of Community Planning and Development

Community Development Block Grants

Some communities have used CDBG funds to assist in the construction of transportation facilities, operating expenses and vehicle acquisition for community transportation services.

Funding Level: \$4.6 billion
Contact: Richard Kennedy (202) 708-3587

Bridges to Work

Demonstration program to connect inner-city residents with suburban employment opportunities by providing job placement, transportation services, and other support services. Program is on-going in five cities.

Funding Level: No new finding
Contact: James Haben (202) 708-3700

Supportive Housing (Homeless) Demonstration Program

Transportation to link supportive housing residents with other necessary services may be funded.

Funding Level: \$82.3 million
Contact: Jean Whaley (202) 708-2140

Urban Empowerment Zones Enterprise Communities

To be designated an EZ/EC, an area had to submit a strategic plan for revitalization, which could incorporate strategies for addressing transportation needs and services.

Contact: Dennis Kane (202) 708-0614

Tenant Opportunities Program

Funding is allowed for transportation if public and Indian housing resident organizations are involved in job training.

Funding Level: \$5 million
Contact: Michael Levine (202) 708-3611

Welfare to Work/EDSS

Eighty percent of the funding in the welfare to work grants

Capital Assistance for Elderly and Disabilities Transportation

Formerly known as "Section 16," this program provides formula funding to states for the purpose of assisting private non-profit groups in meeting the transportation needs of elders and persons with disabilities.

Funding Level: \$56 million

Contact: Sue Masselink (202) 366-2053

National Planning and Research Program

Formerly known as "Section 26(b)," this program provides support for public transit research, demonstrations and special projects that are in the national interest, such as advanced technology, transit finance initiatives, transit accessibility, human resource training and development and information initiatives including the RTAP National Resource Center.

Funding Level: \$22 million

Contact: Edward Thomas (202) 366-4052

State Planning and Research Program

Formerly known as "Section 26(2)," this program provides formula funding to states to carry out public transportation planning, research, demonstration and technical assistance activities.

Funding Level: \$8.25 million

Contact: Sean Libberton (202) 366-0055

Joblinks

Since 1995, the Federal Transit Administration has funded this demonstration program. CTAA administers the program, funding projects that demonstrate innovative employment transportation solutions.

Available Funding: \$1.0 million

Contact: Charles Dickson (202) 661-0208

Program Name	CFDA	FY 1995 Funding Level	Categories of Assistance					Eligible Applicants				Types of Assistance			Program Mgt.		Pg.	
			Admin- istration	Capital	Oper- ations	Plan- ning	Techni- cal Ass- t.	For- Profit	Non- profit	Public	Tribal	Dis- cretionary	Form- ula	Loan- s	Re- search	Federal		State
Department of Housing and Urban Development (continued)																		
HOPE for Public and Indian Housing	14.858	\$47.3 ('9)			◆	◆			◆	◆	◆	◆				◆		22
Family Investment Centers	14.861	\$25.7 ('9)	◆	◆	◆					◆	◆					◆		22
Department of the Interior																		
Indian Employment Assistance	15.108	\$20.1			◆					◆		◆				◆		23
Indian Credit Program	15.124	\$46.9		◆								◆				◆		23
Indian Child Welfare Act	15.144	\$44.6		◆							◆					◆		23
Department of Justice																		
Weed and Seed Program	16.725	\$23.5		◆	◆		◆			◆		◆				◆		23
Department of Labor																		
Senior Community Service Employment	17.235	\$410.5	◆		◆					◆	◆		◆			◆		24
Trade Adjustment Assistance	17.245	\$276.8			◆						◆		◆				◆	24
Job Training Pilot and Demonstration Programs	17.249	\$35.5			◆		◆	◆	◆					◆		◆		24
Job Training Partnership Act	17.250	2,520.5			◆					◆			◆				◆	24
Native American Employment and Training	17.251	\$59.8			◆				◆			◆				◆		25
U.S Department of Transportation																		
Federal Highway Administration Highway Planning and Construction Surface Transportation Program Congestion Mitigation and Air Quality Program	20.205	\$19,649.1		◆							◆		◆				◆	25

U.S. Department Of Interior

Bureau of Indian Affairs

Indian Employment Assistance (CFDA Number 15.108)

Total FY 1995 Funding: \$20.1 million

The Indian Employment Assistance program provides direct cash benefits to Native Americans needing financial assistance in order to obtain vocational training or permanent employment. Funds can be provided to assist beneficiaries with transportation to training or employment sites. Funds are provided only to individual beneficiaries through their local Bureau of Indian Affairs office. For more information, contact Dean Poleahla, Office of Economic Development, Bureau of Indian Affairs, 18-19 C St. N.W., Mail Stop 1458 MIB, Washington, DC 20240; phone (202) 208-2570.

Indian Credit Program (CFDA Number 15.124)

Total FY 1995 Funding: \$46.9 million

The Indian Credit Program provides loan guarantees for business and economic development projects on or near reservations. Loans may be made for transportation-related business or economic development projects. Native American organizations or tribal members are the only eligible applicants. For more information, contact Nancy Jemison, Director, Office of Economic Development, Bureau of Indian Affairs, 18-19 C St. N.W., Room 2528, Washington, DC 20240; phone (202) 208-5324.

Indian Child Welfare Grants (CFDA Number 15.144)

Total FY 1995 Funding: \$24.6 million

Indian Child Welfare Grants are used for a variety of child care, child protection and family assistance services. Funds may be used to support the transportation of children in Indian child care programs and for the transportation of persons receiving children welfare education and training. Only Native American organizations may apply for funding. For more information, contact Betty Tippeconnie, Social Services Division, Office of Tribal Services, Bureau of Indian Affairs, 1849 C St. N.W., Mail Stop 310-SIB, Washington, DC 20240; phone (202) 208-2721.

U.S. Department Of Justice

Weed and Seed Program (CFDA Number 16.725)

Total FY 1995 Funding: \$23.5 million

This program seeks to combat violent crime through a multi-faceted approach of crime prevention and community improvement strategies, including the improvement of facilities and services (such as those related to transportation) in high-crime areas. Much of Weed and Seed's activity is the provision of training and technical assistance to areas seeking to implement these strategies. In addition, the program funds local efforts being carried out by coalitions of community groups, local government and U.S. Attorneys' offices. To date, 21 cities are carrying out funded Weed and Seed activities. For more information, contact: Executive Office for Weed and Seed, 1001 G St. N.W., Suite 810, Washington, DC 20001; phone (202) 616-1152.

**Native American Employment and Training
(CFDA Number 17.251)**

Total FY 1995 Funding: \$59.8 million

This is a separate program under the Job Training Partnership Act which provides formula funding to Native American entities for a variety of job training services. Transportation to and from job training activities is among the eligible uses of these funds. For more information, contact Thomas Dowd, Indian and Native American Programs Division Chief, Office of Special Targeted Programs, Employment and Training Administration, Dept. of Labor, 200 Constitution Ave. N.W., Room N-1641, Washington, DC 20210; phone (202) 219-8502.

U.S. Department Of Transportation

Federal Highway Administration

**Highway Planning and Construction
(CFDA Number 20.205)**

Total FY 1995 Funding: \$19.6 billion

The program of federal aid for highways has many components, most of which can only be used for highway construction and rehabilitation projects. Two highway programs, the Surface Transportation Program and the Congestion Mitigation and Air Quality Program, may be used either for highway or public transit capital projects, as determined by state-approved transportation planning processes. These funds are awarded to state transportation departments on a formula basis. For more information, contact Thomas Prak, Associate Administrator for Program Development, Federal Highway Administration, DOT, 400 Seventh St. S.W., HPD-1, Washington, DC 20590; phone (202) 366-0371.

Federal Transit Administration

**Transit Capital Improvement Grants
(CFDA Number 20.500)**

Total FY 1995 Funding: \$1.9 billion

Formerly known as "Section 3," this program provides capital assistance for new rail systems, modernization of existing rail systems and for new and replacement buses and facilities. Only public bodies are eligible applicants. For more information, contact Joyce Larkins, Office of Programs Management, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPM-10, Washington, DC 20590; phone (202) 366-2053.

**Metropolitan Transit Planning Grants
(CFDA Number 20.505)**

Total FY 1995 Funding: \$43.5 million

Formerly known as "Section 26," this program provides formula funding for the transportation planning activities of state and metropolitan planning organizations. Only states may receive these funds, the majority of which are distributed to metropolitan planning organizations. Funding allocations are determined annually. For more information, contact Sam Zimmerman, Director, Office of Planning and Operations, Federal Transit Administration, DOT, 400 Seventh St. S.W., TPL-10, Washington, DC 20590, phone (202) 366-1625

National Highway Traffic Safety Administration

State and Community Highway Safety Grants (CFDA Number 20.600)

Total FY 1995 Funding: \$23.0 million

This is a program of formula funds to states for the design and implementation of highway safety programs. Emphasis is in areas such as alcohol and drug countermeasures, vehicle occupant safety, emergency services and pedestrian safety. Funds may be used for transit projects that directly improve highway safety. For more information, contact Adele Derby, Associate Administrator for State and Community Services, National Highway Traffic Safety Administration, DOT, 400 Seventh St. S.W., NSC-01, Washington, DC 20590; phone (202) 366-2121.

Research and Special Programs Administration

University Transportation Centers (CFDA Number 20.701)

Total FY 1995 Funding: \$13.0 million

The University Transportation Centers are a network of academic institutions whose mission is to carry out university-based research and technology transfer on all types of transportation issues. Research efforts include both highway and public transportation projects. For more information, contact Delores Bailey, Research and Special Programs Administration, DOT, 400 Seventh St. S.W., DUR-1, Washington, DC 20590; phone (202) 366-5442.

Office of Small and Disadvantaged Business Utilization

Disadvantaged Business Short Term Lending Program (CFDA Number 20.905)

Total FY 1995 Funding: \$15.0 million

DOT-certified disadvantaged businesses are eligible for revolving lines of credit under this program. The lines are to finance accounts receivable arising from transportation-related contracts. For more information, contact Emily Solomon, Office of Small and Disadvantaged Business Utilization, DOT, 400 Seventh St. S.W., S-10, Washington, DC 20590; phone (202) 366-2852.

U.S. Department Of Veterans Affairs

Veterans Health Administration

Veterans Hospitalization (CFDA Number 64.009)

Total FY 1995 Funding: \$8.4 billion

Veterans are eligible for a wide range of hospital-based medical services. The Dept. of Veterans Affairs (VA) will reimburse eligible veterans for some transportation to VA Medical Centers. For more information, contact the Chief Medical Administrator at any local VA Medical Center, or Lydia Mavridis, Associate Chief Medical Director, Veterans Health Administration, Dept. of Veterans Affairs, 810 Vermont Ave. N.W., Room 934, Washington, DC 20420; phone (202) 273-6309.

GEAR UP

(Gaining Early Awareness and Readiness for Undergraduate Programs)

The Gear Up Program is run through the Department of Education in the Federal Government. It aims to increase the number of low-income students who are ready to enter and succeed in post-secondary education. Gear Up Promotes partnerships and dedication to supporting students through a network of teamwork—school at all levels, teachers, and the community.

Implementation requires a written proposal for grant funding, a budget proposition, goals and timelines for achieving them, and appropriate partnerships. The information provided gives detailed instructions on how to write the proposal, identify goals, and gives extensive background information on student performance rates in low-income families.

This program was not specifically recommended in the project but may be worthwhile in planning future high-school programs.

Advisory Services	The Early Awareness Program	Financial Aid/CSP Scholarships
Adult Learner Program	Campus Representative Program	The CSP Resource Center
Scholarship In Escrow		Cuyahoga Community College Initiative
Community Outreach	Educational Talent Search	

GEAR UP

"What do I want to do when I grow up? I may want to design WEB sites. How do I plan for that career?"

"I wish my school had more after-school clubs for sixth graders. A science club would be fun!"

"Help! My grades are pretty good, but I need some extra help with math. "

"My neighbor told me that she is attending a university to get a degree in engineering. Please explain to me what that means...."

"My children are only in middle school, but I want them to go to college. What should I be doing now to help them achieve that goal? And what are the costs involved with sending children to college?"

GEAR UP Goal and Services

Ohio has been below the national average in college educated adults since 1940. Of particular concern is that the gap in education and the corresponding gap in income of Ohio's citizens are growing. In response, the State of Ohio's Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) project focuses on a long term goal: increasing the number of students who aspire to, prepare for, participate in and succeed in educational opportunities after high school-including four year colleges and universities, two-year colleges, technical colleges, and specialized training programs. GEAR UP Advisors work with students and their families in groups and one-to-one to supplement the existing services at the school where the program is provided.

In particular, CSP's "GEAR UP for Your Future" Program specifies that middle school students, beginning with an entire class of sixth graders, receive services. GEAR UP Advisors work in cooperation with teachers at Wilbur Wright Middle School to integrate college and career awareness activities into the curriculum.

GEAR UP activities include:

- Intensive advising for students about academic preparation, financial aid, and post-secondary opportunities, options and requirements
- Use of a student database to track each student's interests, academic progress, extracurricular activities, and post-secondary education/career plans from grade six through graduation
- Use of online resources for career and college exploration in a school-based resource center that also is open to parents after school, with advisors available to assist as needed
- Homework roundtable sessions for students after school
- Mentoring

- Tutoring
- Academic and cultural enrichment activities, such as field trips, college visits, after school clubs, a GEAR UP newsletter, and other related activities
- Informational and advisory activities for parents

Eligibility

Students at Wilbur Wright Middle School are eligible, beginning with all students who are sixth graders during the 1999-2000 school year.

Background

GEAR UP is a federal initiative, first funded for the 1999-2000 school year. Cleveland Scholarship Programs has joined in the State of Ohio's project, which also includes the State Department of Education with the Ohio Board of Regents, the Ohio College Access Network (OCAN), the Ohio Appalachian Center for Higher Education (OACHE), the Ironton School District and others. Best practices developed at both the Cleveland and Ironton sites will provide models for other urban and Appalachian communities as they develop their own school- or community-based college access programs.

To Receive More Information...

Contact the CSP Staff

Patricia Lonergan, Director of Early Awareness
(216) 241-5587

GEAR UP Advisors: Coleen Kemper, Rachele Kovar, Suzanne Naftanel and Victor Ruiz

HOW TO GEAR UP

**Preparing an application for the 2000-2001
GEAR UP competition**

Revised January 2001

This booklet is designed to assist in the preparation of a new grant application, and should be used AFTER reading the new Request for Proposals very carefully.

Mission Statement:

The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in post-secondary education.

The GEAR UP regulation, statute, new Request For Proposals (application package) and the closing date notice printed in the federal register can be found at the website, <http://www.ed.gov/gearup>

Points to consider in planning your application

The ambition of partnership

One of the major movements in American education today is trying to combine resources to be able to provide more effective programs. While the process of building partnerships probably seems pretty ordinary, it actually runs contrary to the institutional structure now established in the US. Individual agencies and entities strive to be self-contained and self-regulatory. We must overcome this systemic inertia in order to be able to properly establish the groundwork for working together as a team.

Partnerships have to be strong, the commitment has to be real.

The meaning of partner

The word **partner** might seem self-explanatory; however, for clarity, we have provided a precise explanation of what we mean by **partner**. A partner guarantees support of an institutional nature while promising to provide specific services at some level or at some point in time during the term of the grant. Partners must dedicate themselves to the delivery of these services to maximally ensure the success of the mission and, optimally, should sign on to the perpetuation of the services after the termination of federal funding.

Partners must have a strong, institutional support for the mission.

The goal of the cohort

By taking a whole class of school children through the a multi-year grant period of improved academic support, the effect of systemic change is feasible and even

predictable. In the wake of the implementation of better curriculum, continued improvement in the training of teachers and support personnel, a rise in expectations of the children, their parents and teachers for the children, lasting change can be expected in the community.

The whole cohort has to be served to assure systemic change.

The rationale of performance-based objectives

The performance indicators were designed to establish a means to effectively measure the success of grant implementation. In that sense, it can be seen that the indicators should underlie the expectations expressed for the performance of the grant. Too many previous interventions, many with goals similar to GEAR UP's, have focused on fixing the children, and left nothing behind in the schools that could be built upon in an incremental fashion. There has to be measurable, statistically verifiable success in the grant for it to be useful as a program and as the basis for continuing change.

Performance indicators underlie the rationale for the grant.

Sustainability and Institutionalization

These five-year grants must extend longer than the performance period of the grant. No proposal that cannot compellingly demonstrate long-term sustainability will be considered adequate to the task that our law states in straightforward terms: the project must serve the cohort through high school.

Strong external funding and institutionalization are required in concrete terms.

Writing a GEAR UP Proposal

Part 1: Thinking about writing? Before you begin.....

1. Start early. Allow yourself a lot of lead time in preparing to assemble all the things you need to write and for the application process. Even before the *Federal Register* publishes the invitation to apply, start pulling the pieces of your proposal together. Work with your school district to do a gaps analysis and establish your school's student, staff development and curriculum needs. Then begin to research: what kinds of models should you be using for your program, what direct services would best fit your plan, what specific resources, including personnel, would optimally serve your design?
2. Carefully review the application and hints for applying on <http://ed.gov/gearup>, especially the interventions, needs analysis and services sections and try to pair them with the appropriate partners and political allies who could help implement your project. Unite your local education agency (LEA) with other partners including the institution of higher education(s) (IHEs) in writing and developing the grant.
3. Think carefully about the mission of GEAR UP. In order to increase significantly the number of low income students who will be academically prepared to enter and

succeed in college, what can be done most effectively? Envision how you would change opportunities for students over time. What collaborations would be involved, what is the scope of the program and how would you implement it from year to year? And what will it look like in five years? How can you continue to build on your successes to maximally address the gaps in services now in your school(s).

4. While you must eventually rigorously adhere to the page limit and the required format, try to begin the planning process without a page limit in mind. Get the whole picture before you begin writing and narrow it down as needed later.
5. There are no extraneous parts of the application. Do not look for short cuts or decide what can be discounted to lessen your task. Try to anticipate how to address every aspect of the application as thoroughly as possible in advance.
6. Pay particular attention to the specific instructions in the application and the specified timeframe of this year's competition. With an award announcement date of approximately July 16, how can you assure the availability and appropriateness of the services you intend for the grant to address by next September?
7. Plan your budget preliminarily. Find your matching sources and map out the time and effort commitment of your personnel. Remember that GEAR UP is considered a training grant and has an absolute 8% maximum limit on indirect costs, regardless of the negotiated rate of your institution (unless it is less, in which case you may take only that percentage). You are not allowed to recuperate other costs that are in your indirect cost pool in line item categories, as stated in law. Be careful not to misrepresent your match, it could lead to a very uncomfortable situation.
8. Tentatively establish your evaluation parameters and plans. The key concern is to keep in mind how to implement an effective, formative evaluation process and provide for ongoing analysis with a feedback loop to inform you of the extent of your progress to help you best benefit from your experience.
9. Plan a list of annual objectives with feasible interim benchmarks which would, if achieved, demonstrate measurable success. These checkpoints (benchmarks) should be projected throughout each year for the duration of the grant to account accurately for the effectiveness of what the partnership is accomplishing.
10. Check to be sure that your partnership has the appropriate partners to enable the project to attain its goals. You will want to prove that you can implement your project effectively. The project, as a whole, must be feasible in the same way that every objective is. Discuss it with colleagues, development personnel or whomever you feel is able to provide you with honest feedback about whether, as the partnership is written, you can truly implement your services effectively through this partnering

11. If you are reapplying, request the comments from your previous application. Go over these comments carefully to determine if there are areas within your partnership that you can improve.
12. Analyze your resources critically and establish the true availability of technical support in key areas.
13. Pay attention to the details of the application and explain your plan clearly and completely. *The difference between a successful application and an unsuccessful one is often the amount of preparation and research that goes into the planning and development of the grant.* Most proposals have very good ideas and certainly meet the needs requirement, but your proposal has to demonstrate the capacity to implement the plan in order to be funded.
14. Descriptions of personnel and descriptions of support services will have to be very clear: why use these particular people and not someone else? Be careful not to assume that your readers already know what you want to express. Demonstrate your knowledge about a particular type of service or program. Acronyms used in the text should be spelled out.
15. The specific qualifications of your key personnel should match the plan of your grant, and should be presented in a way so that this match is demonstrated. Be ready to show how these individuals, and not others, are important to the design or the implementation of the partnership research and document the efficacy of the type of support service within the scope of the intervention you plan.

Part 2: Prepare a Measurable Plan

Since your proposal will take place over time, you need to outline objectives, activities, benchmarks, responsible parties, time lines, outcomes, and measures.

Activities should reference specific gaps and delineate precisely which partner will be responsible for which activities. Outcomes should be projected as specific and measurable.

Proposals should provide clear descriptions of these items so that reviewers can easily determine what activities will take place, the evidence that will show whether the project has met its objectives successfully, and by when each key objective will be achieved. There should be no doubt about where the project is going, how it will get there, and what will be done along the way to achieve project objectives. Vague descriptions or general statements without details may be an indication that the project will have difficulty producing tangible, important accomplishments during the funding period. Proposals that include clear objectives, benchmarks, responsible parties, time lines, measures, and outcomes are more likely to be successful.

Generally speaking, an outcome is something important that occurs as a result of the work that takes place. Outcomes should be more than process-type activities or events. They should be the result of a set of project activities and project expenditures, which means that the work plan and the budget are tools used to produce a set of important outcomes. In addition, each outcome must be measurable in one or more ways, so the proposal should describe what evidence will be used to determine and measure success.

The number of objectives in each work plan should be tied to the number of project goals. Every activity and benchmark does not need its own outcome, but each project objective should have an outcome.

For every outcome, the proposal should describe what evidence will be used to measure progress or success.

DEFINITIONS:

Objective—A specific aim which is based on a gaps analysis or needs assessment, the achievement of which contributes to the attainment of the program's goal. Examples include: to assure that low-income students are aware of financial aid programs for which they are eligible.

Activities—The work performed by the applicant that directly produces the core products and services. Examples include: teacher training given, tutoring provided, parent conferences held, bulletins published, academic contact hours conducted.

Benchmarks—Comparative standards for evaluating accomplishments against known exemplars of excellence. A benchmark describes progress toward a targeted goal that is beyond current capabilities. Examples include: percent and number of students enrolled in advanced math or pre-algebra in 7th grade; percent and number of students enrolled in

advanced English Language Arts or Reading; number of parents who have participated in child's classroom activities.

Timeline—The dates when benchmarks will be accomplished. For example: March 2002.

Responsible Party—The entity responsible for accomplishing the benchmark. For example: Project Director, Arts & Sciences faculty, LEA Liaison.

Outcomes—Outcomes are accomplishments of program objectives attributable to program outputs. Both intermediate and long-term outcomes can be identified, measured and evaluated. Intermediate outcomes are useful to assess early results when key goals will not be achieved for several years. The outcome should answer the following questions: What will we see if the implementation is effective? What is the measurable component? Examples of outcomes include: academic performance improvement, students accepted at the next level of education, (as an outcome of the previous level), parents participating in curricular choices.

Note: Sometimes, outputs are mistaken for outcomes. In order to draw a distinction between the two, outputs are defined as follows:

Outputs—The direct results of program activities. Outputs are useful in defining what a program produces, but an output is not an outcome. Outputs are limited because they do not indicate whether program or project goals have been accomplished, and they do not provide information on the quality and efficiency of the service provided. Examples include: the number of courses redesigned, targeted students completing training, students applying to next level of education.

Outcome Measures—An assessment of the results, effects or impact of a program activity compared to its intended purpose. Measures are characteristics or metrics that can be used to assess performance aspects of a program or project. Outcome measures address the results achieved by an organization and the extent to which objectives have been achieved. Program managers, policy makers and customers are interested in outcome measures because they are indicative of the success of an organization or a program in meeting the needs of customers. Examples include: results of a test that measures skills and knowledge, grade point average, number of teachers placed successfully, percentage of new teachers retained.

Below is an example format of how to organize and display the information in your work plan. The objective in this example was chosen only to illustrate the presentation format. Applicants may use this format, or one of their own design, but please note that these are the kinds of details and measurable outcomes that peer readers and the Program Office expect to see:

EXAMPLE OF WORK PLAN FORMAT:

Objective: Students will take higher level math.

Activities	Benchmarks	Timeline	Responsible Party
Tutoring will be offered to all students	Student assessment will be done.	October 2001	Counselors and teachers
After-school computer classes.	All eligible students will be offered extra time in computer math	November 2001	Lab Director
Teachers will redesign curricula to include advanced level math for 7 th grade	All trained teachers will have at least 25 percent of their courses at advanced level	April 2002	Classroom teachers
Teachers will be trained to use new strategies in math teaching	All teachers will attend workshops for college credit	March 2002	Classroom teachers

Outcome: After Year 1, at least 75% students will be enrolled in advanced math.

Measure: Student results from a skills test used by the State.

Part 3: Writing the proposal.

Your goal:

Clearly state the specific needs of the students, parents and teachers and why your partnership is uniquely qualified to address these needs. What specific services and interventions are required to maximally address the gaps you have identified and how will you approach the problem. Introduce your partnership by giving some background of the partners, including past achievements with respect to similar endeavors.

Address each factor within the individual selection criterion. Before proceeding, carefully refer to the application booklet and read all the instructions and advice offered there.

