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# AIR News

## *focus*

“OUR MISSION IS THE PROMOTION AND SUCCESS OF AMERICAN INDIANS WITHIN EDUCATION.”

*Created in 1993 the AIR Program has set out to create a greater future for our American Indian Community through education.*



## *AIR Programs Evaluation/Study*

continuously operated since 1993. Next would be the continued support from our community partners that has allowed us to provide our services to the Native American Community. Finally, our main success, comes from our students who enter our program, graduate and have gone on to pursue higher education.

This last year and a half is extra special, as we have been conducting an evaluation/study on our program with a basic premise in mind, *does our methodology that we follow work?* We use a basic ideal of teaching through culture. What makes this challenging is that our program is multi-Tribal and culture is defined in many ways. Those who use this approach on reservations seem to have a less difficult path as their culture is defined based on the tribe. Here, to teach through culture, we use basic commonalities among all our Nations that may seem small but carry our communities forward. We use historical references and issues that affect all our nations so as to motivate our students to understand what has gone on before, and we use our community members to give insight on their own visions of culture. This is done so that our students will look into their own identity and their own culture and be empowered to learn and understand where they came from as an individual. The over arching model would be to build self identity, empowerment, and confidence about whom you are and thereby achieve greater academic success. (Continued on Page 3: AIR Evaluation)

(San Diego) The AIR Program enters into our 18th year of providing academic services to the Southern California region. Our success is counted on many levels, the first would be our program has



# Renee's Corner (from UCLA-Freshman Requirements 12-13)

From time to time we have our students and mentors contribute to our newsletter by giving their thoughts on Native issues and events. Here, Renee White Eyes (USD Alumni/AIR Mentor/Coordinator and UCLA Native American Recruiter has agreed to contribute to our newsletter.

For those students who are considering applying to a UC campus for Fall 2012, there will be some modifications to the admission requirements. Here are a few changes that students need to be aware of:

1. Students are required to complete 15 UC-required college-preparatory courses, also known as the A-G courses. However, 11 out of the 15 MUST be completed by the end of the 11th grade. If you want to know more about what these courses look like at your school, please talk with your high school counselor. You can also visit this website <https://doorways.ucop.edu/list> to see the UC approved course list for your high school.
2. Students must maintain a GPA of 3.0 or higher in the A-G courses.
3. Students are required to take the ACT with Writing OR the SAT Reasoning test. SAT Subject tests are no longer required for admission. However, some departments may "highly recommend" that applicants take a certain SAT Subject test. If this is the case, please consider doing so.

These are a few highlights of the changes to the UC admission requirements. To read about the changes in full, please visit <http://www.universityofcalifornia.edu/news/article/22929>.

Remember that the requirements stated above are the MINIMUM requirements to be considered eligible to apply to a UC campus. If you have your heart set on a certain campus, please visit their website to know more about how you can be a competitive applicant. If you are considering UCLA, please contact me, and we can talk more about what UCLA looks for in our applicants.

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## Congrats to Allura Levi on acceptance to the University of Arizona

We congratulate Allura Levi on her acceptance to the University of Arizona. Allura is both Hopi and Cahuilla (Torres Martinez) and is a Hopi Tribal Member. She graduates from Los Osos High School this year and will start at U of A in Fall. We at the AIR Program are extremely proud of her and wish her the best!!!!



## Aries Yumul - Mentor Spotlight

From time to time we have our students and mentors contribute to our newsletter by giving their thoughts on Native issues and events. Here, Aries Yumul (UCSD student/AIR Mentor has agreed to contribute to our newsletter.

Being a mentor for the American Indian Recruitment (AIR) program has been an amazing way to give back to the future of the community that I love. When I am with the students I see in them the same struggle I faced as a youth in trying to balance out my life and trying to decide what I can do in the future and how can I get there. I have discovered through this program how smart and resilient our youth truly are, for they take on every task in the program with smiles and enthusiasm when learning about a range of different topics from better study skills, making ethical choices, how to get into college, paying for college, and environmental justice to name a few. It is one thing being a young student and it is a whole another thing to being a mentor, because though I see a lot of myself in many of these students, I have learned so much from them. And I look forward to every meeting to see what we can learn together and from each other. Though I can teach them skills and tactics in pursuing higher education and the topics we face, they teach me the skills I need to face an ever-challenging world full of struggles with smiles and enthusiasm in doing what you love. Thank you American Indian Recruitment Program for all the smiles, love, and memories.  
- Aries Rivers Yumul





## AIR Evaluation (con't)

This year, Dr. Sara Unsworth completed her evaluation/ study, (Project name: *American Indian Cultural Identities and Academic Success*), on our program which analyzed our overall project methodologies.

Previous studies have indicated that teaching through culture is an approach that works best in our Native communities. Academic improvement occurs in most settings where education is integrated with culture on tribal reservations.

The same can be stated here, where our qualitative data

indicates success in having our students come to our program and return for more than one semester. However, the real impact are the indicators of self esteem and their academic performance. Here both indicators are positive in their impact among our student participants. In essence, our program is succeeding with the approach we have taken in servicing our multi-tribal student participants. We are pleased with the results of Dr. Unsworth's study and further attribute the positive results within this study to our community support from both the university's (UCSD/USD/CSUSM/SDSU) and our Native American community and most of all, our volunteer mentors who truly have assisted and inspired our students to a greater future.

Thanking the San Manuel Band of Mission Indians for their support for our program. Your help has given our students a greater ability to reach their greatest potential.



## AIR Spring 2011

*AIR Spring 2011*, started in February and we have been on the go ever since.

Throughout this semester we have concentrated on language as the foundation of many of our native cultures as the vast majority of our Tribal Cultures are based on oral traditions. Therefore the loss of language has had devastating effects on our native communities. To understand this we examine the loss of language during the assimilation period (aka: Boarding Schools Era) and how US policy

within that period was intent on dismantling American Indian culture and heritage. Future looking, we look with great optimism on the many revitalization efforts that are being put forth by tribes to bring back their languages and how this impacts their people by infusing them with cultural empowerment and greater self identity.



Use of this topic to introduce concepts of culture to our students is just part of our program. We have included our traditional workshops on college enrollment, financial aid, time lines, and ethics. But the most important aspect of this program are the friendships created. Truly, this has been a great semester.

Finally, we would like to thank Whitney Baugher, Sunny Hernandez, and Amanda Moreno for coordinating the AIR Tutorial program. This part of the AIR Program projects are vitally important because our tutorial program works directly to improve the academic issues that our students are facing. Our tutorial program is working directly with the University of San Diego to have the program up and running and servicing our students to ensure the program continues to serve our students.

We thank all our community partners for their help in continuing our AIR Programs and especially thank our American Indian community for all these years of support.



## AIR Programs Board

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Thanking all our community partners for their support of our program, Native children and bringing hope and future for all our American Indian community.



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