Selection criteria

1. **Need for the project.** You can receive a score of up to 15 points if you clearly define or describe the specific needs of the students, parents, teachers and infrastructure in this section and the feasibility and usefulness of your design to address the gaps. Up to five points will be assigned for each of the following three factors.
 - a. In describing the magnitude or severity of the problem, use a carefully selected profile of baseline data to represent the current status of proposed **cohort** of students. Do not use vague references to statewide, county-wide or system-wide need to uphold your argument, it must demonstrate the need of the cohort. This can include:
 - students' demographic, cultural or other characteristics that could affect their education or development (eg., race, ethnicity, gender, disability, language minority status, etc.)
 - students' level of academic skills measured by, for example, school attendance patterns; percentages of students enrolled in basic, regular and accelerated math (e.g., prealgebra prior to 8th grade); percentages of students enrolled in accelerated English/language arts; average grade point average; percentage of students who have at least one grade retention; average standardized test scores in core academic subjects; average drop out rates, etc.
 - students' general knowledge about college programs, costs, and financing options
 - students' expectations about their ability to successfully complete a rigorous academic curriculum and ultimately graduate from college.
 - curricular inadequacies, like a dearth of classes in algebra or advanced language arts.
 - professional development inadequacies, like having teachers who do not have specific qualifications in the field they are teaching.
 - parental involvement.
 - b. In describing the specific gaps or weaknesses in services, etc., use a gaps analysis stemming from the baseline data which demonstrates need in measurable terms. This analysis will provide a logical trajectory for establishing a record of continuous

improvement working from a standpoint of where the student is versus where the average 12th grade student who has successfully completed a college track curriculum was at a similar point in his or her career.

c. In projecting the long-term and systemic effects likely to be achieved, describe a continuous improvement assessment model with measurable outcomes and benchmarks that has special application to your cohort and special achievements in your infrastructure. Have a research base for the intervention strategies you intend to use to demonstrate improvement over time and establish the significance of these accomplishments.

2. Quality of Project Services. You can receive a score of up to 25 points in this criterion. Up to ten points can be assigned for the first factor, and five each for the other three.

a. When you describe the appropriateness of the specific services for the students, parents and teachers in terms of their specific need, remember that they all fall within the design of a single project. Show how well these services are intended to ameliorate an identified condition AND how they are to work together. Demonstrate that they serve the objectives of a single task AND that they fall into a comprehensive design that serves your cohort in the best way possible. Prove that they narrow the gaps AND provide useful acceleration techniques.

b. When you describe how the services you have chosen for your project reflect up-to-date knowledge etc., use appropriate references from existing research and discuss how these models, but not others, were refined to suit your plan for implementation.

c. In providing documentation regarding the training or professional development activities, make sure it is clear what the outcomes of these services or training will be and how the recipients will show that they have achieved the intended outcomes. Describe what type of improvements are predicted in what categories.

d. When describing the likely impact of the services on the intended recipients, remember that GEAR UP strives to effect systemic reform. Justify your analysis with documentation, particularly with a quantitative focus. Use measurable objectives in your project design that can supply adequate data to reflect impact.

3. Quality of Project Personnel. You can receive up to 15 points for the quality of project personnel. Up to 10 points can be awarded for the first factor and up to five points for the second.

a. When you describe the qualifications, qualities and characteristics of your project director, remember that this should be an ideal person for running your grant successfully. Think about someone in your partnership who already does this type of activity and has this type of experience and the level of expertise they would need. This person must be adequate to the task of administering the grant AND also properly

facilitate the implementation and coordination of the different partners of the grant. This person must have experience in managing the collaboration of all partners and their agents.

b. When you describe the qualifications of your other project personnel, show how they will fit into the collaboration and how their background is suited to match the needs of their particular role. Match is the key word.

4. Quality of the Management Plan. You can receive a score of up to 15 points for the quality of the management plan. Up to five points can be awarded to each of the three factors.

a. When you describe the adequacy of the management plan, etc., use timelines, flow charts and other illustrations to demonstrate that the chain of responsibility is well mapped and ready to work.

b. When you describe the adequacy of procedures for ensuring feedback and continuous improvement, indicate what management tools you will be using and at what intervals. Inform your reader as to the type of feedback you will be acquiring and what you plan to be ready to do with this feedback.

c. When you describe the appropriateness of the time commitments, describe the means by which time and effort will be monitored and how it will be managed in a functional sense. For example, a coordinator cannot be less than 50 percent by legislative ruling. However, the larger the grant to be managed the greater will be the demand of the coordinator's time and the management plan must reflect that difference.

5. Quality of the Project Evaluation. You can receive a score of up to 15 points for the quality of the project evaluation. Up to 8 points can be awarded for the first factor and up to 7 for the second.

a. Formative evaluation is the focus using the GPRA indicators (which are found in the back of the application package). The emphasis is on continuous improvement and systemic reform. At multiple specific intervals in a given year, achievement should be calculated and represented as data (benchmarks). Each benchmark addresses the process of an intervention strategy or service and should be thought of as a quantitative representation, whenever that is appropriate. When you describe your evaluation methods, give examples of the instruments you might use and show how they are expected to produce valuable, objective measurements when used.

b. When you project the extent to which the methods of evaluation will provide performance feedback etc., use the GPRA Performance indicators. Show how you intend to dovetail the information with a feedback loop to monitor and improve your delivery of services and accomplishment of your program goals.

6. Adequacy of Resources. You can receive a score of up to 15 points for adequacy of resources. Up to three points can be awarded for each of the first three factors and 6 for the fourth.

a. When you demonstrate the adequacy of support, including facilities, show how they have been coordinated in your effort to supply services. How are the services/resources of each of the partners being put to the most effective use? Is the partnership sufficient to effectively implement the grant and how do you know this to be true?

b. When you demonstrate the relevance and commitment of each partner in the implementation of the project, show how each has a communication with the others to assure a smooth delivery of services. Clearly describe the level of commitment and the capacity building competence relevant to specific outcomes.

c. When you propose your budget in terms of delivery of services and benefits, show how each cost was projected. When you demonstrate the continued support of the project after the end of federal funds, demonstrate the commitment of the entities involved and their plans to remain in collaboration after the federal role is over. Recruit new partners or expand the involvement or level of commitment of existing partners because as the program demonstrates success it will gather more and more support. Show how you intend to leverage growth and continuously build capacity based on demonstrated success of the components of the program.

7. Competitive Preference Priorities

Priority #1: Scholarship component.

This year the secretary will award up to 5 points for partnership grants that promise to have a scholarship component for the GEAR UP cohort.

If you do not have this component, you will receive 0 points.

If you have this component, but it is not completely certain that it can be accomplished as of the time of the grant writing, 0-4 points can be awarded.

If you have this component and it is clear that the scholarships will be in place for the cohort, 5 points can be awarded.

Priority #2: EC-EZ

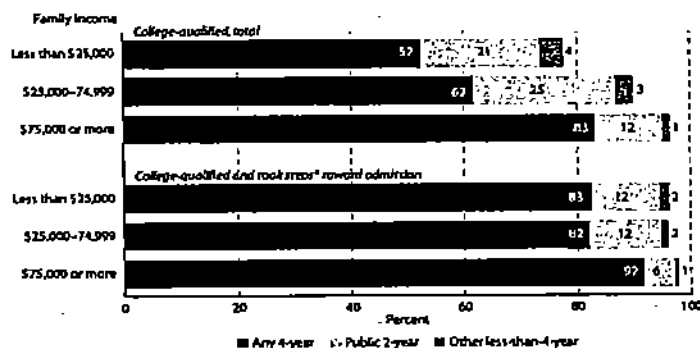
This year the Secretary will give preference to partnership applications which serve a substantial number or percentage of students who reside or attend a school in an Empowerment Zone or an Enterprise Community, as described in the RFP.

This priority will be invoked only as a tie-breaker. If you are eligible, you should simply state this in your application.

GEAR UP: A Capstone for Reform

Nearly all eighth graders say they want to go to college. While almost all high-income students meet their expectations, only two-thirds of low-income students see their expectations come to fruition (U.S. Department of Education, 1997). A significant percentage of those who do enter a four-year institution do not have the academic preparation that is necessary to succeed and obtain a terminal degree (USDOED, 2000).

POSTSECONDARY ENROLLMENT: Percentage of college-qualified 1992 high school graduates who enrolled in postsecondary education by 1994, by type of institution and family income

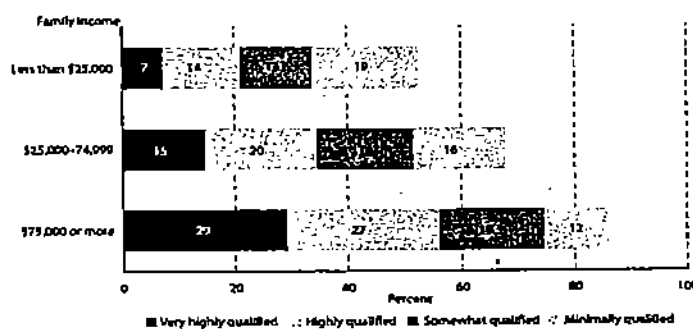


However, it doesn't have to be this way. If low-income students are college-qualified¹ and take steps toward admission², low-income students attend a postsecondary institution at the same rates as middle and high-income students, with 96% of low-income students enrolling in postsecondary education, and 83%

attending a four-year college or university (USDOED, 2000). Moreover, students from the *lowest* two socioeconomic status (SES) quintiles who are also in the *highest* Academic Resources³ quintile earn bachelor's degrees at a *higher* rate than a *majority* of students from the top SES quintile.

Despite these figures, only 53% of 1992 high school graduates whose family income was below \$25,000 were at least minimally qualified for admission at a 4-year institution compared with 68% and 86% of students with family incomes of \$25,000 - \$74,999 and over \$75,000, respectively

QUALIFIED FOR COLLEGE: Percentage of 1992 high school graduates qualified for admission at a 4-year institution, by level of qualification and family income



(USDOED, 2000). The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. This cannot be done without providing a rigorous academic curriculum to all students. In

¹ The 4-year college qualification index is based on high school GPA, curricular rigor, SAT or ACT scores, senior class rank, and the NELS 1992 aptitude test.

² Took a college admissions test (SAT or ACT) and applied for admission to a 4-year institution.

³ A composite measure of the academic content and performance the student brings forward from secondary school into higher education. This measure is dominated by the intensity and quality of secondary school curriculum.

addition, well-qualified, knowledgeable teachers to teach this rigorous curriculum must be the norm, not the exception, in low-income schools. Furthermore, all students must receive information and knowledge about postsecondary options and financial aid, and must receive assistance in taking steps towards admission.

GEAR UP is a vehicle for implementing these changes. The GEAR UP program is unique among federal early intervention programs in that its Partnership grants focus on cohorts of low-income students, rather than on distinct individual students, and the cohorts begin no later than the seventh grade. It requires partnerships among colleges and universities, schools, and outside organizations, and requires a dollar-for-dollar match to ensure commitment and build capacity. All of these unique requirements of the GEAR UP program compel school systems and postsecondary institutions to focus on systemic change; it ensures that all students are held to high standards and receive the necessary academic core curriculum that is needed to go to postsecondary education and succeed.

The children are not failing; the system is failing our children. GEAR UP is not an additional project in the array of existing programs that focus on reforming the child; it is a capstone for existing school reform efforts and a vehicle for fixing the system.

Why do these gaps exist?

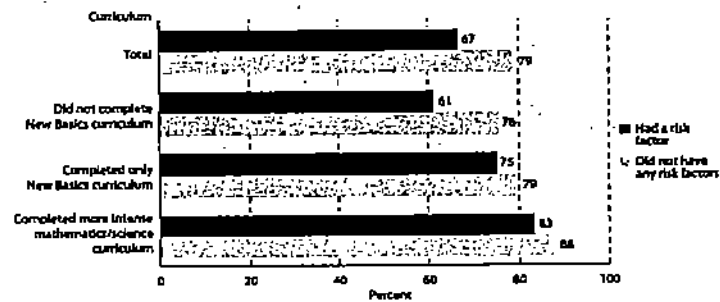
Low-income students are often assigned the least qualified teachers, especially in critical subjects such as mathematics and science. In addition, low-income students often lack the rigorous courses needed to enter college and successfully complete their degree. The problem then becomes self-perpetuating – low standards are often set for these children, thereby reinforcing the pervasive belief in many of our nation's schools that low-income children cannot learn. Historically, federal and state programs have traditionally focused on the student and not the educational system—the environment in which learning occurs. Yet data on academic achievement are clear—it is the system that is failing many of our students, especially those of low SES status. Inequitable access to academic resources produces inequities in academic performance. Students, especially low-income students, are being taught different curricula, at different levels of rigor, and by a varying level of teacher quality. This gap in academic resources has occurred because the system has allowed such a gap to persist.

Coursetaking Patterns. In the United States, 89% of the 8th-grade lessons were rated as having low-quality mathematical content, in comparison to 34% and 11% in Germany and Japan respectively (USDOE/NCES, 1999). Low-income students often take these low-level classes, and these course-taking patterns make it difficult for them to meet their expectations of going to college and succeeding. Tracking policies, low school resources, low teacher quality, and low standards all work in tandem to exacerbate the achievement gap. What is needed is a clear commitment on the part of GEAR UP schools to eliminate academic tracking and to require that all students take a rigorous academic core curriculum.

Impact of Mathematics. Of all pre-college curricula, bachelor's degree completion rates are the most strongly affected by the highest level of mathematics one studies in secondary school.

- High school students who take algebra, geometry, and other rigorous mathematics courses are more likely to go on to college (USDOED, 1997);
- Urban students who take 5 courses of mathematics (Algebra 1, Algebra 2, Geometry, Trigonometry, and Calculus) earned higher ACT mathematics scores than students taking fewer mathematics courses, regardless of school district wealth (ACT, 1999);
- The rate of completing postsecondary education with a bachelor's degree more than doubles for those students finishing a course beyond the level of Algebra 2, such as trigonometry or pre-calculus (Adelman, 1999);
- 83% of students who had a risk factor⁴ and completed a more intense mathematics/science curriculum continued to be enrolled at a four-year postsecondary institution after three years (USDOE, 2000); and
- Students who complete advanced math and science also score higher on the SAT (College Board, 1994).

PERSISTENCE IN COLLEGE: Percentage of students beginning postsecondary education at 4-year institutions in 1995-96 who were enrolled at any 4-year institution 3 years later, by presence of risk factors and curriculum completed



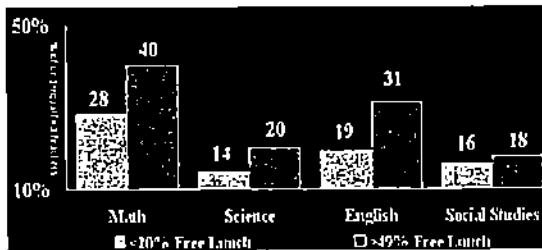
Nevertheless, some students receive inadequate resources in their schools:

- 25% of teachers in districts where there are 1-4% of high-poverty students report that they lack adequate reading resources; in those districts that have over 30% of high poverty students, 59% of teachers report that they do not have adequate reading resources (ETS, 1998); and
- 48% and 44% of poor urban and rural districts respectively lack adequate math resources according to teacher reports, compared to 15% for districts in middle and upper-income districts (Mullis, 1991).

Poverty and Teacher Quality. Students who receive three effective teachers in a row show gains in math and reading, and students who have three ineffective teachers in a row show losses (Boston Public Schools, 1998; Jordan et. al., 1997). However, those students who need qualified teachers the most tend to be the least likely to receive them. For schools who have under 20% of students on the free lunch program, 28%, 14%, and 19% of math, science, and English courses respectively are taught by teachers who do not

⁴ Risk factors for not persisting in college included coming from a low-income family, having neither parent going beyond high school, or attending a high school in which 25% or more of the students were eligible for free or reduced-price lunch.

have at least a minor in their respective content area. In districts with over 50% of students on the free lunch program, the percentages are 40%, 20%, and 31% respectively (National Commission on Teaching and America's Future, 1996).



Poverty and Instructional Quality. Standards and the quality of instruction also vary:

- Teachers in high-poverty schools spend 39% of their time on reading skills, compared with 55% of more affluent schools (USDOE/NCES, 1996); and
- "A" students in high poverty schools score at about the same level on standardized exams as "C" and "D" students in affluent schools (USDOED/OERI, 1994).

GEAR UP can help eradicate this problem. Providing an academically challenging and supportive experience is vital in making the 8th to 9th grade transition successful (Belcher & Hatley, 1994). If schools are going to mandate that all students will receive a rigorous academic curriculum, then schools must have the instructional capacity to teach these courses. GEAR UP provides funds for intensive and continuous staff development to increase and deepen the content knowledge of teachers, especially in math and science, where the need for qualified teachers is greatest. GEAR UP can leverage with current local and federal teacher quality enhancement efforts (see the Department's "Promoting Rigorous Standards for Teachers at <http://www.ed.gov/inits/teachers/promote.html>). Postsecondary partners can use GEAR UP funds or provide an in-kind match in providing free graduate-level courses for teachers at the building sites. This provides an incentive for teachers to deepen their content knowledge of their subject area. Teacher coaches are also important as part of the continuous learning and staff development process. Department heads and team leaders can function as instructional leaders and master teachers, providing peer mentoring to both beginning teachers and experience teachers. Most importantly, staff development must be tied with student achievement data, both as a means of needs assessment and of measuring the effectiveness of staff development programs (see the National Staff Development Council's web site at <http://www.nsd.org>). Through the strength of the GEAR UP partnerships, which are critical to the success of GEAR UP, the schools and postsecondary institutions can leverage resources and increase the instructional capacity of the schools in response to the ramping-up of the academic curriculum.

Teacher and Student Expectations. Several characteristics of students' relationships with teachers may be predictors of motivation and adaptation in school. High motivation has been associated with having teachers who know, support, challenge, and encourage them to act independently (Wentzel, 1997). Similarly, research has found that students were more engaged academically to the degree that they perceived their teachers as holding high expectations for them (Murdock, 1999). Often, students who undergo difficulty with academic subjects are given fewer chances to choose topics or activities and do not feel in control over their own learning. In addition, if grouped with other students who have

similar difficulties, at-risk students may be wary of peer-group collaborations (Hynd, Holschuh, & Nist, 2000). These findings may have important implications with regard to the effects of academic tracking on low-income students.

GEAR UP aims to break the self-fulfilling prophesy that is ingrained in so many of our nation's schools. Teachers must have high expectations for all students and must take responsibility for student learning. GEAR UP seeks to break the pattern of blame and denial and hold schools accountable for students meeting high standards. Principals of GEAR UP schools must adopt a "no excuses" attitude – they must demand that teachers and staff take responsibility for ensuring that all students achieve at high levels in a rigorous academic curriculum.

Effects of "tracking" on student achievement. The effects of academic tracking can be advantageous for those taking a rigorous curriculum, but can be devastating for those students pigeonholed into a low-level academic track:

- Low-income students are less likely to be enrolled in a college-preparatory track (28%, as opposed to 65% of high-income students) and more likely to be enrolled in a vocational track (22%, as opposed to 3% of high-income students) (USDOED/NCES, 1995);
- Students who reported being in the academic or the general curriculum program showed greater than average gains than their counterparts in the vocational curriculum program, thereby widening the gap of more than a standard deviation between the vocational and academic groups (USDOED/NCES, 1995);
- With regard to reading skills, students in the vocational curriculum show significantly less gain than their counterparts in the academic group, widening a gap that already exceeded one standard deviation in eighth-grade (USDOED/NCES, 1995);
- By the tenth grade, more than two-thirds of students in the academic curriculum were proficient in inferential reading, compared to just over a quarter of vocational students (USDOED/NCES, 1995);
- Students who took either no science courses or only a general science course not only started with lower average scores in eighth-grade, but also gained significantly less than those students who took a biology course or a biology course plus either chemistry or physics (USDOED/NCES, 1995); and
- Those eighth-graders who were enrolled in a vocational curriculum at the time of the first follow-up had scored nearly a half a standard deviation lower in science by the tenth grade than those who were in a general curriculum, and nearly a whole standard deviation lower in science than those in the academic track. (USDOED/NCES, 1995).

GEAR UP seeks to eliminate all forms of academic tracking by ensuring that all students complete a rigorous core academic curriculum that is aligned with what postsecondary institutions expect of high school graduates. The academic interventions support students in achieving these standards, and a process of continuous analysis and improvement provides input as to the effectiveness of these interventions and to continually make progress.

Successes in Low-Income Schools

Low-income and minority students *can* meet high standards and succeed when sufficient academic resources are present. In Kentucky, seven out of the top 20 elementary schools in reading are high-poverty, eight of 20 in math, and 13 of 20 in writing. In 1992, El Paso had 15 low-performing schools and no exemplary schools. In 1997, they had no low-performing schools and 16 exemplary schools. In 1999, The Education Trust identified 366 elementary and secondary schools that had been identified by their states as top scoring and/or most improving schools with poverty levels above 50%. How did these schools do it?

The 366 schools surveyed in the Education Trust report (1999) revealed several trends of these high-poverty, high-performing schools:

- 80% of these schools used state standards extensively to design curriculum and instruction, student assessment, and teacher evaluation;
- 78% of these schools increased instructional time in reading and math to meet standards;
- Many of the schools devoted a larger proportion of funds to support professional development that focused on changing instructional practice;
- Four out of five of these schools had implemented comprehensive systems to monitor individual student progress and provide extra support to students when needed;
- Most had focused efforts in involving parents to help students meet high standards; and
- Half had state/district accountability systems that have real consequences for principals in the schools.

GEAR UP seeks to replicate the successes of these schools. It requires the implementation of K-16 curriculum alignment; a rigorous academic core curriculum for all students; a continuous staff development plan that ensures that quality teachers with a deep content knowledge of their subject area are in the classroom; accountability systems to make sure teachers and administrators take responsibility for student learning; interventions that focus on bringing students up to these high standards, not lowering standards because of low student achievement; and a comprehensive plan for ensuring students have the information and knowledge about entering and succeeding in a postsecondary institution. In addition, it requires data collection and analysis focused on showing continuous improvement and keeping with what works. To do this, GEAR UP requires a change in school culture. It requires ruffling some feathers. However, schools must continue to stay on the path to reform and not revert back to the ways of old. If we continue to do business as usual, we will get business as usual -- and as the data tell us above, business as usual is not acceptable for our nation's low-income youth.

Such is the vision of the cohort model inherent in GEAR UP Partnership grants -- the vision that *all* educators must be accountable for the student learning of *all* children. That is what makes GEAR UP different from other federal programs that have traditionally focused on low-performing students without looking at the reason as to why they are low-performing. The cohort model compels the school to reform its way of doing business

and become a high-performing school. Changes cannot occur if school systems continue to do business-as-usual and persist in the assumption that the child and not the system needs fixing. Ensuring that all low-income students have the academic resources they need to succeed in a postsecondary institution cannot be accomplished without the sustained commitment to improving of school administration.

The commitment of the school leadership alone, however, is not enough. The commitment must exist among the entire school – teachers, guidance counselors, and staff – to set high standards for all children and ensure that resources exist to ensure that children meet them. College and university partners must work with the schools in aligning a K-16 curriculum by stating what level of learning is required to pass the entrance exams and to state explicitly what high schools need to teach to get students ready to enter postsecondary education without the need for remedial classes. Postsecondary institutions must know what they expect students to know when they graduate with a terminal degree. High schools, for their part, need to ensure that their curriculum is aligned with those expectations and that all children will receive this curriculum. Likewise, the high school needs to communicate to the middle school what is expected of incoming freshman, and middle schools need to ensure that all 8th graders have the skills needs to succeed in making the high school transition. Middle schools and elementary schools need to align their curriculum to make certain that students arrive at middle school with the proficiencies that are required. This vertical team – a K-16 team – must effectively communicate to parents this curriculum and that all children will be expected to meet them.

Sustained commitment and leadership are part of the vision of GEAR UP that is so crucial to its success. State GEAR UP programs provide the support for stronger accountability systems, curriculum alignment in the direction of collegiate expectations, and improved teacher quality. In both State grants and Partnerships, partners must implement effective interventions in planning and implementing the program, measuring its progress on a continuous basis, and sustaining the gains in academic resources. All must be committed to the vision that all students will raise their level of performance to succeed, and must be willing to take on the systemic issues that are causing children to fail. The partners cannot be mere signatories. State educational agencies, postsecondary institutions, schools, and outside organizations must work together, with their own strategies, to plan together and leverage resources to ensure that progress is made across the K-16 continuum and that low-income students achieve at high levels.

We do not have the luxury of time. Too many low-income students are already behind academically. Changes must be made with the education they are receiving in order to accelerate their achievement in the proper courses that will allow them to go to college and succeed. However, we can't accelerate their progress without knowing where they are today. We can't make improvements in student achievement without a careful analysis of the students' accessibility to academic resources. Effective monitoring systems must be in place to provide ongoing analysis of intervention data and its impact on students – data that enables schools to provide immediate interventions to struggling students and to move them on quickly once they demonstrate mastery.

For this fiscal year of 2000-2001, there were 73 new GEAR UP partnerships and 7 new state GEAR UP grants awarded. With a strong educational experience, students will have choices about entering postsecondary education and being successful. This will mean more low-income students will take the rigorous academic coursework needed to be prepared to enter and succeed in postsecondary education; more schools will work to eliminate low-level academic courses; more low-income students will be held to higher levels of academic achievement expectations as their peers; more teachers will have deep content knowledge of their academic subject area and will be able to impart this to their students using effective pedagogies; more low-income families will be well-informed of postsecondary options and financial aid, and take the steps necessary for admission into an institute of higher education. *With GEAR UP, more low-income students will go to college and succeed.*

One thing is for certain – we cannot continue to maintain the status quo, or we will continue to fail many of our children. GEAR UP provides a unique and historic opportunity for early intervention and systemic change that no federal program has done before. GEAR UP should function as a capstone for current federal and local programs at GEAR UP schools. Programs such as Title I, TRIO, TQE⁵, PT3⁶, and other math and reading programs should leverage their resources and support the GEAR UP effort to implement and sustain reform. Congress recognized this need when creating GEAR UP as part of the bipartisan Higher Education Act of 1998 – they recognized that the focus needed to move from fixing children to fixing the system that serves them. Congress designed GEAR UP to be unlike any other program. It is our charge to ensure that GEAR UP is the successful catalyst for closing the achievement gap among our nation's youth and reforming the American education system.

⁵ Teacher Quality Enhancement (<http://www.ed.gov/offices/OPE/heatqp/>)

⁶ Preparing Tomorrow's Teachers to Use Technology
(<http://www.ed.gov/offices/OPE/PPI/teachtech/teachtech.html>)

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BRIDGE PROGRAMS

Bridge Programs are run through the Federal Government's Department of Education to prepare students academically and socially for their college careers. These programs aim to give them an equal opportunity for success, particularly for those students who are first-generation college bound.

Opportunities include academic studies, community service, and developing on-campus mentor relationships. Programs can be tailored to fit remedial or gifted students. All of this works to help students bridge the cultural and academic gap between high school and post-secondary education.

Enclosed as reference is the Dull Knife Memorial College's Internship and Bridges Project, submitted June 2000.

ERIC Digests

ERIC Identifier: ED442421

Publication Date: 2000-06-00

Author: Kezar, Adrianna

Source: ERIC Clearinghouse on Higher Education Washington DC. | BBB32577 _ George Washington Univ. Washington DC. Graduate School of Education and Human Development.

Summer Bridge Programs: Supporting All Students. ERIC Digest.

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HISTORY AND MISSION

Over the past thirty years, access to higher education has expanded markedly. As in most historical times of expansion, remediation and support programs grow to help new populations make the transition to college. Remediation and support programs grew during the early 1800's when access expanded to include more "common men" in higher education. These programs also grew in the late 1800's when women and blacks entered higher education in larger numbers. Furthermore, after the G.I. Bill and civil rights movement, support programs were again reintroduced to help these new populations attend college.

Over the last thirty years, support programs' goals and mission continue to expand in response to international students, non-English speakers, and disabled students. One of the popular programs that emerged out of these various waves of increased access was the summer bridge program. Summer bridge programs are designed to provide assistance to individuals entering college in the Fall. The focus of programs varies depending on the specific program mission and goals. The main thrust of the programs is to retain these new populations within higher education and to provide them an equal footing with other students.

RANGE OF ACTIVITIES AND TYPES OF SUMMER BRIDGE PROGRAMS

Program activities range enormously. Some focus almost exclusively on academic support such as writing, mathematics, and reading. Many contain study skills such as time management, individual learning style, study strategies, and expectations for college work. Since students in summer bridge programs are often first generation college students, a section on the goals of a liberal arts education or general education and discussions about college life is included. Also, career counseling is found within the majority of programs, assisting students in expanding their vocational aspirations. Many programs are developing a parent involvement component, since research indicates that parental influence is strongly related to student success. Helping students to develop relationships on campus is another goal; this is accomplished by introducing students to campus offices and potential mentors. In addition, computer literacy is becoming a critical issue within the programs. Journal writing and self-reflective activities have also been identified in the research as important program components.

Many summer bridge programs also develop partnerships within the community to enhance students'

experiences. Some bridge programs include community service opportunities so that students meet and are connected with organizations within the area of the college. Others partner with businesses providing future internships possibilities for students. Some programs, for example the University of Missouri, St Louis, have established partnerships with K-12 educators in order to help them in development and evaluation of summer bridge programs.

The populations served by programs vary greatly. Some programs are specifically designed for target populations such as minority, low-income, disabled, or first generation students. Programs are developed for students within particular majors such as math and science. These summer bridge programs tend to have a very different curriculum focused on introducing lab work, understanding what it means to work in the science or math area, familiarizing them with group and problem based learning, and developing mentoring relationships. Other programs serve any student who does not pass an exam, serving more of a remedial purpose. Yet, there are also programs specifically aimed at gifted students, from economically disadvantaged backgrounds. These programs aim more on the transition to college and expectations rather than study skills. Another unique type of program is for students in tech prep high school curriculum. These bridge programs are often offered by community colleges and help students who never aspired to attend college, to enter and finish an associate's degree in a technical area.

Thus, the curricula vary greatly, depending on the population served and goals. Many institutions offer more than one summer bridge program, accommodating the unique needs of their student population. What should become apparent is that individualization of the program to the campus is critical. Conducting an audit of your own campus' needs is essential.

RESEARCH TO SUPPORT THE IMPORTANCE OF SUMMER BRIDGE PROGRAMS

There has been a significant body of research on first generation college students, examining the factors that inhibit and enhance success. This research consistently shows that some of the major barriers to success include: 1) lack of self-confidence; 2) inappropriate expectations or knowledge about college environment; 3) lack of connection to the college community or external community; 4) lack of early validation within the college environment; 5) family members who do not understand the goals of college; and, 6) not involving faculty in summer bridge programs and the transition process (Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, Jalomo, 1996).

BENEFITS FOR STUDENTS

Little empirical research of programs exist. Some initial studies illustrate that students provide strong ratings for the social aspects of the program such as mentoring, community development, and building self-confidence (York & Stuart). The impact of academic components are rated lower in some self-studies, most likely reflecting that significant progress in academic support is quite difficult in a few weeks or months. This suggests that programs need to be realistic about their goals. However, some programs' students pass entrance exams they were unable to pass prior to the program (Garcia, 1991).

Studies examining retention and grade point average indicate that students in support programs tend to perform better (GPA) than students who did not receive the same type of support (Santa Rita & Bacote, 1996). Few studies have control groups, thus these findings are not conclusive. Studies also illustrate that programs are helpful to transition, but not necessarily retention (York and Tross, 1994). Yet, the results are mixed with some evaluations showing increased retention in successive years (Garcia, 1991). Also, research typically examines one type of program, since programs vary, making generalizations about impact quite difficult. One study examining schools that are high producers of minority science and

engineering degree recipients discovered that a component of these colleges' and universities' curriculum is summer bridge programs (Brazziel & Brazziel, 1995). High producers include a range of institutions: Cornell University, University of Oklahoma, University of California-Los Angeles, Arizona State University, Morgan State University, University of Maryland-Baltimore County, and Hampton University.

MODEL PROGRAMS: INDIVIDUALIZING TO MEET TARGETED CAMPUS NEEDS

A few model programs are described to assist campuses in developing innovative programs. Citations to articles about these programs are provided in the references. The University of Wisconsin offers an ESL/Bilingual Pre-collegiate Program for Southeast Asian refugee high school students. One of the main components of the program is cultural storytelling to build a bridge between self and the new academic setting. Peer counselors are Southeast Asian, providing mentors and role models for students.

Community colleges offer many bridge programs and can be an important sector for identifying models. One model is the Comprehensive Minority SEM Program at Santa Fe Community College that aims at increasing minority involvement and retention in the sciences. The program is extensive, moving beyond the components typically offered (skills development, etc., already mentioned), including support for tuition, books and fees; a faculty mentoring program; an Hispanic organization on campus; specific tutorial labs for students in their first year who complete the summer bridge program; and placement in work study positions in the math department.

Another program designed by the Native American Preparatory School in Rowe, New Mexico focuses more on character development through community service, the arts, and athletics. The school blends Native American and Western beliefs. The program focuses on writing fluency, communication skills, critical thinking skills and computer literacy.

In general, model programs are individualized, have strong faculty support and involvement, are tied to the institutional mission, have partnerships with area K-12 schools, are supported by senior administration, use small group collaborative learning, build community, and conduct student assessment /evaluation.

EVALUATION OF PROGRAMS

Program evaluation is important since many programs find that they are missing a needed component. Since funds are always limited, it is critical to determine the range of activities most important to your particular campus. Although it would be nice to include parent involvement, mentoring, community outreach, study skills, and academic support, it is usually not possible to offer all activities and to all populations you want to serve. In addition to range of activities offered and target population, programs also should examine length of program, schedule, learning approaches used (lecture versus small group learning), technology, involvement of different members of campus and other issues important to program success.

Every program should begin by developing a mission statement and goals, as these are the foundation on any evaluation. There is a very helpful list of such standards for student support services offered by the CAS Council for Academic Standards in Student Support Services. These standards can be obtained from the following website <http://www.ksu.edu/nacada/Profres/standard.htm>. In addition, a helpful resource to conducting evaluations was developed by Michael York and Stuart Tross in a paper they presented at the Annual SUCCEED conference on the Improvement of Engineering Education.

SUMMARY

Summer bridge programs will continue to be important as higher education continues to expand, increasing access to more and different populations. Bridge programs are also gaining support internationally as other parts of the world expand their higher education systems. Many countries are looking to the U.S. for models. With the federal government making it a goal that all Americans have the opportunity to attend at least two years of college, institutions need to support and nurture these important programs.

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This publication was partially prepared with funding from the Office of Educational Research and Improvement, U.S. Department of Education, under contract no. RR-93-00-0036. The opinions expressed here do not necessarily reflect the positions or policies of OERI or the department. Permission is granted to copy and distribute this ERIC-HE Digest.

Title: Summer Bridge Programs: Supporting All Students. ERIC Digest.

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Analyses---ERIC Digests (Selected) in Full Text (073);

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Dull Knife Memorial College

Technology for

Today:

Internship and

Bridges Project

Submitted

June 27, 2000

Judith Davis

Dull Knife Memorial College

P.O. Box 98

F

DKP.

Attachment 1
Cover Page to Accompany Tribal Colleges
Science Program Proposal

Project Title: Technology for Today: Dull Knife Memorial
College Internship & Bridges Project

Brief Summary: Dull Knife Memorial College has established a summer internship program for twelve high school and college students. In addition to the established program, we propose to expand the project to include a bridge to college summer experience for ten to fifteen high school students with a two-week "camp". The students will attend one week at college and one week in the field. We will continue to support student participation in AISES and the continued NASA projects in place at DKMC. To promote proficiency with ITV technology, training for the faculty will be introduced through the science, math, and and computer departments. A student intern will work with the ITV equipment in preparation for entry into an educational program in the area of technology. There are four objectives the project will meet through these activities. Support staff, stipends, supplies, and access will be provided through the overall program funding.

Requested Budget: \$100,000.00

Project Duration: One year, September 2000 to September 2001

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NARRATIVE, NEEDS, OBJECTIVES, AND EVALUATION

Background

Dull Knife Memorial College is a fully accredited, open-admission, community based, tribally controlled and land grant institution designed to provide affordable, quality educational opportunities to residents of the Northern Cheyenne Reservation and surrounding communities. The mission statement states that all individuals should be provided an opportunity to equip themselves for a fulfilling life and responsible citizenship in a world characterized by change, while simultaneously studying and enhancing Cheyenne cultural values. One of the goals of the College is to provide college transfer programs and vocational training necessary to increase the educational level and meet the training needs of students and the community.

Dull Knife Memorial College is located on the Northern Cheyenne Reservation in southeastern Montana. The Reservation has a population of approximately 4,500 with 65% of the population under 25. The dropout rate for Northern Cheyenne students is approximately 50%.

The land base of the Northern Cheyenne Reservation is 466,000 acres of primarily agriculture and forest land. The reservation is in an isolated location with the nearest city (Billings, Montana) 120 miles away. Unemployment rates on the Reservation are up to 80%, with the summer rates averaging 60% due to seasonal employment.

Dull Knife Memorial College offers an Associate of Arts degree in General Studies and Associate of Applied Science degrees in Office Management, and Business. The college has 370 students (160 Full Time Equivalent) and a full-time faculty of nine (one math instructor will be on sabbatical during the 2000-2001 academic year). Over 90% of the students are Native American. The average student age is 26 and 60% are women. The female/male ratio is higher in math and science courses – 80% women to 20% men. Recently these numbers have begun to change, increasing the number of young men, as the traditional age college student is now beginning their post-secondary education at the Tribal College in their communities.

Dull Knife Memorial College was designated a 1994 Land Grant Institution. In meeting the mission of land grant institutions to strengthen programs in food and agriculture services the College has set goals with two strands. First is the development and implementation of an undergraduate

degree program in Agriculture related sciences, and second is to provide current information and training to local agribusiness practitioners. A new Associate of Science degree in Agricultural Science is currently in the process of being implemented. Dull Knife Memorial College will work with the schools and extension offices, natural resource departments and Tribal and Bureau of Indian Affairs forestry programs in providing classes and training in application of technical knowledge in a changing world. Additional degree options in Computer Science and Science are being phased in and will appear in the 2000-2002 catalog, affording students the opportunity to choose technical options. This will provide the technical, scientific coursework in secure surroundings where the teaching is adapted to the learning style of Native American students, without diluting the content.

STATEMENT OF NEED

American Indians are not exposed to a formal education to the same degree most Americans are. Because most Indians on reservations live in economically depressed, isolated rural areas, access to formal education is limited. Educational standards have increased significantly for the American Indian in the past several years. These demands have been instituted by changes in civil law, federal, state and tribal policies, consumer demands, life-coping skills and the tremendous advances in science and technology. Moreover, the goals of present educational institutions have been to mold the Indian into patterns of the dominant society with little attention being paid to the cultural differences and the special problems encountered by the Indian population. Race discrimination and role stereotyping are found in schools and in the job market. Indian people normally are not expected to attain degrees in higher education, especially in fields of a highly scientific or technical nature.

NEED AREA: In rural Montana, distance prevents faculty and colleagues to have collegial interaction, to teach outside the immediate area, or easily access the university system and six tribal colleges in the state. Faculty must travel to meet with colleagues, taking the instructor out of the classroom for an extended time. Interactive television is now available; but the faculty members of the technical areas do not have experience with the ITV equipment, training is needed.

Collaborations between faculty in agriculture and science and Montana State University – Bozeman, in science and the University of Montana, and the computer department with Little Big Horn, Rocky Mountain College – Billings are in place; but faculty does not have training in use of

the equipment to interact while remaining at DKMC. The use of ITV will link Northern Cheyenne students with mentors, role models, and experts in all fields of science, math, and technical fields when they become part of the repertoire of the faculty, which can only become a reality when individuals are comfortable with the equipment. It will also bring other educators into our classrooms, providing experiences for local Native American students.

An assessment of college graduates conducted by Dull Knife Memorial College indicates that very few Native American college graduates choose science, mathematics and computer related fields. This under representation spells a critical lacking in the breadth of professionals required for essential reservation services. While minorities generally are under represented in these fields of study, American Indians and Northern Cheyenne Indians, in particular, are seriously under represented in the college-age population and drastically under represented in the biological and physical science fields. (Astin, Alexander W., Minorities in American Higher Education, San Francisco: Jossey-Bass Publishers, 1985, p. 87) requisite classes in these areas simply cannot be taught. A comfortable learning environment is important to a student's success as well. Technological advances such as ITV can assist in remedying these deficiencies.

NEED AREA: To allow Northern Cheyenne students to obtain real world job-related experiences in order to expose them to positive career role models and gain knowledge of specific skills necessary in today's employment market.

Students find they lacking in basic job-related skills and typically are not exposed to any of the range of on-reservation career opportunities. In addition few have had exposure to on-the-job experiences which might help influence their eventual career choices. This exposure is critical if the students are going to be "enticed" into the scientific and technologic career choices. A degree of mentoring is necessary to help the student make appropriate course selections leading to technology rich careers. The crucial time to develop life long interest in science is during the early secondary years. Because there are so few Northern Cheyenne College graduates who have completed degrees in the mathematical and scientific fields of study, few, if any, of the high school-aged students have had an opportunity to be acquainted with scientists. The availability of science related careers in proximity with Northern Cheyenne students is minimal, as the

Reservation is isolated from universities, metropolitan and industrial areas where scientists are located. For students to envision themselves as scientists, they must first be able to have an idea of what scientists do and how they work. Northern Cheyenne students are limited in these image-making ingredients. The established record of Northern Cheyenne participation in math, science and computer-related fields is dismal. Without a program such as this "Internship and Research Project", a change in this pattern is unlikely. Dull Knife Memorial College will continue their Summer Packard Program as it has come to be known to the students. We had the "mixed blessing" of having fourteen excellent high school candidates and twelve applicants from Dull Knife. We had to turn away all but thirteen students because of lack of placements that meet our standards and the need to have job placements in the immediate area. (We were able to add one internship experience, working on campus as an assistant when the summer director leaves early to attend her summer class in Northern Montana.) We propose to expand the program – in the form of bridges to college experience to meet the following need area.

NEED AREA: High school age students do not have the opportunity to participate in internship experiences. There is a lack of "employers" able to provide projects that are professional and appropriate for the age group fourteen to eighteen.

Opening the doors of the college to high school students is important for first generation students who do not consider college a natural progression after high school. Science as part of daily life is often not apparent to students. A two-week experience will introduce the prairie ecosystem and its effect on daily life to younger students. In classes, on campus, with a second week in the field with a natural resources/science professional will provide a short-term experience for more students. Because of the added responsibilities we propose to use two graduates of the program as assistants to the project director.

NEED AREA: Students need to have meaningful research experiences as undergraduates.

The content of math, science, and computer classes schools is too often delivered primarily in the "transmission" mode. Teachers simply transmit information to students. Grading and competition is too often the emphasis. Students seldom have a chance for learning experiences in a real-world research setting. The incentive to explore and discover in a lab or natural setting is extremely limited. The interest and commitment it takes to select science

related careers must be generated through a series of comfortable and encouraging experiences. The need for positive activity-oriented learning experiences in a comfortable environment is critical to the development of a career interest in these fields and subsequent success for Native American students.

Objectives.

OBJECTIVE #1: Faculty development in use of technology is vital to linking the tribal colleges and universities of Montana. The three science and math instructors, plus the agriculture and the computer instructors, with other faculty members wish to participate in the training will receive training on use of the equipment. The technical team will be the priority, leading to development of courses for transmission as a future goal.

OBJECTIVE #2: During the project period a group of twelve (12) high school and tribal college students will participate in a collaborative intern project with the Northern Cheyenne Natural Resources Department (NCTNR), the U.S. Fish and Wildlife Service (USFW), Bighorn National Forest (BNF), Bureau of Indian Affairs (BIA), Tongue River Dam Project (TRDP), Lane Deer Community Extension Service (CEO), and Dull Knife Memorial College (DKMC). The project will place students in internships with professionals in field research during the summer months. These students will be trained to do research themselves and thus are more likely to sustain and perpetuate interest developed through the summer program. In addition to the skills gained they will make important contact with area professionals

OBJECTIVE #3: A bridges "camp" that highlights science in our lives will be provided for up to fifteen high school students through a two week summer academic "camp". In conjunction with a multi-team pilot project to conserve prairie grasslands on tribal lands and the endangered species of the prairie ecosystem students will prepare in the classroom for one week and do assigned fieldwork with team members in week two. Their work will be recorded and their reports will support and strengthen their academic work during their high school classes. It will also

introduce them to the actual work done by tribal Natural Resources Biologists, Fish and Wildlife department employees, and biological technicians.

OBJECTIVE #4: Research projects begun during summer internships will be experiences that students will present to local high school classes --with the consent of the classroom teacher. A maximum of three students will continue appropriate projects throughout the academic year. The presentation of the research will be part of collaborations with the Jason Project, NASA programs, or other partnerships with Montana State University or the University of Montana. Previous students have presented their research at a NASA seminar and work with junior high age students in pre-post research reports of their experiences. The projects are chosen with the science instructors at Dull Knife Memorial College.

Methods, Materials, and Procedures.

Overview: This project is a long-term effort of the college to address the multi-generational deficit in math, science, and technology among Northern Cheyenne students. Dull Knife Memorial College proposes to address this deficit through a multi-faceted approach. First is to provide training for faculty in use of the ITV technology for teaching. Next, we will hold a two-week college experience for high school students. The third focus is to allow students the opportunity to work as interns with professionals serving the reservation area. The fourth activity is to offer students continued research experience through ongoing academic year research projects. This final objective is critical in sustaining interest and providing guidance to the student in a longitudinal manner. The college has developed relationships with several key partners that will combine to facilitate this vision. These partners include; a) the Leadership Alliance, a summer intern program "off-reservation" for DKMC students at Brown, Cornell, and Dartmouth universities, b) six "on reservation" tribal and federal agencies (BNF, BIA, NCTNR, CEO, TRDP, and USFW) offering local internships through previous Packard Foundation funding, c) Bridges to Baccalaureate project offering summer research for students at the University of Montana, d) the American Physiological Society which has established an outreach team at DKMC for recruiting teachers

for summer research experiences at major national universities and research facilities, and e) Microsoft Corporation in establishing DKMC as an Authorized Academic Training Program (AATP) center. Through positive experiences in research, internships, and academic programs it is hoped that a pool of Northern Cheyenne students will seriously consider math and science-related studies, thereby reducing the 'deficit'.

The two-week camp will enroll ten to fifteen students, spending the first week in the classroom with professionals in the Natural Resources fields. They will also be introduced to the required computerized reporting they will do as part of their program, preparing them for the actual reporting fieldwork demands. Proposed projects will be identified through the FY 2000 Endangered Species Act Landowner Incentive Program. In this case the landowner is the Northern Cheyenne Tribe and the land lease holders. This two weeks will be a younger student's version of the Summer Internship project, introducing them to science at work on their homelands. The Packard program has received strong support from the Rural Systemic Initiative (RSI) project that is working to improve math and science education for Native American students. This collaboration allows the RSI program director to work with students and the tribal natural resources department on science projects that impact the educational experiences of local students.

A summer experience that will whet the appetite for a technology based education can open the door to a new future for a young person who may not think they could ever aspire to a professional position, especially in a field that requires math and science preparation.

The college will deliver a "summer research internship" through an 8-week summer program. The students will first be guided through an exploration of the immediate geographic surroundings and the vegetative, range, and wildlife resources on and near the reservation. They will be taught the use of scientific instruments and the methodologies used to study aspects of biology, geology, ecology and resource and wildlife management. In addition they will be trained in basic first aid and proper field procedures. Area agencies and intern mentors will provide this preliminary instruction. The internship program will also be utilized as a time when tribal elders can interact with the students explaining some of the traditional views on the natural world.

Interaction with these elders is a vital link to assure students that traditional values and scientific research endeavors are not mutually exclusive.

The summer internship setting provides a non-competitive, non-graded chance to interact with Indian and non-Indian research scientists, tribal role models and area professionals without leaving the reservation. Students will develop a "mathematical and scientific literacy" and knowledge of research methods uncommon to other secondary and tribal college students. The significance of these early contacts with "friendly mentors" cannot be overemphasized. The participants will also be asked to give presentations on their summer experience during the school year in their classes and at national meetings.

Dull Knife Memorial College also proposes to conduct research at the college throughout the academic year. Students will participate in ongoing research in conjunction with the University of Montana. This program will be designed for fewer students (three) and will allow them to continue summer research projects begun at the University. Student research during the year will help students defray costs associated with college attendance and also keep them current with research methodologies in a sustained manner. Students will maintain contact with research devices housed at the university through internet links. They will download data and explore the possibility of "live" monitoring of a honeybee project funded in part by the Department of Defense. Sustained exposure to research and technology will help influence students in career choices. If additional funding is obtained beyond the initial round in the current application, this research component will be expanded to include additional students and incorporate research opportunities from the fledgling Agricultural Science program on the DKMC campus. The college would also like to initiate similar programs involving computer science internships and academic year projects in conjunction with the Microsoft AATP program, if additional support can be secured.

Evaluation Plan.

Evaluation of the impact of the project goals and objectives will be determined through an internal evaluator. The internal evaluation will take place throughout the program period. Data will be compiled and evaluated at the end of the grant period. A college faculty member and science consultant will do the internal evaluation. The following data will be collected:

1. Enrollment and completion rates for all mathematics, science and computer courses.
2. Surveys to evaluate student attitudes toward science and math.
3. Course evaluations including student skills required, content covered, the effectiveness of course materials and student attendance/participation.
4. Student tracking including the number of students subsequently entering or continuing in college as math, science and/or computer science majors.

The Project Director and the College Science Consultant will develop all of the evaluation instruments. The project staff will collect data at the end of each school semester. At the end of the grant period all of the data will be evaluated by the Project Director and the College Science Consultant and included in the final report to the Packard Foundation.

Expected Outcomes.

Research is both useful and rewarding in its own right. It provides a sense of the order in the universe and is one of civilization's major intellectual endeavors. It is fueled by the same creativity required for art, music, or literature. It relies on curiosity, objectivity and healthy skepticism. The study of science and requisite mathematical and technologic tools is excellent preparation for university bound students regardless of the student's intended field of concentration.

The potential impact of this proposed project at Dull Knife Memorial College is that more Northern Cheyenne students will have been subjected to exploration and discovery of how mathematics, science and technology relate to our everyday world and how they as individuals can become involved in research projects (including field research).

By providing students with summer research projects and through research carried out during the academic year, they will increase DKMC's enrollment of students majoring in mathematics, science and technology-related programs of study.

Through the coordination efforts of the DKMC project coordinator, the agencies listed earlier, and tribal elder input, the project addresses a wide variety of community needs. Student interest and achievement will be enhanced throughout the year.

Northern Cheyenne students entering university programs will need the following preparation in science and math.

Laboratory and Field Work

- **The ability to distinguish between scientific evidence and personal opinion by inquiry and questioning.
- **The ability to recognize the role of observation and experimentation in the development of scientific theories.
- **Sufficient familiarity with laboratory and fieldwork to ask appropriate scientific questions and to recognize what is involved in experimental approaches to the solutions of such questions.
- **The skills to gather scientific information through laboratory, field, and electronic work.
- **The ability to organize and communicate the results obtained by observation and experimentation.

Mathematical Skills

- **A quantitative understanding of at least one field of science, an understanding that employs the basic mathematical proficiency for all college entrants outlined in the foregoing description of learning outcomes in mathematics.
- **The ability to interpret data presented in tabular and graphic form.
- **The ability to draw conclusions or make inferences from data.
- **The ability to select and apply mathematical relationships to scientific problems.
- **The ability to use mathematical relationships to describe results obtained by observation and experimentation.
- **The ability to interpret, in nonmathematical language, relationships presented in mathematical form.

Technology Skills

- **The ability to access research data over the Internet.
- **The ability to organize data electronically for publication or manipulation.

**The ability to monitor and control remote experiments via interactive technologies.

**The ability to publish results to appropriate technological resources such as web-based information pages.

College entrants will need detailed knowledge of at least one field of science, ordinarily the field in which they have a quantitative understanding. This detailed knowledge could be in environmental sciences or in one of the newer, interdisciplinary fields of science such as natural resource management. It could also be in one of the more traditional fields of biology, chemistry or physics.

Understanding the unifying concepts of the life and physical sciences such as geological evolution, organic evolution, chemical bonding and transformations of energy can be critical for college entrants expecting to major in scientific fields. Students who have opportunities to develop early understanding of these fundamental concepts in reference to a local resources will choose courses to prepare for college entry in science related fields of study.

Packard 2001: Budget: Detail

Salaries:	Number	weeks	Salary	Total
Summer Internships				
Coordinator	1	10	750.00	7,500.00
Student Assistants	2	9	400.00	7,200.00
DKMC Student Interns	6	8	300.00	14,400.00
HS Student Interns	6	8	200.00	9,600.00
ITV Intern .5 FTE (Year long student position)	1	30	150.00	4,500.00
				5,410.00
Fringe: Coordinator, Assistants, ITV Intern 28.165%				
Training				
Consultants				7,200.00
Faculty Training (6 @ 1200.00)				6,000.00
Bridge and Internship Specialists (5 x 1200.00)				2,500.00
Release time -- Faculty -- Student Interns				
Travel:				
Local (Student and instructors - Summer Program) 30 days/ 110 mi. day average				1,140.00
Area and Out of State Meetings				6,000.00
Student Support/ AISES /NASA Conference				4,500.00
Supplies				2,500.00
Phone, Photocopies, Fax, mailing,				1,450.00
Laptop Computer				3,500.00
First Aid kits & training, Safety Supplies, Radios, etc				3,300.00
GPS Trimble Unit				
ITV Access				
Ten months (Faculty)				13,300.00
@ \$1330.00 per month (T1 line)				
Total				100,000.00

Budget Justification

Salaries

Included this year is the program director to oversee the internship program from beginning to the final report. This year in addition to the director we would like two program "graduates" to act as assistants, especially as we will be adding more student involvement and target younger students. As usual, we have a student stipend, the pay for hours at their work experience placement. We also are requesting a student intern from the summer program who is interested in the field of technology to continue in a half-time position as Interactive Television studio Aide.

Fringe is based on the college's rate in force at this time.

Training

We will need to bring in, or send faculty in the science, agriculture, and technology departments to training facilities in the use of ITV and curriculum development for distance learning. During the Summer Bridge, camp instructors and consultants in specific technical fields will be brought into the classes.

The release time for faculty is to participate in training. Two student interns from the summer program have been asked to participate in training during the academic year. Funding to support them is included in this line item.

Travel

With fuel costs, transportation to the field and to get supplies is extremely expensive. As we are in an isolated area, 110 miles a day is not at all unusual though there may be longer trips at some times.

We have had the opportunity to present results from the activities and to receive training during the year. Air travel and support for those meetings is requested.

Student support for conferences is always important for Native America students to interact with professionals. They will also be doing fund raising for travel in addition to the amount requested.

Supplies

Phone, fax, paper mailing and office services are requested.

The director and students would use a laptop computer. Each student does a PowerPoint presentation on his or her experience. This assures availability of a computer and all program records, journals and presentations will be together.

We require all students to have first aid training, hanta virus protection, and small mammal training. The first aid manuals and instructor are paid by the program, as are other trainers. Two-way radios are part of the safety equipment when students are in remote areas. Water bottle, snake bite kits, waders, and gloves are all part of the supplies.

The Trimble GPS Unit is to provide equipment for training on the newest unit as we are planning to begin a collaboration with several tribal colleges in GIS/GPS.

ITV Access

The T1 line provides the access to our ITV group. We are charged \$1330.00 a month and this will pay for access when faculty are training and using the interactive system.

History and Results of Packard Foundation Funding

Tribal College: Dull Knife Memorial College

I. Funding History

Year	Amount	Project Title
1998-99	\$100,000.00	Natural Resources Summer Bridge and Internship Project
1999-00	\$100,000.00	Packard Research and Summer Internship Program

II. Description of two most recent projects (50-100 words each)

- 1.) The 1998-99 project began in the academic year with tutors for DKMC students enrolled in science and math. A director was hired from the faculty to direct the summer program. Seven high school and seven college students were chosen through an application process. One student was given credit that transferred to Montana State University for her botany work in the Big Horn Mts., students received GPS training and completed a BIA mapping project. Other students worked with tribal natural resources, Fish and Wildlife personnel, and surveyed reservation residents on tribal wildlife issues. Four students continued research projects and presented findings at two national conferences, and the AIHEC Conference.
- 2.) The 1999-00 Packard Project continued with student research projects. This year three students took part in low gravity flights at NASA's Houston Flight Center with projects developed under the 1998-99 program. The computer update has allowed students to develop and improve computer skills especially research projects. The Summer Internship program is continuing with thirteen students, one working with the program director. There are projects that include air quality monitoring, wildlife monitoring and beaver relocation, and GPS mapping as examples. We were forced to make hard choices among the many excellent applicants for the summer internship project this year.

III. Impact of past Packard funding

Several very positive outcomes have resulted as a result of the Packard Internship and research activities. One of the most important outcomes for the college has been the partnerships with the community agencies and programs that validate the work the students have done at a local, community, tribal college. We also gained statewide attention when the research done by the students was widely reported. We have had two students accepted in natural resource fields at Montana State University and DKMC is waiving tuition allowing students to earn credit toward a science practicum. There are a number of students learning what a career in a science based field entails, and having actual work experience to help make an informed decision in future career choices. They are also role models for other Native American young people on the Northern Cheyenne Reservation.

iv. Sustainability

How has Packard funding helped you to secure funds from other sources and/or establish programs that become institutionalized at and supported by your college? Dull Knife Memorial College's Packard program has led to the establishment of collaborations that will be ongoing. We have cooperative programs that bring k-12 teachers into the college through the Rural Systemic Initiative, and Minority institutions Teacher Training grant, and The Women in Science and Engineering (WISE). We are also working with the Indian Health Service tele-medicine unit by placing an intern at the clinic.

Two new science and one math class have been added to our regular curriculum through a MISEP grant. The awareness of the need to complete math and science courses has led to an increase in enrollment in science courses in particular. The Indian Student count is the basis for our funding and increasing enrollment increases our base. We feel the program participants are cognizant of the need for technical courses and of their ability to succeed in technical fields. We have students who now can confidently continue their educational pursuits in science and math based fields.

DKMC A

QUESTIONNAIRE TO ACCOMPANY PROPOSAL

In which fields of natural sciences, mathematics, computer science, and resource management does your college offer degrees? What are the degrees offered?

Our college currently offers no degrees in any of the listed areas. We have just begun a multi-year process of instituting degrees in science, allied health, natural resources, and agriculture. We have added one full time faculty member who also teaches a math course. Our computer instructor who will begin her position in August has a Masters of Business with a Technology Emphasis. DKMC has four science / math instructors and one computer instructor on staff.

What degrees do your full-time faculty have in each of the areas?

Our full-time math instructor has a Bachelors and Master of Science degree in Mathematics, our full-time Science instructor has a Bachelor of Science in Biology and a Master of Education in Adult and Higher Ed and many courses completed toward a Ph.D. in Entomology. Our second science instructor has a Masters of Science degree in Biology. Our combined math and science instructor has a Bachelor of Science degree in Biology, with a minor in Chemistry. She is completing her Master's of Science degree in 2000-2001 academic year. The newly appointed Computer instructor has a Masters in Business with Technology Emphasis.

What percentage of your student body plan to major in one of these areas?

As the program is just in the building stages this year, this is difficult to ascertain accurately. We have roughly 20-30% of the current student body expressing interest and taking classes in what would be considered the "math/science" track. Without a major to declare within these areas it is difficult to measure the true interest and commitment to these fields of study. Our computer program is beginning to grow at the same time. It is certain that interest will grow as the program continues to grow and attract students. Several factors such as grants, summer opportunities and curriculum shifts will play a role in establishing a strong math and science program at DKMC. Since the beginning of our Packard Summer Internship Programs we have added two science classes to the regular schedule and increased our enrollment of students directly from high school into DKMC. There are an increased number of students who have enrolled in science and math courses. The increase is approximately 10-12% of students enrolling.

How many students has your institution graduated in each of the previous three years in each of the fields of natural sciences, mathematics, computer science, and resource management?

Because we have no degrees offered in any of these fields, we have had no graduates to report for the past three years.

How many students from your college have been nominated for and how many received a Packard Tribal Scholarship (1996-2000).

We have had no students receive a Packard Tribal Scholarship.

Dull Knife Memorial College

BOX 98 • Lame Deer, Montana 59043
Phone (406) 477-6215

RECEIVED

JUN 29 2000

June 27, 2000

David and Lucile Packard Foundation
300 Second Street, Suite 200
Los Altos, California 94022

Dear Committee Members:

I write this letter in support of the priorities that have been established in this Packard Foundation proposal by Dull Knife Memorial College faculty and administrators.

Because most American Indians who reside on reservations live in economically depressed and isolated rural areas, access to comprehensive and innovative educational opportunities is limited. Opportunities to expand the exposure for these students to on-the-job experiences in the science and technology areas will greatly enhance life long interest. In addition, I strongly feel that the summer internship program provides the opportunity and initiative to significantly broaden the scope of career choices from which these students can choose.

The opportunity to provide training for faculty in the utilization of ITV technology is equally important to our efforts to provide enhanced educational opportunities. If the college is to provide a comprehensive educational experience to students, incorporation of technologically advanced information dissemination systems is critical.

The staff and students at Dull Knife Memorial College greatly appreciate the grant opportunities made available by the Packard Foundation and assure you that our planning has been conscientious.

Respectfully,



William L. Wertman
Acting President

Judith D. Davis

EDUCATION

Master of Education, 1992
Montana State University-Billings (formerly Eastern Montana College)
Billings, MT.
Multicultural Education
Thesis: Factors Contributing to the Post-secondary Achievement of
American Indians
Thesis of the Year Award: 1992-1993

Bachelor of Science, 1988
Montana State University-Billings, Billings, MT.
Secondary Education: History, Native American Studies
High Honors
Magna Cum Laude

Associate in Arts, 1985
Dull Knife Memorial College, Lame Deer, MT.
Education
John Woodenlegs Memorial Scholarship
Post graduate course work:
Multimedia in Education: MSU-Billings, 1993
Integrating Culture into the Curriculum: The Navajo and Hopi Perspective:
Northern Arizona University, 1995
Issues in Drug and Alcohol Use for American Indians: University of Montana
Cultural Coursework: Cheyenne Oral Tradition -Plains Indian Sign Language

WORK HISTORY

1994 to Present:
Vice President Academic Affairs - Dull Knife Memorial College
Have responsibility for instructional staff, Curriculum and program
development, Active role on Committees and President's Council.
Instructor, U.S. History, Native American Studies, Western Civilization
Written or participated in grant application process.

1992-1994
Transition Counselor, Instructor, Archivist - Dull Knife Memorial College
Academic Counselor for transfer and AA degree students, instructor for
Western Civilization and U.S. History survey courses. Archivist for John Woodenlegs Memorial Library.

1980-1991
Teacher - Frank Brattin Middle School, Social Studies, Colstrip, MT
Part-time Instructor, Western Civilization, Native American Studies - Dull
Knife Memorial College (1990-1991)
Community Education Instructor, Colstrip, MT Native American Beading
(1992)
Substitute Teacher - Colstrip High School, Colstrip, MT (1998-82)

PUBLICATIONS

Factors Contributing to the Post-Secondary Achievement of American Indians, *Tribal College Journal*,
Spring, 1993.
Essay: Racism is Learned, *Tribal College Journal*, Spring, 1997.

Billie J. Foote

Gros Ventre & Assiniboine Tribes
Ft. Belknap Indian Reservation, North Central Montana



EDUCATION

B.A. Biology / Chemistry - Jamestown College, Jamestown, ND 1995
Currently enrolled - M.E. Science Education - MSU-Northern, Havre, MT

RELATED EXPERIENCE

October 1997 – present

Full-Time Instructor Department of Science & Mathematics, Dull Knife Memorial College, Lame Deer, MT

Supervisor: Judith Davis, VP-of Academic Affairs (406) 477-6215

Involvements while employed at Dull Knife Memorial College:

- ◆ Dull Knife Memorial College WISE (Women Interested in Science & Engineering) Coordinator. Developed in December 1998 this grant-funded project offers support for female Native American Students with an identified career interest in the fields of Math, Science, and/or Engineering.
- ◆ Academic Advisor for students with identified interest in Math, Allied Health, or Science related careers. January 1998 – present.
- ◆ Summer 1999 & Summer 2000 – Summer Coordinator, Dull Knife Memorial College Packard Summer Intern Program.
- ◆ Committees and professional organizational memberships include DKMC Accreditation Committees, DKMC Student Retention Committee, Caring for Our Own Nursing Fellows Program, American Physiological Society – Educational Research & Curriculum, American Biology Teacher's Association, National Science Teacher's Association, American Indian Science & Engineering Society, and Society for Advancement of Chicanos & Native Americans in Science.

September 1996 - June 1997

Full-Time Instructor (Math, Biology, Chemistry) - Ft. Belknap College, Harlem, MT

Supervisor: Mary John Taylor, Dean of Instruction (406) 353-2607

Involvements while employed at Ft. Belknap College:

- ◆ Accreditation & Academic Committees, American Indian College Fund Scholarship Committee, FBC Environmental Science Curriculum Committee, FBC Allied Health Curriculum Committee, and American Indian Research Opportunities Board of Directors.

PUBLICATIONS

Brooks, V., Foote, B., & Grygielko, E. Increased Salt Intake Elevates Plasma Sodium and Chloride Concentrations in Rats at Night, *American Journal of Physiology*, Spring 1999.

UPWARD BOUND & TRIO PROGRAMS

Upward Bound, initiated in 1965, is a federal precollege program designed to help economically disadvantaged students complete high school and to enter and succeed in postsecondary education. It is the oldest and largest of the federal TRIO programs, all of which share the objective of helping disadvantaged students achieve success at the postsecondary level.

Upward Bound projects offer extensive academic instruction as well as counseling, mentoring, and other support services. Students meet throughout the school year and generally participate in an intensive residential summer program that lasts from five to eight weeks. Upward Bound projects are generally operated by two- or four-year colleges. The annual average cost per participant is about \$4,200.

The Impacts of Upward Bound: Final Report For Phase I of the National Evaluation Analysis and Highlights

Planning and Evaluation Service
Office of the Under Secretary
U.S. Department of Education
April 1999

The Upward Bound Program

Upward Bound, initiated in 1965 as part of the War on Poverty, is a federal precollege program designed to help economically disadvantaged students complete high school and to enter and succeed in postsecondary education. It is the oldest and largest of the federal TRIO programs, all of which share the objective of helping disadvantaged students achieve success at the postsecondary level.

There are currently 566 Upward Bound projects serving about 42,000 students. At least two-thirds of each project's participants must be from households that have low income (under 150% of the poverty level) and in which neither parent has graduated from college; the remainder must satisfy both criteria, which in practice about 80 percent of Upward Bound applicants do.

Upward Bound projects offer extensive academic instruction as well as counseling, mentoring, and other support services. Students meet throughout the school year and generally participate in an intensive residential summer program that lasts from five to eight weeks. Most students--about 90 percent--enter Upward Bound while in the 9th or 10th grade, and about 35 percent remain with the program through high school graduation. Upward Bound projects are generally operated by two- or four-year colleges. The annual average cost per participant is about \$4,200.

Evaluation Objectives and Methods

This evaluation report describes the impact of Upward Bound on students during high school and the first year or two of college. Future data collection will more fully assess the longer term effects of Upward Bound on college entry, persistence, and completion.

The central issue in this study is to determine *the "value-added" from participating in Upward Bound*. The focus is not on whether Upward Bound participants are doing well in school but upon the difference the program makes in their achievement. The main questions addressed in this report are:

- What is the effect of Upward Bound on students' preparation for college, college enrollment, and early college achievement?
- Who benefits most from participating in Upward Bound?
- How does length of participation in the program influence outcomes?

Impact findings are based upon a nationally representative sample of 67 Upward Bound [1] projects hosted by two- and four-year colleges, from which 2800 eligible applicants were randomly assigned to Upward Bound or to a control group. Impacts are usually estimated by comparing students in the two groups on a range of measures, including grades, high school course-taking, educational expectations, college enrollment, type of postsecondary institution attended (2-year or 4-year), and college selectivity. A baseline survey was conducted beginning in December 1992, with follow-up surveys undertaken and

transcripts collected in 1994 and 1996.

Findings

Results reported here are based on information collected two to three years after students applied to Upward Bound. About two-thirds of the students in the sample had completed high school but only one-quarter were enrolled in college. Because many of the students had not had an opportunity to attend college, the most credible results pertain to students' high school experiences.

Summary of Upward Bound Impact Findings on Selected Outcomes

Outcome	All Students	Higher Ed. Expectations	Lower Ed. Expectation	Lower Acad. Risk	Higher Acad. Risk	Girls	Boys	Low Income	1 Ger
Educational Expectations (years)	0.3*	0.3*	0.5*	0.3*	0.3*	0.2	0.8*	1.2*	
HS Non-Remedial Credits (credits)	0.6	0.2	2.9*	-0.5	1.6*	0.0	2.1*	2.2*	
Reduced HS Dropout (%)	3.0	2.0	10.0*	1.0*	6.0*	2.0	7.0*	17.0*	
HS GPA (0-4 scale)	0.0	0.0	0.1	-0.1	0.0	-0.06	0.1*	0.5*	
HS Graduation (%)	-3.0	-6.0	13.0*	-12.0	7.0*	-5.0	5.0	21.0*	
College Enrollment (%)	-3.0	-3.0	6.0*	-6.0	3.0	-4.0	4.0	-7.0	
4-Year College (%)	-1.0	-1.0	10.0*	-0.3	4.0*	-1.0	4.0*	4.0	
College Selectivity (1-5 scale)	-0.1	-0.1	0.1*	-0.1	0.0	-0.1	0.1*	0.1	
Non-Remedial Four Year College Credits (credits)	1.3*	-0.1	10.3*	1.4	2.4*	0.9	3.8*	0.0	

* Statistically significant at .10 level or less.

- **The overall effects of Upward Bound on students during high school and postsecondary education are very limited.** Roughly two to three years after entering Upward Bound, participants had slightly higher educational expectations, earned more credits in math and social studies, earned more earned credits from 4 year colleges, were more likely to have received financial aid, and were more actively involved in college activities. However, participation in Upward Bound had no effect on such key outcomes as total high school credits earned, high school graduation, GPA, college enrollment, enrollment in a four-year college or selectivity of college attended
- **Upward Bound has large impacts on some groups of students.** Considering a wide range of key outcomes, three groups of students who benefited substantially were students entering Upward Bound with lower educational expectations [2], academically high risk students [3], and boys. The table above shows substantial positive impacts for these groups of students across a wide range of outcomes. Other groups who also benefited from Upward Bound are students who are Hispanic or white and those eligible for the program because they are either low-income or low-income and first-generation [4]. Students who qualify as first-generation students do not appear to benefit from Upward Bound.
- **Duration Matters but Program Completion May Not.** Longer exposure to Upward Bound was associated with greater program impacts. Results indicate that students who participate in the program for less than 12 months gain few benefits; those participating for at least two years show a consistent pattern of benefits across a wide-range of outcomes, but students participating from 13-24 months may benefit as well. The median length of participation is 19 months. There do not appear to be significant benefits associated with program completion, per se, for those entering the program in the 10th grade.

Conclusions and Implications

Results in this report describe the impact of Upward Bound on the high school and early college (for a small portion of the sample) experiences of program participants. While the results indicate limited effects overall, they also indicate that Upward Bound makes a substantial difference in the lives of certain groups of students, especially students entering the program with lower educational expectations, students with serious academic problems, and boys. Results also show that duration of participation is linked to positive program outcomes.

The findings from this study strongly suggest that two ways in which to improve the program's overall effectiveness are to enroll more at-risk students and to improve student retention.

Future reports will examine the longer term effects of upward Bound on students' college persistence and completion, fields of study and employment outcomes. The next report will be issued in 1999.

Endnotes

1. The evaluation is limited to regular Upward Bound projects. It does not include Veterans projects or projects focused on math-science curriculum.
2. Students with "lower educational expectations" indicated at the time of program entry that they did not expect to earn a BA degree or higher.
3. "Risk" status based on 9th grade course-taking and GPA. High-risk students were ones that typically earned three credits in core academic subjects in the 9th grade and had a C average. Less at-risk students earned almost five credits in core

Upward Bound Program

9th-12th Grades

The goal of the Upward Bound Program (UB) is to academically prepare low-income, first generation college students to pursue higher education at a four-year college/university and to graduate with a Baccalaureate Degree. Students must be in the 8th grade when applying to the UB Program.

Students Requirements:

- Participate in the program during his/her four years of high school.
- Attend "Saturday Academy" at Sonoma State University (SSU) two-three Saturdays a month from October through May.
- Attend a six-week summer session at SSU during July and August.
- Enroll in the following college preparatory high school classes: English, Mathematics and Science, four years; Social Studies and Foreign
- Language, three years; Visual and Performing Arts, one year.
- Maintain the following minimum cumulative grade point average (GPA): freshmen, 2.75; sophomores, 2.85; juniors and seniors, 3.00.
- Attend tutorial sessions if grade point expectancy is not being met or student receives less than a B- in any of the above classes.

Parent/Guardian Requirements:

- Attend at least four parent workshops.
- Volunteer/participate in a minimum of 10 hours per year for program events.

Academic Year Services:

- Exciting and challenging classes at Sonoma SSU two-three Saturdays a month during the school year ("Saturday Academy" is from October through May).
- Students will apply literature, composition, mathematics, computers and science to hands-on projects. They will also have a choice of drama, music, art, dance and other visual and performing arts classes.
- Academic advising and guidance

Upward Bound

Math & Science

9th-12th Grades

The Upward Bound Math & Science Program (UBMS) offers the same services as the Upward Bound Program, additionally nurturing the students' interest in a math or science related career.



Topics investigated vary year-to-year, such as Marine Biology, Health Sciences, Chemical Processes and Geology.



Math and science related research and internship opportunities are available throughout the year.



Field trips to science and math related institutions.



- Academic advising and guidance.
 - Tutorial services at designated Learning Centers.
 - Assistance for juniors and seniors regarding college application, financial aid and preparation for the SAT/ACT college entrance examinations.
 - Social, cultural and educational field trips to San Francisco, Southern California and other exciting places. Students will visit and dine at exclusive restaurants.
 - Awards Ceremony where students' achievements are recognized.
 - College tours to most four-year colleges and universities in California such as: UCLA, Stanford University, UC Davis, Chico State and St. Mary's College.
- Students participate in the Math Competition and the Science Competition.
- ▲
- The summer session offers a thematic science focus including studies in English, modern language and computer science.

Summer Session Services:

- Classes provide a head-start for the upcoming year allowing an academic advantage.
 - A six-week summer session at SSU between July and August. Classes meet Monday-Thursday; field trips on Fridays.
 - Access to SSU's library, computer center and sports facilities.
 - Field trips and social/cultural activities.
 - SAT and ELM/EPT Workshops.
 - A collegiate residential experience at SSU during the summer session.
 - Literary experience to seniors by attending the Shakespeare Festival in Ashland, Oregon.
 - Awards Ceremony where students' achievements are recognized.
- Student requirements are the same as the Upward Bound Program.

[Home](#) | [Overview](#) | [3-1-3 Program](#) | [Upward Bound Programs](#) | [Academic Talent Search](#) | [Literacy Academic Mentoring Partnership Program](#) | [PreCollegiate Academic Development Program](#) | [Contact Info](#) | [SSU Homepage](#)

Webpage Administrator updated 7/12/00

General Information

How to Apply

PreCollege Program students are recruited during the Fall semester. The Academic Talent Search Program identifies students in the 6th and 7th grades, while Upward Bound, Upward Bound Math & Science and the 3-1-3 Program identifies 8th graders. The application process includes recruitment orientation, completed application forms and interviews. A completed application form must be submitted along with parents' income verification. Program application forms and brochures are available from SSU's PreCollege Programs.



PreCollege

Program

Services

are

free

Office Information

Hours:

Monday through Friday,
8:00 a.m. - 4:30 p.m.

Telephone Numbers:

Front Office: (707) 664-2428
FAX: (707) 664-2886

Mailing Address:

SSU PreCollege Programs
1801 E. Cotati Avenue
Rohnert Park, CA 94928-3609



Location:

The office is located in the South Fieldhouse of the Kinesiology (Physical Education) Building off Juniper Lane on the Sonoma State University campus.

Transportation

Bus transportation is provided for the summer session and "Saturday Academy" during the academic year (there are several pickup and drop-off places where students can take the bus).

Field trip transportation is provided only from Sonoma State University to the field trip site. Parents must provide transportation to and from Sonoma State University for workshops and other special activities.

[Home](#) | [Overview](#) | [3-1-3 Program](#) | [Upward Bound Programs](#) | [Academic Talent Search](#) |
[Literacy Academic Mentoring Partnership Program](#) |
[PreCollegiate Academic Development Program](#) |



Upward Bound Math/Science Program

Program Information

- [Eligibility](#)
- [Competition Schedule](#)
- [Application and Forms](#)
- [Technical Assistance](#)
- [Organization and Staff](#)

Reference Information

- [Legislation](#)
- [Regulations](#)
- [Low Income Guidelines](#)
- [OMB Circulars](#)

Grant Information

- [Performance Report](#)
- [UBMS Tool](#)
- [2000 Funding Information](#)
- [List of Funded Projects](#)
- [Program Officers](#)

Questions

- [Electronic Mailbox](#)

The Upward Bound Math/Science program allows the Department to fund specialized Upward Bound math and science centers. The program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and encourages them to pursue postsecondary degrees in in these fields.

Services Provided by the Program Include:

- Summer programs of intensive math and science training
- Year-round counseling and advisement
- Exposure to university faculty who do research in math and science
- Computer training
- Participant-conducted scientific research under the guidance of a faculty member or graduate student serving as the participant's mentor

PROGRAM INFORMATION

Eligibility

Upward Bound Math/Science projects may be conducted by institutions of higher education, public or private not-for-profit agencies or organizations, a combination of institutions, agencies, or organizations, and, in exceptional cases, secondary schools. If you have further questions about eligibility, please contact OPE.TRIO@ed.gov.

Students must be eligible to participate in the Upward Bound program and must have completed the eighth grade. However, participants do not necessarily have to be participating in a regular Upward Bound program. Two-thirds of all participants must be low-income, potential first-generation college students. The remaining one-third must be low-income or potential first-generation college students.

Competition Schedule

Competitions are held every fourth year. The next competition under this program will be summer or fall

Related Site

- [TRIO Clearinghouse](#)

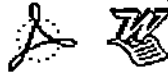
Customer SurveyHEP Site Map

2002.

Application and Forms

For your information only, the FY 1999 application package is available online. You may download an electronic copy of the application below by clicking on the appropriate icon to download the Adobe Acrobat PDF file, Word, or text version of this application. (You will need Adobe Acrobat to read PDF files. If you do not have Acrobat, you can [download a free copy](#) from Adobe.)

**Application for Grants Under the
UPWARD BOUND and
UPWARD BOUND MATH/SCIENCE PROGRAM**



[Text]

Technical Assistance

- Workshops: Not available at this time.
- [Program Officers](#)

GRANT INFORMATION**Performance Report**

The [new Upward Bound program performance report](#) is available now. The new format includes the **form, instructions,** and the **UB Tool** -- a self-installing electronic software application that you may use to collect the data required in Section II of the performance report.

For answers to technical and programmatic questions about the new Upward Bound performance report, click below for a text version of the following documents:

- Upward Bound Program Annual Performance Report (APR), Frequently Asked Questions and Responses, Program Year 2000-2001 [[Word](#)] [[PDF](#)]
- Veterans Upward Bound Program Annual Performance Report (APR), Frequently Asked Questions and Responses, Program Year 2000-2001 [[Word](#)] [[PDF](#)]

Submission Procedures. All Upward Bound projects are encouraged to submit the entire performance report via the World Wide Web. The Web application is under development and should be available at this Web site in late summer 2001. The performance reports from Upward Bound Math/Science projects are **due on or before December 31, 2001.**

2000 Funding Information

In Fiscal Year 2000, \$31,302,902 was awarded to serve an estimated 6,093 students; 123 grants were made; the average award was \$254,495.

List of Funded Projects

Click here for a list of [projects funded in FY 2000](#) in

portable document format (pdf). (You will need Adobe Acrobat to read PDF files. If you do not have Acrobat, you can [download a free copy](#) from Adobe.)

QUESTIONS

Please send any questions you may have regarding this program to our electronic mail box at OPE.TRIO@ed.gov or call **(202) 502-7600**.

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Last Modified: May 1, 2001 (vj)

SETTING UP AN INTERNSHIP PROGRAM

Internships give students hands-on learning opportunities in the workforce. Through them they can develop mentor relationships, make job contacts for future employment, and try out different careers. Projects are usually specific to the individual and may sometimes be counted for college credit, depending on the university and the program.

Included is information on setting up paid and non-paid internships, as well as information on creating internships that count for college credit.

Setting up an Internship Program

by Susan Chizeck

Are you an employer interested in helping a student learn, getting extra help at your work site, trying out qualified personnel in a temporary arrangement? Internships are a great way to mentor the next generation of employees, get fresh ideas, work on back burner projects, and observe potential employees at work. For students, internships provide a way to try out a new career and make contacts in their field of interest. An internship provides a place to apply the newest classroom learning to workplace practice.

How does a business find an intern?

Call local universities and community colleges and find out if they have an internship or co-operative education program. If there is not a centralized university program, call the business department. Some likely majors the retailing industry draws from are management, marketing, retailing, fashion merchandising, and communications, so call those areas. Large universities may have relationships set up with large corporate retail chains, but smaller, local stores will want more informal ties with several institutions. You may even want to recruit from the high school level, as many teens are anxious for work experience.

How much should I pay an intern?

- **Unpaid Interns**

Some universities have a policy that interns must be unpaid, but this idea is fast disappearing simply because most students can't afford to do unpaid work. An unpaid intern should be receiving college credit, or you will be violating the Fair Labor Standards Act. You are simply not allowed to use unpaid people to do the same job as others are being paid for, unless this is part of their course work. You are also not allowed to require someone to work for free, with the promise of a paid job at the end of a probationary period. You are also not allowed to displace a paid employee with an unpaid intern, and the work they do should be focused on the student's learning objectives.

- **Paid Interns**

If the student has no previous job experience or few skills, minimum wage is fine. A student who brings more to you should be paid more, up to the level of your other entry level or same-skills employees. It all depends on how much value the student brings to you. A student who is designing a web site for you may command quite a high price, as this is a very competitive field. In many areas the economy is so good that skilled and savvy interns have their choice of sites and can negotiate salary far above entry level.

What do interns do?

Most internship programs require some sort of learning agreement between the student, the site, and the faculty supervisor, so in most cases the projects are individualized. If a student is new to an industry, a system of rotation through different duties and areas is ideal. In retail the student can learn stocking, sales, cash transactions, window dressing, buying, accounting, and more. If a student wants to only focus on one area, that's fine, too. One of my recent students, working at a small shop in a mall, even got to go to trade shows with her boss since we have many here in Dallas. Another student did a project as a secret shopper, both calling and shopping at various stores of a local chain to report on service, courtesy, and appearance of the stores. Another student learned a clienteling system to bring in repeat business and planned events for her customers. Is there a project you've been wanting to do but simply don't have the time, like comparison research

at other stores or evaluating point-of-sale computer systems? Then get an intern!

About the Author:

Susan Chizeck, Ph.D., is Director of Internships at University of Texas at Dallas. She has supervised many students in the retail and other industries. Previously she was a management and training consultant for HR Associates and before that she ran a mental health facility which prepared her for anything! Phone: 972-883-2248.



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School of General Studies

Internship Program

BUILDING
THE
FUTURE
YOUR WAY!



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Internship Phone 972-883-2354
Fax: 972-883-2440

INTERNSHIP PROGRAM

INFORMATION FOR STUDENTS

To qualify for an internship, a student must:

- Be a registered UTD undergraduate, graduate, or special student.
- Have completed at least 15 hours at UTD
- Have a minimum 2.8 GPA in their major and 2.3 overall at UTD
- Discuss placement possibilities with the Director of Internships
- Present a complete application with accompanying documents

Students may apply to start an internship at any time. If it is too late to register for the current semester, you may register for the following semester.

No hours for internship can be counted until the application is formally accepted.

All hours must be documented (in the required journal) and your supervisor must supply all required performance evaluations.

An internship, in general:

- Is related to the student's interdisciplinary concentration or major.
- Is taken in the student's senior year.

Is taken in conjunction with no more than 12 additional hours of course work during the semester.

Requires a minimum of 140 hours of supervised work for 3 credits (280 for 6), about 10 hours per week for the 14 weeks of a regular semester. These hours and other observations are documented in a journal kept by the student.

Requires academic work agreed on with a faculty supervisor: usually a 10-page paper and a reflective journal.

Carries 1-6 hours credit.

Only three credits may be used in the Concentration for General Studies majors. Check with your academic adviser for placement in degree plan.

Is supervised by:

a. Site Supervisor

Assigns work that develops professional skills.
Makes sure the student completes the work assignments satisfactorily.
Certifies that the work experience has been a learning experience that will contribute to the student's career aspirations.

b. Internship Director

Helps set up the internship.
Gives academic assignments (usually reading assignments, a journal, written assignments requiring either library research or research at the work site).
Decides on the grade for an internship, based on the student's academic

accomplishment and the site supervisor's evaluation.
Certifies that the internship merits the hours of academic credit.
Handles problems.
Meets with interns as a group to discuss matters of mutual interest.

May include compensation. We request that companies pay an intern at least federal minimum wage and that non-profit agencies compensate interns for expenses incurred, such as driving to and from the work site and parking. The amount of compensation should be negotiated between the intern and the employer.

Requires that the student and site supervisor complete an evaluation of the internship experience.

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Last Updated April 28, 2001
page design by alley@utdallas.edu

Mentoring Programs

MENTORING: GUIDELINES AND RESOURCES

Mentor programs are designed to give students and young people good role models and be examples of strong leadership. They are voluntary positions taken by community leaders, older students, or professors at colleges. Mentor programs often work in conjunction with internship programs and support the student academically and socially.

This section provides information on the benefits of mentor programs, what a mentor is and what they do, how to plan a mentor program, and additional resources that guide the mentor process and give examples of existing successful mentor programs.

Yes, You Can: A Guide for Establishing Mentoring Programs to Prepare Youth for College--October 1998

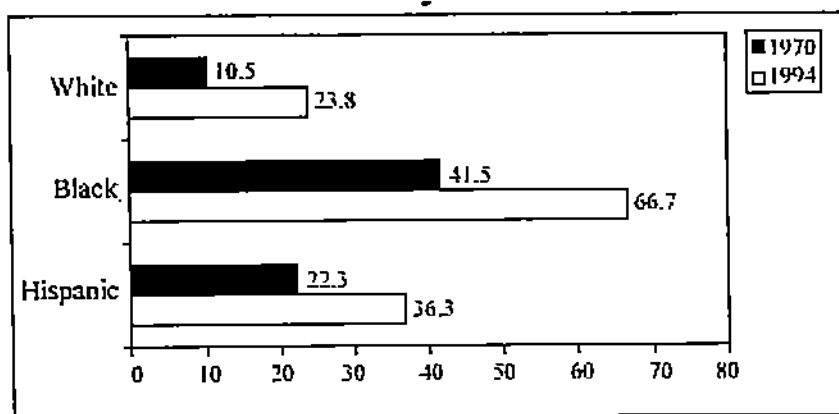
Section 1: Some Questions and Answers About Mentoring Programs

Why Have Mentoring Programs?

In the United States, parents are the central source of emotional, financial, and social support for their children. Many youth are also fortunate to be part of larger networks including grandparents, other relatives, neighbors, and community and religious organizations. Adults in these networks can offer youth extra attention, affection, guidance, and a sense of direction--all of which are increasingly important given the wide array of outside influences, not all of them positive, that face our youth today.

However, family, community, and civic life in this country are changing. Fewer people know their neighbors. More households are headed by a single parent. And the time pressures facing working families can limit their community involvement. This means that these networks of non-parental resources may now be harder for children and parents to access. In addition, many youth live in families that are under tremendous pressure because of poverty, divorce, teen pregnancy, drug abuse, violence, or stress. These troubled families are often isolated from the larger community and, as a result, the youth in the greatest need of help from outside the family may be the least likely to get it.

Figure 1
At-Risk:
Percent of Children Under 18 Years Not Living With Two Parents,
by Race: 1970 and 1994



Source: U.S. Bureau of the Census

Today the number of youth who could benefit from having a caring adult mentor has been estimated to range from between 5 million and 15 million young men and women (Walker, 1996). Research indicates that students who are successful academically, in addition to support from parents and teachers, usually have sustained access to other knowledgeable and caring adults (Clarke, 1989). For youth who are academically at risk, a mentor can fill this need and may make the difference between whether or not a

youth gets on track for future success.

Going to college is seen by the vast majority of students and parents as a key to a good future in the 21st century. A mentor can provide critical assistance, including extra encouragement, academic help, and most importantly--for students who may not have access to an adult who has been through the college application process--guidance about which courses college-bound students need to take and how to prepare for and apply to college. For example, while research indicates that students who take challenging mathematics and science courses in high school are much more likely to go to college than students who do not, low-income students are much less likely than their higher income peers to take these courses (see *Getting Ready for College: How Mentors Can Help*). Mentors can also serve as a vital link to resources which students and their families may otherwise be unaware of, including help in applying for financial aid for college.

Mentoring programs are one of the best means of bringing a person who can represent the concern and support of the larger community into the lives of youth. In many ways, mentoring also represents a return to tradition, calling upon the community to provide our youth with care and guidance, and to nurture and challenge them. While mentoring programs cannot remove all of the obstacles facing youth, they can have a large, positive impact on young lives. By offering youth friendship, guidance, and a positive perspective on life over a sustained period of time, mentoring programs clearly show that someone cares.

The Critical Years: Middle School

"The years from ten through fourteen are a crucial turning point in life's trajectory. This period, therefore, represents an optimal time for interventions to foster effective education, prevent destructive behavior, and promote enduring health practices."

—Concluding Report of the Carnegie Council on Adolescent Development

Preparing a child for all of the opportunities and challenges that the future holds is a big job, and it is a job best begun early. Ensuring the sustained presence of a caring adult in a youth's life is especially critical during adolescence. The transition from elementary school to middle school can be a very challenging time for youth, but it is also a time at which they must begin to make important choices that can influence the rest of their lives. Students face serious decisions about which courses they will take, what activities they will engage in, and how seriously they will take their schoolwork. Yet despite the importance of the course-taking decisions students make during the middle grades, in the United States it is common for guidance counselors at the middle school level to be responsible for more than 500 students (Carnegie, 1989). For the most at-risk youth, the presence of an adult mentor can be essential for reinforcing the importance of school, fostering good work habits and study skills, and providing youth with the information they need to make the right choices.

What Is a Mentor?

Mentors are kind, concerned adults--young and old and from all walks of life--who offer youth support, guidance, and encouragement. Mentors provide the sustained presence of a positive, caring adult role model, and while they are neither foster parents nor responsible for solving all of a youth's problems, they are more than simply an older friend. A mentor seeks to help a youth navigate through the everyday challenges of school, society, and the community by drawing upon his or her greater knowledge and experience, and genuine concern for the youth.

Although the specific roles of mentors vary quite a bit, every good mentor must do two things: make a connection and use that connection to convey a positive message.

Making a connection means to gain the trust of the youth and foster mutual respect. The essential factor involved in making the connection is that the mentor like and respect youth and be willing and able to make a sustained, intensive personal commitment.

Using that connection means to let the youth know by word and deed that he or she is worth the mentor's time and effort because that youth is a valuable human being. And that the mentor can offer the youth--through knowledge and experience or by example--ways to expand his or her horizons and to increase the likelihood that he or she will achieve success.

There are a thousand ways to express this message. Whether the mentoring program focuses on increasing academic skills or career preparation, reaches out to teen mothers to provide encouragement and support, or takes a young girl to her first play or a boy to his first museum--the message is the same: "You are important and I care what happens to you."

What Do Mentors Do?

What mentors do is determined by the focus of the mentoring program and the specific needs of the youth that the program works with. Like the mentoring relationship itself, a program may have multiple and related goals. Mentoring programs commonly focus on:

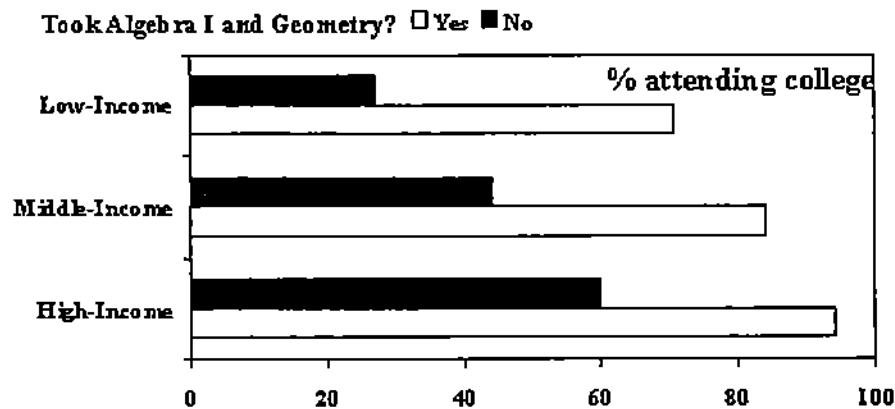
- ***Tutoring and academic assistance.*** In this type of program, mentors work with youth to provide extra instructional help in subjects where improvement is needed. The mentors' role is often not only to help the students raise their grades, but also to improve the youth's attitude and increase their self-confidence and pride in achievement. An important focus of these programs may be to help students recognize the importance of school, and understand how to be more successful in their classes.
- ***Access to college.*** Mentors in these programs help youth recognize the importance of continuing their education beyond high school, and help them understand--and accomplish--the steps needed to do so. Mentors can play a vital role in helping students maintain interest in school and see the link between their studies and their future, by giving students the opportunity to see the practical applications--in college, and subsequently, the job market--of the subjects they study in school. By drawing upon their own life experiences, mentors can provide a living example of the importance of postsecondary education, particularly for students who do not have access to anyone with firsthand experience of what it is like to go to college. In some cases the mentor may be the only adult who can contribute a significant amount of time to helping the youth work through the college application process, or pick a schedule of college preparatory courses.
- ***Career preparation.*** Often combined with preparation for college programs, mentors in these programs try to help youth prepare for entry into the work force by helping them understand the expectations employers have about attitude, preparedness, and skills. Mentors can also help youth to see the link between their current interests and hobbies and a future career or professional field. Activities in this type of program might include bringing the youth to the mentor's place of work, teaching a career-related skill, or helping the youth to secure a summer job or internship.
- ***Role modeling and avoiding negative behaviors.*** In role-modeling programs, mentors serve as positive examples by virtue of their productive lives, which usually are attributed to the choices the mentors have made. Role-modeling programs tend to match mentors and youth on a same-sex basis. This can be especially beneficial to males from female-led households, pregnant teens and teenage mothers, disabled children, and youths in trouble with the law. To the extent that it is possible,

programs may also try to match students with a mentor from a similar social class or background. Nevertheless, the essential component, as with any mentoring program, is finding an individual with whom the student can relate. Mentors in these programs can help youth recognize and expand their horizon of opportunities, and discuss dealing positively with challenges and difficulties that the mentor may also have faced in his or her youth.

Getting Ready for College: How Mentors Can Help

Although most parents want their child to go to college, and most teenagers say they want to attend college, students often do not take the courses they need to prepare academically. Data from the National Educational Longitudinal Study (NELS) reveal that among students who were in the 8th grade in 1988, students who took challenging mathematics and science courses were much more likely to go to college than students who did not take these courses. For example, students who took algebra I and geometry in middle or high school, regardless of their income level, were more likely to go to college than students who did not (Figure 2).

Figure 2
College Attendance, by Income and Course-Taking



An example of how to read this chart: 27 percent of low-income students who did not take algebra I and geometry in high school attended college, while 71 percent of low-income students who did take algebra I and geometry attended college.

Income levels divided into thirds

Source: Analysis of NELS data

While taking these courses was especially important for youth from low-income families, low-income children were much less likely to take algebra I and geometry than were their peers from higher income families (Figure 3).

Figure 3
Percent of Students Taking Algebra I and Geometry, by Income

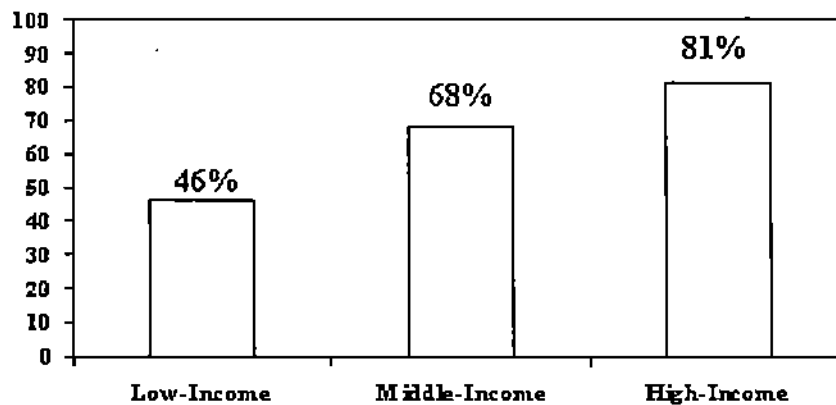


Chart reads: 46 percent of all low-income students took algebra I and geometry in high school, compared to 68 percent of middle-income, and 81% of high-income students.

Income levels divided into thirds

Source: Analysis of NELS data

Mentors can provide help in several ways. First, many students and their families may not be aware of *which courses a student needs to take—and by when—in order to get on track for college*. Mentors can help make sure that students get on track for challenging courses beginning in middle school. Students taking college preparatory courses may also have greater need for *tutoring and academic assistance* from a mentor, because these courses are generally among the more challenging courses that a school offers. Lastly, a mentor can help provide the *encouragement to "stick to it,"* and act as a reminder that hard work in middle school and high school does pay off—in the form of going to college, and having more and better job opportunities as an adult. Of course, there are many other ways mentors can help students aspire to and prepare for college, including providing information about *the availability of financial aid and how to apply for it, and the different types of postsecondary education* students can pursue.

Who Are Mentors?

Mentoring programs attract people from every conceivable background, representing every socioeconomic level: blue-collar workers, white-collar professionals, school volunteers, professionals from the community, college students, and retired people, to name a few. Volunteers come from large corporations, small businesses, church groups, utility companies, hospitals, charitable institutions, and "mom-and-pop" stores.

These diverse individuals can work successfully with the equally diverse population of children who need mentors. For example, research on mentor programs has found that retired people make excellent mentors. A study conducted by Public/Private Ventures, *Partners in Growth: Elder Mentors and At-Risk Youth*, found that many older people easily formed friendships with youth because of their patience and empathy and their eagerness to share their wealth of accumulated knowledge and experience. Elderly mentors from less advantaged backgrounds were especially effective in working with hard-to-reach youth. The mentors could relate to the children on a personal level because the mentors themselves

had endured strained family relationships, struggled at low-paying jobs, and battled personal problems, such as alcohol abuse. Partly as a result of surviving—and surmounting—such difficulties, these elders seemed to understand the youth, were able to communicate with them from their own experience, and established strong, constructive bonds (Freedman, 1988, p. v).

Other programs rely on college students who have come from backgrounds similar to those of the children in the program, or who can represent a living example of the benefits of going to college and the work that

goes into accomplishing this. Individuals recruited from business organizations can serve a similar purpose, by discussing their experiences in the working world and demonstrating the importance of specialized knowledge, like mathematics or science, or higher education in general.

Regardless of their backgrounds, what all good mentors share is the ability to reach out to children who need support and guidance and to provide them with one-on-one attention for a sustained period of time. The mentors' personal investment in the lives of children allows each child to look beyond the present to envision a future full of promise.

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[A Message from the Secretary]



[Section 2: Guidelines for Mentoring Programs]

Yes, You Can: A Guide for Establishing Mentoring Programs to Prepare Youth for College--October 1998

Section 2: Guidelines for Mentoring Programs

First Steps: Program Planning

Beginning--The First Stages of Program Development

Mentoring programs, like any successful partnership, are designed to achieve the goals and objectives of the people involved. More so than other types of programs, mentoring programs must consider the needs and goals of several constituencies--the students who will be mentored and their families, the mentors themselves, the schools, partner organizations who may contribute volunteers or resources, and the community in general. Because mentoring programs are built on shared trust and respect, they require careful planning and time to develop, implement, and evaluate.

The following points should be considered during the beginning of program development:

- *What specific problems need to be addressed?* Before a mentoring program can be established, it is important to know what problems the program will seek to deal with. For example, does the school have a high dropout rate? Is there a low rate of college attendance?
- *Which children--and how many--will take part in the program?* For example, does a particular elementary or secondary class need help? Or do special populations--learning disabled, handicapped, or language minority teens? Once the target population has been selected, the number of mentors who will be required and the type of commitment that will be needed from the sponsors will be clearer.
- *How will the program be led and coordinated?* Mentoring programs need leaders to help plan and coordinate the program. *Any mentor program that lacks good leadership and coordination will fail.*
- *How will the program fit in with school and other services?* The mentoring program should complement, and not compete with, the regular school day and school assignments. In some cases students may also already be receiving some form of additional assistance, such as tutoring, or participate in other positive activities, such as an afterschool program. Mentoring can be a strong component of an afterschool program, and can and should build upon and enhance what the student has learned in school.
- *Which existing mentoring programs have a similar focus?* When beginning a new mentoring program, it is useful to examine exemplary programs that are designed to serve the same special population, such as teenage mothers or handicapped children, or to serve the same general purpose, such as college-focused mentoring and tutoring programs. Programs that have a similar focus can often help new programs identify potential obstacles, solutions, and innovative or effective practices based on their experience. Examples of model programs are provided throughout this guide and in the resource section ([Section 3](#)).

After a school, business, or community organization has considered the need for the program, the

population to be served, and the person or organization that will initiate the program, the next step is to design a complete and comprehensive plan for the program. The procedures that follow are based in part on guidelines developed by the **National Association of Partners in Education**, a nonprofit organization in Alexandria, Virginia, which has had extensive expertise in all facets of school-community and school-business partnership programs.

Mentoring as a Network of Support

Mentoring may occur either as *natural mentoring*, when a sustained relationship develops naturally between a coach, teacher, neighbor, or other adult and a youth, or as *planned mentoring*, when a relationship is purposefully created to help a youth who may otherwise not have the access he or she needs to the wisdom and support of a caring adult (Dennis, 1993).

In the past, youth may have been more likely to come into contact with a greater number of natural mentors who played a vital, though perhaps unrecognized, role in their development. Many researchers today advocate using *team mentoring*, and *creating mentor-rich environments*, whereby youth can be exposed to several mentors on a regular basis. In this way, youth not only have greater access to mentors, and in more facets of their lives, but the time commitment and pressure on an individual mentor may be reduced. In fact, in many mentoring programs, youth form valuable, natural, mentoring relationships not only with their assigned mentors, but with the program staff and directors with whom they are in regular contact (Freedman, 1996).

Tripartite mentoring is a further innovative approach to mentoring in which, in addition to the usual adult-youth relationship, the mentored youth also serves as a mentor to a younger child. In this way, not only is the valuable resource of having a mentor extended to an additional youth, but the older youth has the experience of both being mentored and of being a mentor him or herself (Freedman, 1996). Such an experience can build understanding and acceptance of the role of the mentor, as well as develop a greater sense of self-esteem, foster responsibility, and encourage involvement in the community. Of course, just as the relationship between the youth and their adult mentor must be supervised, a similar system of monitoring and support should be in place for older youth serving as mentors to younger children.

Coordinating the Program Planning

Programs should begin by building awareness among key stakeholders in the community. Doing so early on will foster "buy-in" and commitment from groups and individuals that are critical to the program's success and will help to identify potential members of the core *planning team*.

When creating a planning team, it is important to remember to involve representatives of all stakeholders from the very beginning. This may include parents of the students who will be mentored, teachers and principals, or the students themselves. The planning team will define what type of mentoring the program will provide, become aware of other efforts and resources that are currently available, explain the need for mentoring in their community, and identify the potential benefits of the program for all stakeholders. Ensuring that all stakeholder groups are represented on the planning team will help to maintain the trust and involvement of these groups with the program.

Large mentoring programs may have planning teams with members selected by the superintendent of schools, college or university presidents, chief executive officers (CEOs) of corporations, or presidents of civic organizations. Small programs should also have a team in place. Solid leadership is important for ensuring that the planning team works effectively. Experts in partnership organization report that the most successful teams have leaders who-

- are well respected in the community and have an established base of support;

- understand the bureaucratic intricacies of dealing with schools, businesses, and civic organizations;
- can devote sufficient time to the program;
- are sensitive to the needs of the program participants and have superior organizational and coordinating skills;
- have access to, and support from, top-level decision-makers in the partner organizations; and
- have the authority to make decisions on behalf of their schools, community organizations, or corporation, including committing funds to the program (Otterbourg, 1986).

As the program progresses, the planning team will be responsible for every aspect of the program, from its inception to its evaluation. The team gets support from schools and the community; decides the purpose of the program; formulates the goals and objectives; allocates funds; writes the mentor role descriptions; appoints program staff; takes responsibility for recruiting, training, retaining, and rewarding the mentors; and regularly informs all stakeholders of the program's progress.

Assessing Needs and Potential Resources

Any school or organization that wants to develop a mentoring program should conduct an assessment to determine why the program is needed, what the school or organization hopes to gain for its students and the types of resources that will be needed to meet these needs. A thorough assessment of needs and resources is essential for determining exactly what the mentor program should—and can—look like.

Assessments can be done through questionnaires, conducting interviews, by talking and observing, and by examining data on student behavior, attendance, or achievement. The questions used in a *needs assessment* should be asked of members of each group of stakeholders and should reflect the needs of the students, the school or community wishing to have a mentoring program, and the program's sponsors. The following questions are examples of the kinds that should be asked in a school-based mentoring program, but many are more generally applicable. For example:

- Why are mentors needed? What specific problems are the mentors intended to address? Why are mentors more suited than other forms of assistance to remedy these problems?
- What are some needs that could be addressed through a mentor program? What problems are of most concern to teachers, parents, and members of the community? What age group could benefit most from having an adult mentor?
- Do teachers and parents have any concerns about the idea of students having mentors?
- What special knowledge and skills should the mentors have? What types of individuals would be most appropriate for the children who will be in the program?
- How many mentors are needed?
- How will teachers and the school be involved? If the mentoring has an academic or college-preparatory focus, which academic areas should mentors concentrate on?
- What training will the mentors require? Who can provide this training?

- When can mentoring take place? How often, and for how long, will mentors and students meet?
- Where will mentoring take place? Is there adequate room for the mentors and their students to meet?
- Will other support staff or volunteers be needed? What, if any, materials will the mentors or students need? Will mentors or students need transportation?
- How will security checks be handled in a way that is respectful of the mentors and yet absolutely assures the safety of the students?

Once it has been determined that a mentoring program is needed, an equally important step is *resource assessment*: What will the partners and the community be able to provide to the program? Program planners should think broadly in terms of all types of resources, including: human, financial, time, materials, and facilities, to name a few. Perhaps the most important question for any program to ask is, *are there existing efforts which this program could complement or build upon?* Other important questions a program sponsor should ask include:

- Who can serve as mentors—employees, spouses, retired persons, college students, church members, police officers, or people from the community?
- How many mentors can each of the partners and the community provide?
- What kind of time commitment can the mentors make each week? Are the mentors available for a long-term commitment?
- Has this organization sponsored any previous mentor programs? Who can the program call upon that has experience in mentoring, or running a mentor program?
- What financial resources can be used to meet the costs involved in sponsoring a mentor program—release time for employees, transportation, materials, participation stipends, trips, or awards ceremonies and dinners?
- What special resources from the partners can the program draw upon? For example, if a computer firm is a major partner, can they provide computer or e-mail facilities to the mentors and students? Can a college or university partner provide classrooms, tours of campus, or lectures by college faculty?

It is important to note that the answers to many of these questions depend largely upon the needs of the program. For example, a middle school mentoring program focused on math skills and preparation for college may look very different from a mentoring program that has the arts as a focus. The information collected from the needs assessment determines why the program is to be established, which population will be served, how many and what kind of mentors will be required, and what resources will be available from program partners and the community. Once this information has been collected, the next step is to develop concrete goals and objectives for the program.

New Technologies, New Opportunities: The HP E-mail Mentoring Program

The HP E-mail Mentoring Program is an example of the innovative ways in which new technology can be employed by a caring organization to overcome the barriers of time and space to provide help to needy students. Created and funded by the Hewlett-Packard Company, the HP E-mail Mentoring Program strives to improve mathematics and science achievement among 5th through 12th grade students, increase the number of females and minorities studying and teaching mathematics and science, and ensure that all children are ready to learn when they attend school.

Working in a one-to-one telementoring relationship made possible by e-mail, students and HP employee mentors collaborate on classroom activities such as science projects and mathematics lessons, under the direction of a supervising classroom teacher. Teachers are the critical hub of the program, and apply for admission to the program on behalf of their students. Teachers must submit a lesson plan for the student and mentor to work on together (and on which the student will receive a grade), and act as the primary supervisor of the mentor-student relationship. The teacher and students must have appropriate Internet and e-mail access.

Students who are selected by their teachers to participate are directed to the [HP Mentoring Program website](#), where they complete a student application and pre-survey. Mentors for the program are HP employees from around the world who have submitted an online mentor application to HP Mentor Program staff. Mentors are responsible for communicating with the student at least 2-3 times per week throughout the 36-week academic period. As a condition of participation, mentors agree to be a positive role model; encourage their students to excel in math and science; use appropriate grammar and effective communication skills; encourage their students to use the Internet as a resource; and correspond with the student's teacher and HP Mentor Program staff. The HP Mentor Program staff match students and mentors based on a set of specific needs, common career interests, academic studies, and hobbies. The focus of the program is that students and mentors work on solid projects that are integrated into the curriculum.

Since being founded in January of 1995, nearly 2,900 students in school districts throughout the United States, Canada, Australia, and France and 2,900 mentors throughout the world have participated in the program. (Mentors from Australia, Canada, Cyprus Republic, France, Germany, Hong Kong, India, Japan, Malaysia, Philippines, Singapore, Spain, the United Kingdom, and the United States have served in the program.) Approximately one-half of the students served in the program have been non-white (approximately one-third African American, Hispanic, and Asian-Pacific Islander, each). Costs are minimal and are limited to basic administrative expenditures along with e-mail and Internet related expenditures. Teachers have indicated many positive results, including increases in student attendance; use of technology; involvement at school; self-confidence; and motivation. HP's full evaluation report can be accessed via the Internet at: <http://www.telementor.org/hp/eval/eval9697.html>.

Developing the Program's Goals and Objectives

For a mentoring program to be successful, it must have well-defined goals and measurable objectives. Members of the planning team should use the information from the needs assessment to set realistic program goals that reflect the purpose of the program. Once the goals are set, measurable objectives must be formulated so that the program can be evaluated.

Clear goals should be agreed upon by the school, business, or community partners participating in the program. A goal or mission statement should be written by the planning team. Although each party may have a different reason for participating in a program, all should agree on the overall purpose. Here are some examples of different program goals:

- To enrich the educational experience of youth at risk of academic failure by giving them one-on-one tutoring;
- To encourage students to take, and succeed in, challenging college preparatory mathematics and science courses;
- To provide male children at risk of dropping out of school with male mentors who will increase the

children's motivation to finish school; or

- To provide encouragement to teenage mothers in order to reduce the likelihood that they may, through lack of training or experience in parenthood, abuse or neglect their children.

For each goal there should be a series of objectives. *Objectives* should be concrete, specific, and measurable, stating how the goal will be accomplished, including how much time is involved and how many mentors will be needed for a given number of young people. It is important that objectives be designed so that they can be met early on, in the middle, and at the end of the program. Here are some sample objectives:

- After four weeks in the program, teenagers in a career education program will be able to fill out an employment application form successfully.
- After seven weeks of participating in the program, male students working with male mentors will submit at least three of their five homework assignments each week.
- By the end of one year, students will be prepared for and enroll in college preparatory mathematics and science classes.

By keeping goals clear and having measurable objectives, program planners can tell very early in the program whether any of the goals or objectives, or the program's practices, should be modified in order for the program to achieve success.

Putting Needs and Solutions Together: Recruiting Young Women to the Fields of Mathematics and Science

Table 1
Percent of degrees overall and in selected fields awarded to women, 1994-1995

	BAs	MAs	PhDs
All Fields	55	55	39
Computer and information sciences	28	26	18
Engineering, engineering-related technologies	17	16	12
Physical sciences and science technologies	35	30	24

Source: Integrated Postsecondary Education Data System, Digest of Education Statistics, 1997

Addressing the underrepresentation of women in mathematics and science-related academic programs and careers (see Table 1) is a focus of many mentoring programs. With a grant from the National Science Foundation, the Education Development Center, Inc. led a three-year project called **Telementoring Young Women in Science, Engineering, and Computing** to build on-line communities of support among female high school students, parents, teachers, and professional women who have succeeded in science and technical fields.

Professional women in technical and scientific fields who completed a three-week on-line training course (featuring correspondence simulations and response feedback) worked directly with students as one-on-one telementors and discussion forum facilitators. Discussion Facilitators moderated group discussions around complex issues that young women face in considering their academic and career options. The project also developed a Web-site to provide access to resources and information to encourage young women to develop interests in science and technology. Last spring this three-year project was completed and a summative evaluation is being conducted to determine the program's impact. Follow-up participation surveys already indicate that students report feeling more encouraged about technical careers, improved their self-esteem, gained concrete strategies for dealing with obstacles in pursuing college and careers, and more clearly understood the requirements of being in a professional field.

The **SummerMath** program at Mount Holyoke College, established in 1982, encourages young women to feel confident about their mathematical abilities. The program is held on Mount Holyoke's campus for six weeks each summer, and consists of 4 1/2 hours of classroom time each day, during which tutoring, mentoring, counseling, and career, academic and college advising are provided. Approximately 100 young women entering grades 9 through 12 enroll in the program each year, and about 1,500 students have been served over the program's 15 years of existence. About half of the students are from minority groups, and students from all over the United States attend. College students are hired to serve as residential and teaching assistants, both mentoring the high school students and being mentored by the teachers with whom they work intensively. NASA and the state of Massachusetts are also partners in the program. SummerMath gauges effectiveness through follow-up questionnaires that measure participants' attitude toward math and how it may have changed because of the program.

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[\[Some Questions and Answers About Mentoring Programs\]](#)



[\[Guidelines for Mentoring Programs \(part 2 of 3\)\]](#)

Section 3: Resources

Additional Profiles of Mentoring Programs

The I Have A Dream Foundation

The "I Have a Dream" Program (IHAD) originated in 1981 with businessman Eugene Lang's promise to give each sixth-grade student at his alma mater, P.S. 121 in East Harlem, a scholarship for college after they graduated from high school. Upon learning that 75 percent of the students were projected to drop out of school before graduation, Lang organized a program of support services to keep them in school so that they could eventually take advantage of his scholarship. Lang's efforts succeeded: of the 54 original Dreamers who still remain in contact with IHAD, more than 90 percent have their high school diplomas or GED certificates, and 60 percent went on to higher education.

IHAD has since grown to include 160 projects in 57 cities, serving over 10,000 children, or "Dreamers." The program has also become more comprehensive, operating year-round, providing an after-school program, and emphasizing community service. Sponsors adopt entire grades of elementary school children in schools or public housing developments, and commit to providing the Dreamers with academic support, cultural and recreational activities, and individual attention for the 12 to 15 years that they will be in the program.

According to Lang, the secret of his program's success is the sustained personal commitment made by the sponsor, rather than the promise of a scholarship. As the sponsor of the original IHAD class, Lang and a social worker met every week with the students, and Lang spent Saturdays with the children and met their parents and relatives. The children always had access to Lang or the social worker to discuss any problems. When Lang established the "I Have a Dream" Foundation in 1986, he turned down potential sponsors who wanted only to offer money and not to provide the personal mentor commitment. Thousands of sponsors and volunteers have become personally involved in IHAD, including enriching inputs from businesses, community groups and over 200 colleges and universities.

The continued success of IHAD is reflected in many studies of local programs. A study of Dreamer classes in Chicago conducted by the University of Illinois found that 75 percent of Dreamers in the class of 1997 graduated from high school, compared with only 37 percent of students in a control group. Nearly 85 percent of these students enrolled in college the following fall. In Denver, 80 percent of the 1995 class of Dreamers graduated from high school on time, and an additional 7 percent graduated the next year. Two-thirds of these Dreamers went on to college or vocational training. In all, IHAD reports that some 3,000 Dreamers currently attend nearly 400 different colleges and universities across the country.

The Fulfillment Fund

For two decades the Fulfillment Fund, a privately funded, nonprofit organization, has provided assistance to economically disadvantaged youth in Los Angeles to help them complete middle school and high school and pursue higher education. Through a variety of programs, including the Mentor Program and the College Pathways Project, the Fulfillment Fund now serves over 1,500 students annually. In 1998, the Fulfillment Fund was named the number one mentoring program in the state of California by the California Mentor Initiative.

In the Mentor Program, the Fund identifies students who demonstrate the potential to attend college but are unlikely to do so on their own. These students often come from families in which no other member has attended college. The program matches students with an adult mentor who agrees to meet with the student six to twelve hours per month and talk weekly by phone from the time the student is in eighth grade through high school graduation. Mentors are successful adults who are carefully screened by Fulfillment Fund staff, and attend a two-day training session where experienced mentors and current students help the new mentors learn to bridge cultural differences, understand adolescent development, build communication skills, and understand the program's goals and policies. New mentors also receive instruction about when it is necessary to refer problems to social service agencies. Throughout its duration, Fund case managers closely monitor the relationship. Approximately 450 mentor-student teams are currently in the Mentor Program.

Individualized college preparation plans are developed for each Mentor Program student under the direction of a professional college counselor, and each year the mentor-student pair may attend up to three college site visits that have been arranged by the program. Students also receive a wide variety of college information and take classes to help them prepare for college entrance exams. Additionally, Mentor Program students may participate in the Fund's Drug Education, Community Service and study skills training programs.

The program also requires parental permission and involvement, and over the course of the year the Fund sponsors events for parents and their children, including sessions on financial aid, the college admission process and the transition to college. Most of the program's oral and written information for parents is available in both English and Spanish.

The Fulfillment Fund is also the largest private donor of scholarships to graduating high school students in the greater Los Angeles area, and provides all graduating students in the Mentor Program with a guaranteed scholarship for up to five years of college or vocational school. However, Fulfillment Fund students are told that the Fund does not give charity, and each student promises over the subsequent twenty years to repay the Fund by serving as a mentor for at least three young people in their communities. The Fulfillment Fund indicates that 86 percent of the students who start the program in the eighth grade finish the five-year program and graduate from high school, compared to only 63.5 percent of their fellow students in the L.A. Unified School District. Over 90 percent of the Fund's high school graduates go on to college, compared to approximately 63 percent of their fellow students.

Project GRAD, Houston, Texas

Project GRAD (Graduation Really Achieves Dreams) is a school-community collaboration established in the 1993-1994 school year to improve the instructional quality and school environment for at-risk children in Houston's inner city schools. At the core of this effort is bold, research-based curricular reform to promote high standards in math, reading and language arts. This reform is accompanied by comprehensive services, including parental involvement, classroom instruction, social services, and tutoring, mentoring

and counseling, that focus on the whole child from kindergarten through high school. Also, Project GRAD promises all 9th grade students a \$1,000 per year college scholarship if they meet basic academic criteria. The scholarship incentive encourages parents and teachers to discuss college as a real objective for students, and it offers students a reason to perform academically. Over the long-term, Project GRAD aims to reform K-12 education so that every kindergarten student is insulated from academic failure, graduates from high school, and pursues higher education.

The project works with whole networks of schools, or "feeder systems," which include elementary through high schools, to help develop a consistent emphasis on high standards for all students throughout the school system. Currently, 24 schools in Houston and over 17,000 Hispanic and African American students are involved with Project GRAD. This massive effort is supported by a partnership of school, corporate, and community-based organizations and foundations, with almost 90 percent of funds coming from the sector and individuals.

In the past three years, the rates of high school graduation and college enrollment have quadrupled in these Houston schools, and student test scores have improved dramatically. Discipline problems have virtually disappeared, and the teen pregnancy rate has dropped by 50 percent. Project GRAD is gaining recognition as one of the largest and most successful efforts of its kind, and it is being used as a model for reform efforts in cities across the country.

The U.S. Navy Personal Excellence Partnership Flagship

The U.S. Navy Personal Excellence Partnership (PEP) Flagship recruits leadership, military, reservist, and civilian Navy personnel, as well as family members, to provide tutoring, mentoring, and technical expertise, and serve as role models to encourage youth to develop to their fullest potential.

Program goals include motivating students to stay in school, expanding community and parent involvement and improving the quality, productivity and effectiveness of public education. The focus of specific programs varies. For example, Adopt-a-School provides tutoring, lectures, field trips and pen pals; Saturday Scholars is a one-on-one tutoring program; and Math/Science Initiative offers personnel with high-tech skills to help teachers and secondary school students increase their math, science, and computer skills.

All PEP programs are managed by naval commands and activities at the local level. Each service command and activity is encouraged to appoint a representative to coordinate with the school, who is responsible for ensuring that volunteers demonstrate Navy core values of honor, courage, and commitment. The coordinator also ensures that Navy volunteers have received the proper orientation and training needed to develop effective teaching techniques. The Navy Community Service Program, a small staff in the Bureau of Naval Personnel, provides program guidance, technical assistance, and a newsletter for participants.

PEP collaborates with local commands and public and private sector organizations to form over 1,000 community partnerships nationwide. These partnerships include diverse community teams of young people, non-profit organizations, communities of faith, schools, and businesses. Some of the most common partnerships involve parent-teacher-student associations, Navy League, Kiwanis, and Chambers of Commerce. The program reports that 14,000 volunteers work with nearly 150,000 young people through PEP.

San Antonio Pre-freshman Engineering Program (San Antonio PREP)

San Antonio PREP was begun in 1979 to promote engineering and science degrees and related careers among middle and high school students. The program is held for eight weeks over the summer at various college and university campuses and includes classroom work, laboratory work, field trips, special activities, mentoring sessions, and seminars. San Antonio PREP attempts to develop students' reasoning and problem solving skills through the study of engineering, computer science, mathematics, physics, probability and statistics, and technical writing. Students also practice taking the Scholastic Aptitude Test (SAT) and Texas Assessment of Academic Skills (TAAS) tests. Instructors include faculty members, Officers of the Navy and Air Force, engineers, mathematicians, scientists, and high school teachers. Students are graded in their classes and must maintain an average of 75 or better throughout the program; their final grade is sent back to their school for possible credit.

Each year approximately 70-80 undergraduate science and engineering majors serve as program assistant mentors with San Antonio PREP. Each campus site recruits mentors, most of whom are Mexican American, and many of whom are former PREP students. Program assistant mentors meet with their students for one hour each day to discuss classes or work on homework or laboratory projects. Mentors also serve as teacher aides and help to make sure students are in the appropriate place at the appropriate time. Mentors are given a choice of groups and are also interviewed to determine appropriate placement. If a match of a program assistant mentor with a group is not successful, mentors may change roles, such as helping with special projects or laboratories. Program staff also includes approximately 60 junior program assistants (high school students who have completed three years of the program and serve as peer tutors). Instructors prepare and conduct classes, work with the mentors to provide guidance and help with preparations for mentoring sessions, and meet with individual students.

Since the program's inception, 7,146 students have attended and completed successfully at least one summer session. On average, 1,200 students enroll in the program each year, and 1,000 to 1,100 complete the summer session with a passing grade. Throughout the program's existence, minorities—including Native Americans, African Americans, Hispanics, and Asians—have constituted 79 percent of the students. Fifty-four percent of the students have been female and 50 percent have been from low-income families. Each summer a follow-up survey of all past PREP students is conducted. About 56 percent of all college-age former PREP students responded to the 1997 survey, and of these, 99.9 percent graduated from high school and 92 percent were either college students or graduates. Eighty percent of college attendees graduated. Fifty-three percent of the college graduates were science or engineering majors.

The PENNlincs Math Mentoring Program

In 1995, Dr. Katherine St. John joined forces with PENNlincs at the Institute for Research in Cognitive Science to create the PENNlincs Math Mentoring Program. The program is designed to help students boost their mathematical thinking and problem-solving skills, explore different ways of using mathematics to solve problems, and promote and sustain their interest in mathematics. With close cooperation from the University of Pennsylvania's Math Department, PENNlincs recruits graduate and undergraduate mentors and matches them with groups of students in three local public junior high schools in Philadelphia. Many of the mentors are mathematics majors, but others come from a variety of other departments and have an interest in math. Additionally, mentors are pursuing a variety of different career paths, including mathematics, teaching, science, engineering, and business.

The program operates within partner schools, and is tailored to meet individual classroom needs. Mentors work in teams, with 3 or 4 mentors traveling to schools together. In two schools, entire classes of 6th and 7th grade students participated in the program once per week as part of their regular schedule. In one high school, students signed up for the program as an elective and attended during their lunch period. Mathematics activities are the major focus of mentoring sessions and most involve hands-on material or concrete situations that pose a mathematical problem or invite a new kind of mathematical thinking. Mentors also host students on visits to the University of Pennsylvania campus, where students visit research labs, tour the campus, see dormitories, and have lunch in the dining halls with their mentors. Mentors are encouraged to discuss the value of studying mathematics and the reasons that they enjoy doing so, as well as the relationship between their preparation in mathematics and other areas and their career goals, and how they feel about being a college student.

The Berkeley Pledge, University of California, Berkeley, California

The goal of the Berkeley Pledge, established in September 1995, is to preserve the diversity of the campus through stronger partnerships with K-12 schools and districts; statewide recruitment activities; removal of financial barriers to university study; enhancement of Berkeley's undergraduate support programs; and promotion of undergraduates to graduate study and professional careers. The Berkeley Pledge Partners include other UC campuses, K-12 administrators and teachers from the four surrounding school districts, community non-profit agencies, school volunteer placement programs, industry partners, city and government funding agencies, and Berkeley's Interactive University project (a U.S. Department of Commerce-funded project linking UC Berkeley and K-12 schools through the Internet). In the 1998-1999 academic year, the neighboring community colleges and California State University campuses will join the partnership.

Through the pledge, over forty schools with high-minority, low-income populations receive targeted services for teachers, students, and parents, as well as assistance with curriculum enrichment. These programs include one-on-one and group activities for students, as well as in-class support to the teachers. Mentors and tutors serving in this program are UC faculty, staff and students, as well as community volunteers.

There have been significant gains in student mathematical achievement in participating elementary and middle schools, as well as increases in enrollment and performance in college preparatory mathematics and advanced math classes. Future evaluations will measure literacy gains, individual and class grade point averages, standardized test scores, in-house assessments, college prep course enrollments and grade performance in these courses, college applications and enrollments.

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[[Guidelines for Mentoring Programs \(part 3 of 3\)](#)]




[[Resources: Checklist for Mentoring Programs from the National Mentoring Partnership](#)]


MENTOR PROGRAM LISTINGS & SAMPLE PROGRAMS

Included is information on service characteristics and program listings. The website www.mentors.ca/mentorprograms.html may be very helpful in continuing this research.

Also enclosed are examples of different mentor programs, including Gear Up and Early College Awareness Programs that promote mentorships between high school students and faculty and students at local colleges.

[Peer Resources Index](#) | [Mentor Index](#) | [Coaching Index](#)

	<h1>A GUIDE to the MENTOR PROGRAM LISTINGS</h1>
INCLUSION CRITERIA	<p>To appear in this list of examples, mentor programs must meet specific criteria. Either the organization has agreed to have its description included or the description appeared in public documents such as <u>professional literature</u> or <u>publically accessible internet documents</u>. Many corporations contacted by Peer Resources have mentoring programs and requested that their mentor activities remain confidential because they believed that their mentor program provided them with a productivity edge over their competition, or they believed their approach to mentoring should remain private.</p>
DEFINITION of MENTORING	<p>While the professional and popular literature is fairly consistent about a definition of mentoring, for the purposes of these program listings, we conclude that formal mentorship has the following characteristics:</p> <ul style="list-style-type: none"> • a deliberate, conscious, voluntary relationship; • that may or may not have a specific time limit; • that is sanctioned or supported by the corporation, organization, or association (by time, acknowledgement of supervisors or administrators, or is in alignment with the mission or vision of the organization); • that occurs between an experienced, employed, or retired person (the mentor) and one or more other persons (the partners); • and typically takes place between members of an organization, corporation, or association, or between members of such entities and individuals external to or temporarily associated with such entities; • who are generally not in a direct, heirarchical or supervisory chain-of-command; • where the outcome of the relationship is expected to benefit all parties in the relationship (albeit at different times) for personal growth, career development, lifestyle enhancement, spiritual fulfillment, goal achievement, and other areas mutually designated by the mentor and partner; • with benefit to the community within which the mentoring takes place; • and such activities taking place on a one-to-one, small group, or by electronic or telecommunication means; and • typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modelling.
	<p>General details about the location of the mentoring examples are provided when available. More specific contact information, such as the name, address, telephone, fax, and e-mail address of a program coordinator or the organization are only available to members of the Peer Resources</p>

CONTACT INFORMATION	Network. (Non-members may be able to obtain such information through their own internet research and detective work.) Membership in the Network is fee-based and includes subscriptions to print and internet mentor publications, toll-free mentor program consultation, discounts on training workshops and publications, and access to documents only available in the password protected area of this website. (<u>More details about joining the Network as well as fees and other benefits.</u>)
UPDATING and ACCURACY	Every effort is made to increase and maintain the accuracy of details in this list. The list is continuously revised as new programs are added or current listings are modified. The last update to this list was made on May 04, 2001.
ORGANIZATION of LISTINGS	The listings are organized by the setting in which the mentoring takes place and the status of the participants. A table has been provided below to illustrate and access the categories. Programs may appear in more than one category. The database can also be searched by geographic location (city, province, or state). Searching by key words or phrases is also available.
ADD A MENTOR PROGRAM or SERVICE	If you would like to add a mentor program or service to this set of listings, please use our <u>online form</u> . Your program or service information will be reviewed and a decision will be forwarded by e-mail within 24 hours. Certain <u>conditions</u> are required to obtain a listing. There is no fee or cost for listing or maintenance.
THANKS	<p>The development of this list was, in part, made possible by the support of the Youth Initiatives Directorate of <u>Human Resources Development Canada (HRDC)</u>. The webmasters greatly acknowledge the staff of the Directorate and the HRDC Regional Representatives for their support, feedback, and comments.</p> <p style="text-align: center;">  Human Resources Development Canada Développement des ressources humaines Canada </p>



MENTOR PROGRAM AND SERVICE CHARACTERISTICS

College and University	School and Community	Sports Organizations
<ul style="list-style-type: none"> • <u>Faculty Mentoring Faculty</u> • <u>Faculty/Alumni Mentoring Students</u> • <u>Staff Mentoring Staff</u> • <u>Student Mentoring Student</u> • <u>Student Mentoring Youth</u> 	<ul style="list-style-type: none"> • <u>Teacher Mentoring Teacher</u> • <u>Teacher Mentoring Student</u> • <u>Student to Student</u> • <u>Student Mentoring Youth</u> • <u>Community Mentoring Youth</u> 	<ul style="list-style-type: none"> • <u>Athlete to Athlete</u> • <u>Athlete to Youth</u> • <u>Recreation</u> • <u>Referees and Officials</u> • <u>Leagues</u>
Business and Industry	Professional/ Government/ Associations	Other
<ul style="list-style-type: none"> • <u>Employee to Employee</u> • <u>Retired Executive to Employee</u> • <u>Special Needs</u> • <u>Business to Business</u> • <u>Entrepreneur</u> • <u>Employee to Graduate Student</u> • <u>Employee to Youth</u> • <u>Work Experience (includes co-op, work-study terms, internships, and job shadowing)</u> 	<ul style="list-style-type: none"> • <u>Professional to Professional</u> • <u>Within Government</u> • <u>Government Worker to Youth</u> • <u>Professional to Youth</u> 	<ul style="list-style-type: none"> • <u>Special Needs</u> • <u>Senior Citizens to Youth</u> • <u>Police/RCMP/Military to Youth</u> • <u>Church to Youth</u> • <u>Community</u> • <u>Mentor/Partner Matching Organizations</u> • <u>Mentor Program Consultants and Experts</u>

Search the Mentor Database by Geographic Location or Key Word/Term

Enter a location (the full name of a province, city, or state) or key word/phrase and select

"Search the Mentor Database":

If you are unable to find the resource you were looking for, send an e-mail message to Rey Carr. Since new listings are continually added and updated, it may be that what or who you are looking has not yet been added to the Mentor Database.



MENTOR PROGRAM LISTINGS

ATHLETE TO YOUTH



Master of Health Administration Student Website

[Home](#) | [HSERV](#) | [HSMGT](#) | [SPHCM](#) | [UW](#) | [Healthlinks](#)

[Graduate Alumni](#)

[Update Form](#)

[Mentor Program](#)

[Mentor Sign-Up Form](#)

Mentor Program Guide

Introduction

The purpose of this document is to provide current and prospective mentors and students participating in the MHA Mentor Program with a set of guidelines for mutual expectations and activities when participating in the program. These guidelines are meant to be helpful to both persons in that relationship and are offered to help provide the best possible outcome for both mentors and students. The guidelines are not intended to be prescriptive or to narrow in any way the potential of this relationship. The MHA Mentor Committee has supplied a sample list of activities for mentor/student interaction. They are solely intended to prompt individual thinking, not to limit the creativity and imagination of mentors and students in fashioning other innovative activities.

The MHA Program Leadership and Group Faculty are committed to the Mentor Program. We view the personal and professional relationships that grow out of this special program as a potentially central component of the MHA student's experience and, over time, of the mentor executive's interaction with the MHA Program.

Goals of the Program

- To develop a bridge between the academic and professional practice worlds for students
- To provide professional guidance to students
- To provide a leadership role model for students
- To develop individual relationships between students and practicing health administration professionals that will enhance the professional networks for both
- To exhibit and develop mutual understanding concerning the ethical practice of health services administration
- To provide interested students with mentors during their graduate school experience, hopefully to build relationships that in many instances will last beyond graduate school
- To build positive mentor/students relationships that will provide valuable opportunities for mutual learning with respect to managerial styles, organizational success

- factors, and leadership approaches in health care
- To provide mentors and students with mutually valuable contacts through the networking dynamics of the program
- To provide guidance and career direction

Eligibility

This program is open to first-year and second-year MHA students and MHA/MBA students who wish to participate and are willing to fulfill the expectations of the program. Mentors will be identified by the Mentorship Committee from members of the health administration professional community. The committee actively seeks volunteers from the health care executive community to serve as mentors.

Desired Characteristics of Mentors

- Genuine interest in helping and building a personal relationship with a student
- Commitment to their profession
- Commitment to continuing education and career development
- Personal insight, empathy, and listening skills
- Willingness to take risks in the sharing of concepts and information, trusting that the student will honor confidences and the private, special nature of certain exchanges
- Availability of, and willingness to commit, time to share with students
- Collectively, representative of diversity in the population and practice environment (e.g., with respect to ethnicity, gender, health care setting)

Expectations of Students

- Initiate meeting with mentor at least once per month
- Take responsibility for structuring a preliminary list of what is discussed at those meetings
- At the beginning of the relationship, communicate clearly and negotiate with the mentor your goals for your time together
- Invest time in learning about the mentor's organization and professional roles and responsibilities
- Honor any commitments made to the mentor and respect the basic privacy and confidentiality inherent in the communication that occurs within the relationship; actively request information and counsel from the mentor periodically and communicate with the mentor as to how the advice or information might have been used; accept that the relationship is temporary, but be alert for

- the possibility that it may extend for a longer time frame
- Express your appreciation for the mentor's time, information, counsel, and sharing of opportunities with you

Expectations of Mentors

- Make a special effort to be available to your student at least once per month, away from the distractions of your work, if at all possible
- Share up front with your student your specific expectations for the relationship
- Invest time in learning about the aspirations, attributes, and preferences of your student
- Periodically identifying special learning opportunities for your student in your organization or in professional networks
- Actively assist the student in developing his or her personal network of professional contacts in health administration
- Honor any commitments to and confidences of your students
- Periodically validate with your student the value of the information and counsel you are providing
- Provide honest, caring, regular, and diplomatic feedback to your student

Sample Activities for Mentoring

- Develop a mutual professional reading list and discuss a few articles at a time, emphasizing their practical application and relevance to the mentor's and student's professional experience
- Exchange and discuss ideas relevant to each other's professional and academic roles, particularly upcoming, concrete challenges
- Discuss various management or leadership styles -- what works, and what does not
- Attend professional seminars or meetings together, sharing ideas on the insights gained from those experiences
- Discuss career and internship options (Please note that mentors are not expected to function as a "placement service.")
- Share a meal or social function together for the benefit of time together and to "bond" in the relationship
- Discuss problems emerging in professional or academic contexts and share views on their most effective resolution
- Attend a meeting or presentation together in mentor's organization

- Review the mentor organization's annual report and discuss the organization's future, discussing the environmental and internal factors that will be crucial to future success
- Exchange and discuss a statement or list of future personal and professional goals
- Discuss class projects and consider whether (and if so, how) the mentor's organization might represent a useful "real-world laboratory" for specific projects
- Introduce the student to people and materials that might provide input and contribute to building skills in management, planning, and policy (e.g., effective delegation, performance appraisal, time management, public presentations, organizing a meeting, interviewing, job search, etc...)
- Meet with other individuals from the mentor's organization or a broader network of professional colleagues.
- Attend a meeting together of a civic, social, or business organization and discuss the experience.

The preceding ideas for activities offers a starting list, but we strongly encourage both mentors and students to invent new possibilities for their special relationship. This creativity will energize the connection between you, while creating new ideas that we hope you will share with our committee.

Mentor Program Committee Members

Co-Chairs, Marcia Peterson and Strode Weaver

Faculty Liaison, Professor Douglas Conrad, (206) 616-2923

Program Coordinator, Jane Maule (administrative contact person in the MHA Program responsible for disseminating materials and correspondence concerning the Mentor Program), (206) 543-8778

Student Representative, Rolf Christensen, Susan Christ



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Examples of Mentoring and Early College Awareness Programs

The Early Scholars Outreach Program, University of Washington

The Early Scholars Outreach Program (ESOP), established in 1987, is a partnership between the University of Washington (UW) and nine Washington State middle schools with large enrollments of disadvantaged students underrepresented in higher education. The program's aim is to increase the number of students who are enrolled and participating competitively in a college preparatory curriculum by the time they reach the 9th grade.

During the school year, high achieving UW students from similar backgrounds serve as role models and provide tutoring and mentoring. The ESOP provides these 6th, 7th, and 8th-graders with visits and overnight stays on the University campus, where they visit academic departments, hear presentations from faculty, participate in study skills workshops, and interact with UW students in a variety of settings. A series of workshops are held for parents to help families establish home environments that promote academic achievement. As a bridge to high school, incoming 9th-grade participants take part in a six-week summer enrichment program that provides training in reading, writing, language arts, mathematics, computer applications, and study skills.

Since 1987, 2,855 students have participated in ESOP. A UW study indicates that between 1992 and 1995, the grade point average of participating vs. non-participating ESOP students was 2.90 and 2.26, respectively. Ninety-seven percent of ESOP student graduate from high school, and 77% of those tracked report attending a 2-year or 4-year college. To date, of the 53 accepted to the University of Washington, 30 are currently attending.

*Contact: Lette Hadgu, Associate Director
Office of Minority Affairs, University of Washington
Seattle, WA
(206) 543-6436*

Project GRAD, Houston, Texas

Project GRAD (Graduation Really Achieves Dreams) is a school-community collaboration established in 1993-94 to improve the instructional quality and school environment for at-risk children in Houston's inner city schools. At the core of this effort is bold, research-based curricular reform to promote high standards in math, reading and language arts. This reform is accompanied by comprehensive services, including tutoring, mentoring and counseling, that focus on the whole child from Kindergarten through high school. Also, Project GRAD promises all 9th grade students a \$1,000 per year college scholarship if they meet basic academic criteria. The scholarship incentive encourages parents and teachers to discuss college as a real objective for students, and it offers students a reason to perform academically. Over the long-term,



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Project GRAD aims to reform K-12 education so that every kindergarten student is insulated from academic failure, graduates from high school, and pursues higher education.

The project works with whole networks of schools, or "feeder systems," which include elementary through high schools, to help develop a consistent emphasis on high standards for all students throughout the school system. Currently, 24 schools in Houston and over 17,000 Hispanic and African American students are involved with Project GRAD. This massive effort is supported by a partnership of school, corporate, and community-based organizations and foundations, with almost 90 percent of funds coming from the private sector and individuals.

In the past three years, the rates of high school graduation and college enrollment have quadrupled in these Houston schools, and student test scores have improved dramatically. Discipline problems have virtually disappeared, and the teen pregnancy rate has dropped by 50 percent. Project GRAD is gaining recognition as one of the largest and most successful efforts of its kind, and it is being used as a model for reform efforts in cities across the country.

*Sharon Jacobson, Operations Director
Project GRAD
Houston, TX
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Advancement Via Individual Determination (AVID), San Diego, California

In Advancement Via Individual Determination (AVID), college and middle or high school partners jointly develop the curriculum for an academic class designed to provide low-income students and first-generation college goers with academic assistance, tutoring, information about college preparatory courses and financial aid, and other encouragement to enroll in college preparatory courses and apply for college. AVID's structure includes a regularly scheduled academic elective, a rigorous curriculum, structured tutorials, and parent training. The program is administered by a site team composed of the AVID coordinator, the principal, core academic teachers, and students—all of whom meet monthly to discuss effective practices for accelerating student performance and removing barriers to rigorous curriculum. Local college students serve as tutors and mentors for AVID students, working with them in small groups and individually during the AVID class. AVID serves more than 30,000 students in almost 600 schools in 11 states, as well as Department of Defense schools in 13 countries.

Program data indicate that more than 92% of AVID graduates enroll in college (60% in four year institutions), with 89% still in college after two years. Also, 55% of African-American AVID students, and 42% of Latino AVID students enroll in 4-year colleges. In 1996-97, 90% of high school AVID students nationwide were enrolled in college prep courses, and 28% of middle school AVID students were enrolled in at least one honors level course.

*Contact: Mary Catherine Swanson, Executive Director
AVID Center
San Diego, CA
(619) 682-5050*

Early Outreach Hispanic Math/Science Education Initiative, University of Illinois at Chicago (UIC), College of Education

The Hispanic Math/Science Education Initiative (HMSEI), designed to increase the number of Latino students who are prepared to enter college and professional careers, partners the University of Illinois At Chicago Early Outreach Program, Malcolm X College, Benito Juarez High School, Roberto Clemente High School, and their feeder middle-schools. Program activities include academic enrichment in math, science, reading and composition; mentoring; career awareness forums; tutoring; exposure to a college environment; and a forum for parents to share information and concerns through the HMSEI Parent Network. The program convenes on the Malcolm X College campus on Saturdays, October through May. In addition, 12th graders in the program participate in a High School/ College Transition Program. Program mentors include undergraduate/graduate students from the UIC Colleges of Engineering and Medicine as well as professionals from diverse walks of life.

The HMSEI is currently in its 7th year. The program has measured its effectiveness by the number of HMSEI students electing science and math courses in high school (81%), the number completing high school (100%), and the number entering college (75%).

*Contact: Ethel Lynch Machen, Director
Early Outreach, University of Illinois at Chicago
Chicago, IL
(312) 996-2549*

Campus Partners Mentoring Program, Xavier University, New Orleans, Louisiana

The Xavier University mentoring program, founded in 1989, matches college students with 6th- through 8th-graders from two partner schools. The goals of the program are to provide youth with alternative life/work options through increased exposure to educational and career planning resources; and to provide a match with a college mentor to provide critical academic assistance and cultural awareness.

College student volunteers in Campus Partners are required to attend a three day training session designed to introduce the volunteer to the dynamics of working with students labeled "at-risk." Required bimonthly meetings are designed to allow volunteers to reflect on their past experiences and plan appropriate workshops for the entire Campus Partners program. Required Journal entries allow volunteers to keep a log of the experiences with their mentee and also allow the Coordinator of Volunteer Services to ensure a productive relationship between the mentor and mentee.

Campus Partners serves approximately 50-60 6th- through 8th-graders per year. Youth are matched with college student volunteers using an interest survey. The mentor and the youth develop goals for the relationship. Each month, mentors and youth meet twice one-on-one and once as a group for "rap" sessions on such themes as goal-setting, personal relationships, communication, and personal health maintenance. Other activities include life planning activity sessions and tutoring. Pre- and post-surveys have indicated attitudinal changes toward academics, enhanced employment outlook, and improved self-concept through working cooperatively with others and relating in new, constructive ways.

Contact: Nedra Jasper-Alcorn, Associate Vice President for Student Services

Xavier University

*New Orleans, LA
(504) 483-7357*

I Have a Dream Foundation

In 1981, Eugene Lang promised to give each sixth grade student at P.S. 121 in East Harlem a scholarship for college after they graduated high school. Learning that 75% of the students were projected dropouts, Lang organized a program of support services to keep them in school and eventually enable them to use his scholarship. This originated the "I Have a Dream" Program (IHAD). In 1986, Lang established the "I Have a Dream" Foundation to assist others seeking to sponsor similar IHAD projects by adopting entire elementary school grades or entire 8-9 year old age groups in public housing developments. IHAD has grown to now include 170 projects in 63 cities with over 15,000 children--"Dreamers."

IHAD serves its Dreamers with services that include counseling, mentoring, tutoring and cultural and recreational activities, personally involving thousands of sponsors and volunteers with enriching inputs from businesses, community groups and over 200 colleges and universities. One of many creative examples: MBA students at Stanford University's Business School joined to raise funds for, launch, and conduct the IHAD-East Palo Alto in 1992. Support activities included an entrepreneurial venture called *Kidz in Biz*-- a greeting card business, in which Dreamers created the logo, designed the cards, and planned and carried out production and successful marketing strategies. Similarly, older Dreamers of IHAD Chicago, in association with college students, spent the summer building playgrounds in vacant lots in inner city neighborhoods in addition to their remedial course work.

The success of IHAD is reflected in many studies. Results of a national survey of Dreamers found that: 69% got high school diplomas, 17% got GED certificates, and 62% entered college. In Chicago, 75% of 1996 Dreamers graduated from high school, compared with only 37% of control group students.

*Contact: Mark Maben, Director of Communications
"I Have a Dream" Foundation
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Passport to College, Riverside, California

Passport to College, initiated in Fall of 1996, is a collaboration of Riverside Community College, the Riverside County Office of Education and six area unified school districts who, together with the active commitment of businesses and individuals throughout the region, seek to make a college education possible for an entire class of students enrolled in the Riverside Community College District.

Passport to College involves teachers, students and parents in a continuum of activities from the 5th to 12th grades, including campus tours, classroom presentations, teacher training workshops, parent meetings (in English and Spanish), financial aid workshops and other activities. Mentors include Riverside Community College student ambassadors, and community, business, and civic leaders who participate in the program. Riverside Community College guarantees admission to all 11,500 participants in the program who graduate from high school, and for the class of 2004, last-dollar scholarships (after grant aid and other scholarships) for two-years of full-time tuition and fees at RCC. Four area four-year institutions of higher

education--University of California-Riverside, La Sierra University, University of Redlands, and California Baptist College--have agreed to offer additional scholarship support for Passport students to complete their undergraduate degrees after completing two years at RCC.

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amyc@rccd.cc.ca.us*

The Berkeley Pledge, University of California, Berkeley, California

The goal of the Berkeley Pledge, established in September 1995, is to preserve the diversity of the campus through stronger partnerships with K-12 schools and districts; statewide recruitment activities; removal of financial barriers to University study; enhancement of Berkeley's undergraduate support programs; and promotion of undergraduates to graduate study and professional careers. The Berkeley Pledge Partners include other UC campuses, K-12 administrators and teachers from the four surrounding school districts, community non-profit agencies, school volunteer placement programs, industry partners, city and government funding agencies, and Berkeley's Interactive University project (a U.S. Department of Commerce project linking UC Berkeley and K-12 through the Internet). In the 1997-98 academic year, the neighboring Community Colleges will join the partnership.

Through the pledge, over forty schools with high-minority, low-income populations receive targeted services for teachers, students, and parents, as well as assistance with curriculum enrichment. These programs include one-on-one and group activities for students, as well as in-class support to the teachers. Mentors and tutors serving in this program are UC faculty, staff and students, as well as community volunteers.

There have been significant gains in mathematical student achievement in participating elementary and middle schools, as well as increases in enrollment and performance in college preparatory mathematics and advanced math classes. Future evaluations will measure literacy gains, individual and class grade point averages, standardized test scores, in-house assessments, college prep course enrollments and grade performance in these courses, college applications and enrollments.

*Anita Madrid, Berkeley Pledge Coordinator
University of California- Berkeley
Berkeley, CA
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Early Identification Program (EIP), George Mason University, Fairfax, Virginia

George Mason University (GMU) and the Fairfax County Area II Public Schools developed the Early Identification Program (EIP) in 1987 to increase the number of minority students who enter college. Since then, partnerships have also been formed with Arlington County Public Schools (since 1988) and Prince William County Public Schools (since 1991). Other partners in the program are Booz Allen and Hamilton,

Mobil Corporation, NationsBank and Crestar Bank.

EIP selects minority students with academic potential and provides year-round tutoring and other support throughout high school. EIP features a mandatory Summer Academic Academy prior to 9th grade, taught on the GMU campus by a staff of 14 outstanding local teachers, university professors, and local business men and women. Special projects in math, English, science and computer science encourage active class participation and critical thinking, develop confidence and motivation, and serve as a preview of upcoming fall courses. During the school year, GMU students hold tutorial sessions after school at local high schools and at GMU. Mobil Corporation funds the program's math review days, which take place once a month for 4 hours on GMU's campus. In addition to tutoring, EIP has a small mentoring component with Booz Allen and Hamilton that is in its third year. Students also attend Saturday Workshops every eight weeks on the GMU campus, which provide academic and cultural enrichment and educational field trips. Detailed student information is maintained on courses, grades, SAT scores, attendance, and college-application status.

Parents and students sign a contract specifying parental and student responsibilities regarding attendance, academic effort and parent participation over the next four years. The parental contact is maintained through regular correspondence, workshops, and an active Parent Council. Parents are required to participate in 2-1/2 hour Strengthening the Family workshops over the course of 4 weeks. The Strengthening the Family curriculum was designed by the National Coalition of Social Services and Mental Health Organizations (COSMOS) as part of the Concerned Parents Project. The workshops, which are taught in Spanish and English, are designed to increase parents' understanding of the educational system, in the hopes that parents become more involved in their children's schoolwork. Parents also learn communication skills and better methods of child discipline.

The program reports that they have graduated 6 classes from high school, and have a 71 percent retention rate. Of those who completed 4 years in EIP, 95 percent go on to college.

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George Mason University Early Identification Program
Fairfax, VA
(703) 993-3120*

"Tell Them We Are Rising" Program, Temple University, Philadelphia, PA

The "Tell Them We Are Rising" Program (TTWAR) began in 1988 when Dr. Ruth Hayre promised 116 sixth grade students in two Philadelphia schools the guarantee of tuition for postsecondary education if they graduated from high school. The purpose of the program was to help students finish high school; to provide financial assistance to attend a postsecondary institution, and to offer support through program intervention.

The students were economically disadvantaged and drawn from neighborhoods with high concentrations of poverty. They attended schools mired in failure-- less than half of the high school students graduate in four years. TTWAR provided a broad range of intervention services to the students during their middle and high school years including mentoring, tutoring, parental workshops and a students' club. The intervention services were geared to address and eliminate major barriers to student success, such as family difficulties, the lure of the streets, poverty, teenage pregnancy and low expectations of both school and family.

A comprehensive evaluation of the program after nine years provides evidence of the success. For example, a significantly greater percentage of the students in the program graduated from high school compared to a similar comparison group. In addition, the tuition incentive generated the involvement of parents and public school and university educators to provide the support and guidance seen as critical for disadvantaged children at-risk for failure.

*Contact: Trevor E. Sewell, Dean
College of Education
Temple University
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Community Mentor Program, St. Edward's University, Austin, Texas

The Community Mentor Program (CMP) was founded in 1990 with a grant from the W.K. Kellogg Foundation to address the needs of minority youth at both the elementary and college levels. CMP seeks to promote student retention, academic achievement, career exploration and community service for both St. Edwards University student mentors and for more than 500 Austin Independent School District elementary school children.

Each year the program places 70 or more university students from migrant or low-income families as mentors, the majority of whom enrolled at St. Edward's through a program for children of migrant or seasonal farm workers. Mentors develop a school-based relationship with a minimum of 5 children under the supervision of an elementary school classroom teacher. Each mentor provides 450 hours of service during the academic year and receives a stipend. These CMP participants are considered a "Service-Learning Corps" and conduct their service as Americorps members.

CMP is a partnership between St. Edward's University, seven local elementary schools and several other community agencies. The program currently receives financial support from the Corporation for National Service as well as numerous local, state and private foundations. Outcomes of the program include improved academic performance and classroom behavior for children mentored in the program, and a higher graduation rate for CMP mentors compared to a comparison cohort of SEU students.

*Contact: Donna Hagey, Director
Community Mentor Program
St. Edwards University
(512) 448-8439*

Georgia Post-Secondary Readiness Enrichment Program (PREP)

Georgia's Postsecondary Readiness Enrichment Program (PREP) is an academic support and outreach program aimed at middle school students. The University System of Georgia administers PREP in conjunction with the Georgia Department of Education and the Georgia Department of Technical and Adult Education, and is funded with a combination of public and private support.

PREP is designed to help middle-school students-- beginning in their seventh grade year-- and their parents make timely and informed decisions regarding higher education and career goals. It serves as a safety net for students who may need academic intervention and other support systems to meet heightened admission requirements which go into effect in 2001 for the state's 34 public colleges and universities. The program

NATIONAL SECURITY EDUCATION PROGRAM SERVICE STIPULATIONS

Service Stipulations have been recommended as part of the loan process through the Education Department and the MECP. A service stipulation would require that the student return to the reservation upon graduation and “repay” the tribe for a certain amount of time in a tribal area of their choosing. In this way the tribe benefits from student know-how, and the student, by returning home, maintains cultural ties and increases awareness of the existing tribal job market.

The NSEP provides an example of a loan repayment requirement of service work for the Federal Government. It details many dimensions of implementing such a program.



Service Requirement

The NSEP enhances opportunities for its award recipients to gain federal employment. All recipients of NSEP awards are required to seek employment with a federal agency or office involved in national security affairs. If, after making a "good faith" effort, a federal job is not identified, NSEP award recipients may fulfill the requirement by working in the field of higher education in an area of study for which the scholarship was awarded.

Most Frequently Asked Questions about the Service Requirement

What is the NSEP service requirement?

All recipients of NSEP awards must seek employment with a federal agency or office involved in national security affairs. If, after a "good faith" effort, you are unsuccessful in identifying federal employment you can fulfill the requirement through work in the field of higher education in an area of study for which the scholarship was awarded.

What is a "good faith" effort?

NSEP has collaborated with the U.S. Office of Personnel Management (OPM) to develop an Internet-based state-of-the-art system, called *NSEP-NET* that will not only help you satisfy the "good faith" effort but actually enhance your opportunity to find federal employment. *NSEP-NET* is an online source of active resumes posted by NSEP award recipients for consideration by many federal agencies and offices. When you receive an award, you will be given access to *NSEP-NET*. In order to satisfy the "good faith" effort you must initially (at the time of award) log on to the system, identify yourself, and verify basic data. Then, at least twelve months before you expect to receive your degree, you must once again log-on to *NSEP-NET* to complete and activate a resume. As long as you complete these steps you have made your "good faith" effort to seek federal employment. If you do not have an offer for federal employment by the date of your graduation, you will receive notification that you can also fulfill the requirement through the higher education option. Of course, you can still pursue federal opportunities and your resume will remain active in *NSEP-NET*.

What makes *NSEP-NET* so unique and innovative?

NSEP-NET connects you directly to potential federal employers. NSEP and OPM are working throughout the federal sector to familiarize potential employers with the program, the qualifications of its award recipients, and the opportunities afforded them through *NSEP-NET*. Through its state-of-the-art retrieval system, federal human resource managers, once registered on the system, can structure searches of the *NSEP-NET* database for specific types of expertise. They can identify the individuals they wish to consider, contact them directly, and pursue discussions with you.

I've heard that the Federal Government is downsizing and has placed restrictions on new hiring. How will they hire me?

NSEP has obtained a blanket "excepted" appointment hiring authority for all of its award recipients. This means that any federal agency or office can hire an NSEP award recipient

without regard to any other hiring restrictions. All they must have is a "position" and the salary to pay you. In addition, these are not career positions; they are four year term positions.

Why is the federal service requirement an opportunity?

If you are interested in federal employment, either as a career or an experience, NSEP offers opportunities generally unavailable to most other candidates. Through *NSEP-NET*, an Internet-based system and its special hiring authority, NSEP offers you a unique opportunity to leap ahead of many other applicants.

What does it mean to agree to work with an agency or office "involved in national security affairs?"

NSEP has identified a list of federal agencies and offices that automatically satisfy this requirement. This list is included with these guidelines. The list is quite expansive. You may also seek opportunities with agencies and offices not included on this list. If you are successful, you will need to write a justification for the national security relevance of your proposal which you must submit for approval. Any federal agency or office can use the special hiring authority for NSEP award recipients.

What is the duration of the service requirement?

The duration of the service requirement will be equal to, but not greater than, the length of the scholarship support under NSEP auspices.

How much time is allotted to meet the service requirement?

The service requirement must be completed no later than eight years after you complete your study abroad program funded by NSEP.

Will my resume be circulated, via *NSEP-NET*, to agencies and offices of the federal government where I do not want to be considered for a position?

No. When you complete and activate your resume on *NSEP-NET* you will be specifically asked whether you do not want your resume made available to the three major agencies of the intelligence community (Central Intelligence Agency, Defense Intelligence Agency, National Security Agency). If you answer no, a "firewall" in the system will block your information from being accessed by these agencies.

What type of federal position will I be required to accept?

NSEP Scholars will be required to accept only paid positions commensurate with the level of education and experience you possess. NSEP does not have the authority to require you to accept any position but repayment of the scholarship may be imposed if you opt decline a federal position which would satisfy the requirement. You may also satisfy the requirement by accepting suitable paid or unpaid part-time, temporary, and/or internship positions in the federal government.

What type of position in higher education would qualify to meet the service requirement?

NSEP Scholars may take this secondary option to fulfill the requirement by working in the field of higher education in a discipline related to the geographical region, language, or international field of study for which the scholarship was awarded.

What happens if I fail to fulfill the service requirement?

Award recipients are required to reimburse the U.S. Government for the full amount of assistance provided by the NSEP scholarship should they fail to fulfill the service requirement. Please be aware that opportunities for waiving or deferring the requirement are very limited.

If you have any additional questions, please E-mail nsep@iie.org.



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NATIONAL SECURITY EDUCATION PROGRAM

FREQUENTLY ASKED QUESTIONS (FAQ) FOR STUDENTS

What is the service requirement for an NSEP Undergraduate Scholarship and Graduate Fellowship Recipient?

In accordance with legislation governing the NSEP, a recipient of an NSEP Undergraduate Scholarship or Graduate Fellowship must:

enter into an agreement to work in a national security position or work in the field of higher education in the area of study for which the fellowship was awarded.

How long do I have to work in order to satisfy my service requirement?

The length of your service requirement is equivalent to the length of time you studied abroad with NSEP support, based on a time for time relationship. Typically, if you studied for three months, your obligation is three months. If you studied for one year, your obligation is for one year, and so on.

What does it mean to "agree to work in a national security position"? Who makes these decisions?

The legislation defines a national security position as one in an agency or office of the Federal Government that has national security responsibilities. The organizations and agencies that meet this definition include, among others, offices and organizations within the Departments of Defense, Commerce, Energy, Justice, State, Treasury and the White House. For example, the International Trade Administration at the Department of Commerce qualifies under this definition. In addition, it involves many other offices and agencies such as the U.S. Arms Control and Disarmament Agency, Office of the U.S. Trade Representative, National Security Council, the intelligence community, and appropriate committees of the U.S. Congress. The Federally-funded Laboratories, such as Los Alamos and Lawrence Livermore, also qualify as do the Federally-funded Research and Development Centers such as Massachusetts Institute of Technology, Research and Engineering (MITRE); Research And Development Corporation (RAND); and, Lincoln Laboratory at Massachusetts Institute of Technology (MIT). To view a list of Federal Organizations with National Security Responsibilities, [click here](#).

When should I start looking for a position and for how long do I have to look?

The search can start as early as you wish, but not later than one year before you graduate. If you can not find a position in the Federal government, you may fulfill your service obligation through working in the field of higher education. You must demonstrate that you have made a "good faith" effort to find a Federal job. To make a "good faith effort", you are required to submit a resume via this web site one year before your planned graduation date or date of employment availability, whichever comes last.

What kind of Federal positions are appropriate to accept?

The legislation stipulates that the position should be related to the area, language, or field of study funded by NSEP. You will not be required to accept a position in an area that is totally unrelated to your area of expertise.

What kinds of positions in higher education will qualify?

If you can not find a Federal position upon graduation, you can fulfill your service requirement through work in the field of higher education in a discipline relating to the foreign country, language, area study, or international field of study for which the fellowship was awarded. You may teach in some capacity or participate in any higher education environment that is related to your international field of study.

Who will be contacting me about the service requirement terms and conditions?

Upon your designation as an undergraduate scholarship recipient, the Institute of International Education (IIE), the organization responsible for managing the NSEP Undergraduate Scholarship Program, will send you the detailed terms and conditions established by the NSEP Office (NSEPO) for the fulfillment of the service requirement. Upon your designation as a graduate fellowship recipient, the Academy for Educational Development (AED), the organization responsible for the NSEP Graduate Fellowship Program, will send you the detailed terms and conditions established by NSEPO for the fulfillment of the service requirement. In either instance you must agree to these terms and conditions before you receive any funds.

How long do I have to satisfy the requirement?

If you received an NSEP Undergraduate Scholarship, you must begin work towards fulfilling your service requirement no later than eight (8) years after the day you complete your study abroad program funded by the NSEP. If you received an NSEP Graduate Fellowship you must begin the service requirement no later than five (5) years after you graduate or terminate your program of study.

What happens if I fail to fulfill the service requirement?

If you fail to fulfill the service requirement, either in whole or part, you will be required to reimburse the U.S. Government for the full amount of assistance provided by the NSEP fellowship. Noncompliance with this reimbursement provision will result in the initiation of standard Government collection procedures to obtain payment, including interest.

Who do I contact for additional information on the service requirement?

If you receive an award, you will be provided with complete and full disclosure concerning every aspect of the service requirement. If you have any questions, undergraduates may contact The Institute of International Education (IIE) and graduates may contact The Academy for Educational Development (AED). You can visit AED or IIE's website and/or send e-mail to them at anytime via the links provided under the Students section on the NSEPNET home page.

Will the fact that I won an NSEP fellowship enhance my chances for getting a job with some part of the Federal Government?

Your success in a national competition will certainly be an asset in getting a Federal job. NSEP Undergraduate Scholars and Graduate Fellows have the advantage of an internet site dedicated to posting their resumes only, and these will be updated on-line. Potential Federal employers are encouraged by the Office of Personnel Management and NSEP staff to search these resumes for highly qualified applicants for employment. Most importantly, NSEP Scholars and Fellows may be employed under an excepted service appointment authority. This authority removes certain restrictive provisions from their job search and hiring process.

How can I find a federal government job?

Undergraduate Scholars and Graduate Fellows will be able to post their resumes on the web site www.nsepnnet.org. These resumes can be updated on-line. The Office of Personnel Management and NSEP is encouraging federal employees to search this database for highly qualified applicants. Students and alumni are also encouraged to check the www.usajobs.opm.gov web site frequently for job listings. In addition, NSEP Scholars and Fellows carry an excepted hiring authority called Schedule A, defined in the Code of Federal Regulations, Title 5, Volume 1, Section 213.3102 (r).

Will I be paid for the work that I do?

You will be compensated according to the normal procedures that govern Federal employment or internships. Though it is not required that you do so, you may elect to fulfill your requirement by working in an unpaid internship.

What if I have already found another job that I want to accept? Will I be required to take one of your jobs?

No. NSEP has no authority to make you accept a particular job. However, if there is a Federal job available to you that would satisfy your service requirement, and you decide to turn it down, you may be required to reimburse the Federal Government for your scholarship or fellowship.

When will I know what my service requirement is? If I should change my mind after signing the agreement, what recourse will I have?

You will receive all information pertaining to your requirement at the time you are notified about your award status. You can change your mind at any time, but once you have accepted Federal funds, you will be responsible for repaying those funds if you decide to drop the scholarship or fellowship.

My last name has changed since I received my scholarship or fellowship. Since the name is a "protected" field that cannot be changed using the web resume entry forms, how may I update my resume with my correct name?

Correspond with the office that administers your scholarship (Institute of International Education) or fellowship (Academy for Educational Development) and advise that office of your name change.

I disagree with the numbers shown for "Months of Service Requirement." Since the service requirement is a "protected" field that cannot be changed on the web resume entry forms, how may I confirm and update the months of service requirement?

Correspond with the office that administers your scholarship (Institute of International Education) or fellowship (Academy for Educational Development) to confirm and/or change your months of service requirement.

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MESCALERO EDUCATION INFORMATION

The following information gives a preliminary graduate listing for creation of an alumni database, and a list of students currently enrolled in post-secondary education and where they attend school.

This information was provided by the Mescalero Apache Education Department.

Spring 2001 only, both Fall & Spring

1 Adams, James	Full time	Freshman	NMSU-Alamogordo	Undecided
2				
3 Aguilar, Elena	Full time	Freshman	Albuquerque TV-I	Accounting
4				
5 Antonlo, Joel	Full time	Junior	Albuquerque TV-I	Construction Techn
6 Apache, Milton	Full time	Feshman	Mohave Community College	Business Mgmt
7 Apache, Sandra Belin	Full time	Freshman	Mohave Community College	Undecided
8 Bancroft, Thesa Nasitim	Full time	Sophomore	ASU-West	Elementary Educati
9				
10 Ball, Gwan	Full time	Senior	New Mexico State University	Nursing
11 Benally, Alvin	Full time	Senior	University of Texas at El Paso	Biology
12 Bigrope, Lenora	Full time	Senior	ASU-West	Social Work
13 Bigrope, Starlynn	Full time	Freshman	ENMU-Ruidoso	Wildlife Biology
14 Blake, Darlene	Full time		NMSU-Alamogordo	Undecided
15 Blake, Marina	Part time	Freshman	ENMU-Ruidoso	Undecided
16				
17 Blake, Tara	Full time	Freshman	I.T.T. Albuquerque	Computer Sysatem
18 Blaylock, Christian	Full time	Freshman	New Mexico State University	Veterinarian
19 Blaylock, Denise	Full time	Freshman	Olympian Univ.	Cosmetology
20				
21 Botella, Andrecita	Full time	Freshman	ENMU-Ruidoso	Undecided
22 Botella, Jeffery	Full time	Freshman	Haskell Indian Nations Universi	Natural Science
23 Bradley, Cody	Full time	Sophomore	Albuquerque TV-I	Hospitality/Tourism
24 Brillante, Anne	Full time	Freshman	Central Oregon CC	Undecided
25 Browning, Teresa	Part time	Senior	Santa Fe CC	ESL/Math
26 Byers, Jennifer	Full time	Sophomore	New Mexico State University	Education
27 Carvantes, Ashlee	Part time	Freshman	ENMU-Ruidoso	Business Admin
28 Chavez, David	Full time	Sophomore	University of New Mexico	Undecided
29 Chavez, Lillian	Full time	Junior	ENMU-Ruidoso	Education
30 Chavez, Melissa	Full time	Junior	ENMU-Ruidoso	Business Admin
31 Chimal, Heather	Full time	Sophomore	Albuquerque TV-I	Accounting
32				
33 Chino, Elieha	Full time	Freshman	NMSU-Alamogordo	Undecided
34 Choneka, Aaron	Full Time	Freshman	NMSU-Cona Ana	Elementary Educati
			New Mexico State University	

35 Choneska, Addis	Full time	Sophomore	New Mexico State University	Biology
36 Choneska-Coughlin, Nata	Part time	Junior	Albuquerque TV-I	Nursing
37 Cochise, Frances	Part time	Senior	NMSU-Alamogordo	Accounting
38				
39 Comanche, Rex Jr.	Full time	Senior	Northern Arizona University	Psychology
40 Davalos, Aungetta Treas	Full time	Freshman	NMSU-Alamogordo	Nursing
41 Dolan, Deena	Full time	Freshman	NMSU-Alamogordo	Radiology
42 Enjady, Lyndell	Full time	Freshman	Albuquerque TV-I	Nursing
43 Enjady, Pascal	Part time	Sophomore	NMSU-Alamogordo	Education
44 Enjady, Rae Ann	Part time	Freshman	NMSU-Alamogordo	Undecided
45				
46 Fernando, Venessa	Full time	Junior	ENMU-Ruidoso	Elementary Educati
47 Fossum, Natalie	Full time	Junior	ENMU-Ruidoso	Child Development
48 Frasier, Brendalyn	Full time	Freshman	UNM-Valencia	Business Managem
49 Frasier, Brantson	Full time	Freshman	Albuquerque TV-I	
50 Frasier, Melissa	Full time	Freshman	UNM-Valencia	Business
51 Frizzell, Felicia	Full time	Sophomore	Stanford University	Human Biology
52 Frizzell, Frizzell, Jr.	Full time	Freshman	NM Highlands Univ	Undecided
53				
54 Gallerito, Ellereen Sago	Full time	Freshman	ENMU-Ruidoso	Speech Therapist
55 Garcia, Marilee	Part time	Freshman	ENMU-Ruidoso	Undecided
56 Gayton, LeClaire	Part time	Junior	ENMU-Ruidoso	Business Admin
57 Geronimo, Sonya	Part time	Freshman	College of Santa Fe	Nutrition
58 Graves, Lucinda	Full time	Junior	New Mexico State University	Elementary Educati
59 Guerra, Stephanie	Full time	Senior	New Mexico State University	Education
60 Hosetosavit, Dawn	Part time	Junior	NMSU-Alamogordo	Accounting
61 House, Rita	Full Time	Freshman	Pima Medical Institute	Radiology
62 Hubbard, Sybil	Part time	High School	ENMU-Ruidoso	Concurrent Enrollm
63 Johnson, Sharolyn	Full time	Freshman	ENMU-Ruidoso	Criminal Justice
64 Kanesewah Mary L.	Full time	Junior	ENMU-Ruidoso	Nursing
65 Kayliah, Karen	Part time	Freshman	ENMU-Ruidoso	Undecided
66 Kazhe, Preetina	Part time	Freshman	ENMU-Ruidoso	Accounting
67 Kazhe, Sherry	Full time	Senior	ENMU-Roswell	Nursing/University
68 Keene, Tanya	Full time	Freshman	I.A.I.A.	Art/Writing
69 Kinzhuma, Frances	Full time	Freshman	Albuquerque TV-I	Undecided
70 Klinekole Bruce III	Part time	Graduate	Board Certification	Chiropractic
71 Klinekole, Helen	Part time	Junior	Park College-HAFB	Mgmt/Human Resou

72					
73	LaPaz, Thomas	Part time	Freshman	ENMU-Ruidoso	Welding
74	Lester, Sharielle	Full time	Junior	NMSU-Dona Ana	Auto Technology
75					
76	Lopez, Carmen	Part time	Sophomore	ENMU-Ruidoso	Education
77	Loretto, Christopher	Full time	Sophomore	The Art Center	Advertising Art
78	Magoosh, Howard	Full time	Junior	Albuquerque TV-I	Carpentry
79	Magoosh, William	Full time	Freshman	University of Texas at El Paso	Nursing
80	Manchito, Jycelyn	Full time	Freshman	ENMU-Ruidoso	Elementary Educati
81	Martinez, Deanna	Full time	Freshman	Albuquerque TV-I	Business Admin
82	Martinez, Manuella	Part time	Freshman	ENMU-Ruidoso	Undecided
83					
84	Morgan, Damian J.	Full time	Freshman	NMSU-Alamogordo	Geology
85	Morgan, Ecith	Full time	Freshman	Phoenix College	Education
86	Morgan, Joseph	Full time	Sophomore	NMSU-Alamogordo	Fire Science
87	Morgan, Kimberly	Part time	Freshman	ENMU-Ruidoso	Education
88	Morgan, Lisa	Full time	Freshman	ENMU-Ruidoso	Psychology
89	Morin, Agha	Part time	Freshman	ENMU-Ruidoso	Undecided
90	Morin, Sonja	Full time	Senior	ENMU-Ruidoso	Business Admin
91	Niko, Faliga	Full time	Freshman	Western Culinary Institute	Culinary Arts
92	Omelas, Jakob	Part time	High School	NMSU-Alamogordo	Concurrent Enrollment
93	Oroasco, Arlena	Full time	Junior	ENMU-Ruidoso	Education
94	Oroasco, Mary A.	Full time	Sophomore	NMSU-Alamogordo	Nursing
95	Ortega, Katina	Full time	Freshman	Oklahoma Baptist University	Nursing
96	Palmer, Carmen	Full time	Graduate	Arkansas University	International Devel
97	Palmer, Lisa	Full time	Junior	ENMU-Ruidoso	Education
98	Palmer, Mandy	Full time	Junior	San Diego State Academy	Geology
99	Paso, Timothy	Full time	Freshman	NMSU-DA	Wildlife Science
100	Pinal, Rex	Full time	Junior	ENMU-Ruidoso	Architecture
101	Plataro, Kristian	Part time	High School	ENMU-Ruidoso	Concurrent Enrollm
102	Plataro, Parrick	Full time	Junior	University of New Mexico	Construction Manag
103	Plataro, Shari	Full time	Freshman	NMSU-Alamogordo	Undecided
104	Platta, Verdyn	Full time	Senior	NMSU-Alamogordo	Accounting
105	Ponce, Christine	Part time	Freshman	ENMU-Ruidoso	Undecided
106	Ponce, Thaddaus	Full time	Freshman	San Juan CC	CDL
107	Rice, Melvin	Part time	Freshman	ENMU-Ruidoso	Accounting
108	Roach, Pamela Waters	Part time	Freshman	ENMU-Ruidoso	Bookkeeping/Accou

146 Venago, Aurelia	Part time	Freshman	EIMU-Ruidoso	Undecided
147				
148				
149				
150 Walker, Edith	Full time	Sophomore	NISU-Alamogordo	ParaLegal
151 Walker, Rosalinda	Part-time	Sophomore	EIMU-Ruidoso	Education
152 Walton, Zenaida	Full time	Sophomore	Tuleton State University	Nursing
153 Ward, Tiffany	Part time	Junior	EIMU-Ruidoso	Sociology
154 White, Sara	Full time	Graduate	Texas Tech	Education
155 Yuzoa, Leisha	Part-time	Freshman	EIMU-Ruidoso	Accounting

College Graduates		Bachelors, Masters, Ph D.			
Name	Institution	Major	Degree	Yr Completed	Status
1 Ahidley, Lola	Parks College	Soc. Psychology	BA	1996	Employed Mescalero Schools
2 Aldava, Agnes P.	NMSU	Engineering Tech	BS	1993	Employed by City of Alamogordo
3 Baca, Lena M.	OSU	Wildlife Biology	BS	1989	Unknown
4 Belin, Charles	NAU	Forestry	BS	1978	Unknown
5 Belin, Michelle I.	Northern State	Political Science	BA	1999	Continuing masters Iowa State
6 Blazer, Arthur	NMSU	Range Management	BS	1975	BIA Natural Resources
7 Bradley, Erica	NAU	Forestry	BA	2000	BIA Forestry
8 Bob, Cisco	U.C. of Boulder	Civil Engineer	BS	1990	Self Employed
9 Breunninger, Danny	NMSU	Police Science	BS	1976	BIA Superintendent
10 Chimal, Carleton	ENMU	Business Admin.	BA	1975	Self Employed
11 Chimal, Roderick	ENMU	Sociology	BS	1979	BIA Forestry
12 Chino, Mark	NMSU	Police Science	BS	1977	BIA Criminal Investigator
13 Chino, Terrell	Evangel College	Criminal justice	BA	2000	Unknown
14 Choneska, Aaron	NMSU	Government	BA	1999	working on 2nd Bachelors NMSU
15 Choneska, Addis	NMSU	Education	BA	1999	working on 2nd Bachelors NMSU
16 Cochise, Frances	NMSU	Accounting	BS	2001	638 Contracts MAT
17 Cochise, Inez	UNM	Education	BS	1985	Teacher MSD
18 Cochise, Jackie	Columbia College	Elementary Ed	BS	1984	Unknown
19 Cochise, Rene	NMSU	Government	BS	1982	Estate
20 Cordova, Pamela	NMSU	Elem. Education	MA	1986	Teacher MSD
21 Davalos, Helen	UNM	Recreation Ed.	MA	1968	Travel Agent
22 Fernando, Doreen	College of Saint	Business Admin	BA	1997	Unemployed
23 Geronimo, Joseph	NMSU	Government	BA	1985	Ski Area
24 Geronimo, Robert	WVNU	Math	BA	1991	MSD Accountant
25 Geronimo, Sonya	NMSU	Community Health	BA	1998	Drug Elimination HUD
26 Guydalkon, Theresa	College of Saint	Political Science	BA	1981	Unknown
27 Hicks, Mark	NMSU	Law	BA	1993	Unemployed
28 Kanbeah, Lynette	NMSU	Elementary Ed	MA	1983	Principal MHS
29 Kirgan, David	NAU	Forestry	BS	1996	BIA Forestry
30 Klinekole, Bruce II	ENMU	Wildlife Science	BS	1974	Mesc Gaming Commission
31 Klinekole, Bruce III	Park College	Chiropractor	Diplomate	2000	Self Employed
32 Klinekole, Gina	NMSU	Communications	BA	1993	Mesc HS
33 Klinekole, Gregg	ENMU	Sociology	BS	1976	Unknown

