

Two Towns, One Community

*Strengthening Communities and Cross-cultural Connections
in Northern Arizona with*



Kelly Bernard and Karolynn Tom
Best Practices Youth Development Program Proposal
YDP 8020: Youth Development Programming
Professor Dr. William Quinn
June 25, 2017

Executive Summary: Adventures in Service (AIS) builds social and emotional learning (SEL) competencies in adolescent youth from the Northern Arizona communities of Flagstaff and Tuba City. AIS combines groups of diverse peers to **explore** their own and one another's communities through experiential activities, **contribute** to strengthening these communities through service learning projects, and **connect** meaningfully with each other, building bridges between cultures and friendships across communities.

Introduction & Statement of Need: There are only 78 miles between Tuba City, on the Navajo Reservation and Flagstaff, AZ. The drive takes less than 90 minutes on beautiful open roads, and yet the majority of youth in both towns have never crossed their borders. Uncertainty, misinformation, and historical distrust have often kept Native American and predominantly white communities at a distance. Many Native American communities have been "analyzed, stereotyped, and exploited by outside groups, resulting in uneasiness with nontribal members. American Indians are often suspicious of unfamiliar individuals who come to their community and want to conduct research" (Christopher, Watts, McCormick & Young, 2008, p.1398) or offer services. Concurrently, even in states such as Arizona with high concentrations of Native Americans, most non-Native people know very little about Native tribes, and much of what they do know does not come from direct personal experience (Morgan, 2009). What people know is limited by their sources of information – and much of the information is derived from popular culture (Fleming, 2006), often portraying Native Americans inaccurately as uneducated, undisciplined substance-abusers (Christopher et al., 2008), or as receiving free special privileges from the government such as education, medical care and financial handouts that other American citizens do not receive (Fleming, 2006). From these stereotypes flow negative attitudes towards Native Americans

(Fleming, 2006) and intergroup contact is often characterized as avoidant with little informal contact or communication (Corenblum & Stephan, 2001). As these two communities continue to perpetuate negative biases, it is inhibiting young people from existing in a truly global society.

Program Overview: Adventures in Service seeks to bring youth beyond stereotypes of different people and communities by facilitating collaborative engagement with diverse individuals experiencing new things and working together toward common goals. Through AIS, youth will **explore** their individual and shared communities together, will take pride in their existing hometown assets and **contribute** meaningfully to making both of their communities better. Along the way participants will **connect** personally and professionally with others through planning, implementing and reflecting on these shared experiences. Curricular elements focused on building SEL competencies will be interwoven throughout the collaborative activities, planning sessions, and particularly during reflection times.

Planned Program Outcomes:

1. Participants will explore their own and their neighboring community and build an appreciation and knowledge of community assets and opportunities for growth
2. Participants will learn how to plan and implement service projects and believe they can contribute positively to their communities now and in the future
3. Participants will connect to each other, developing meaningful cross-cultural relationships and appreciation for diversity

Theoretical Grounding: *The Positive Youth Development (PYD)* approach to youth development is based on the presumption that all youth have strengths, are agents in their own development, and that the combination of their individual strengths and positive supports in their environment will lead them to become thriving, happy, healthy,

contributing members of society (Benson, Leffert, Scales & Blyth, 1998; Larson, 2000; Lerner, Dowling & Anderson, 2003; Ross, 2016).

Social and emotional learning (SEL) is the process through which youth and adults “acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, respect others’ perspectives, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL, 2017). The SEL model offers a complimentary approach to the 5C’s + Contribution model (Lerner, 2014) of Positive Youth Development as well as numerous curricular resources for promoting SEL competencies in youth (Ross, 2016). The Collaborative for Academic Social and Emotional Learning (CASEL) defines the five core competencies of SEL shown in Table 1. We have also identified where we see the 5Cs approach to PYD overlap with these competencies. See also attachment *Appendix A: Social & Emotional Learning Competencies* for further information.

Table 1:

SEL Core Competencies	Overlap with 5Cs + Contribution
Self-Awareness: Recognizing feelings as they occur; having a realistic assessment of one’s own abilities and a well-grounded sense of self-confidence.	Competence, Confidence, Character
*Social Awareness: Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.	Caring, Character, Connection, Contribution
*Self-Management: Handling emotions so they facilitate rather than interfere with the task at hand; delaying gratification to pursue goals; persevering in the face of setbacks.	Character, Competence, Connection, Contribution
*Relationship Skills: Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation; negotiating solutions to conflict; seeking help when needed.	Connection, Caring
Responsible Decision Making: Accurately assessing risks; making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of actions; respecting others; taking personal responsibility for one’s decisions.	Character, Contribution

*Domain areas of focus for AIS programming

Service Learning is a powerful pedagogical and engagement strategy that allows participants to gain a greater understanding of concepts experientially, while contributing positively to their communities (Billig, 2000). The major components of service learning include active participation, thoughtfully organized experiences, a focus on community needs and school-community coordination, curriculum integration, structured time for reflection, opportunities for the application of skills and knowledge, extended learning opportunities and the development of a sense of caring for others (Bhaerman, Cordell & Gomez, 1998).

Experience and research have shown that high quality service learning can build SEL competencies. SEL skills are most firmly established when they can be put into practice in a variety of real-life settings and situations, which service learning readily provides (Hawkins, 1997 in Fredericks, 2003). Simultaneously, SEL can strengthen the ability of young people to be willing and capable service providers (Fredericks, 2003). Through incorporating SEL curricular elements into experiential activities, service learning projects and reflection exercises, AIS will support Flagstaff and Tuba City youth in developing and solidifying these competencies, with an emphasis on building skills in the Social-Awareness, Self-Management and Relationship Skills domains.

Additionally, when considering AIS's emphasis on "connection" among youth participants to boost diversity-appreciation, we found it helpful to consider research on *Implicit Bias*. Implicit attitudes are "positive and negative evaluations that occur outside of one's conscious awareness and control" and can often stem from and lead to stereotyping that can make people unintentionally biased in favor of or against individuals and groups (Project Implicit, 2011). Devine, Forscher, Austin & Cox (2012) have identified several

strategies that have been shown to alter and reduce implicit bias including the following that the AIS program structure, activities and reflection will provide youth participants:

- ***Increasing opportunities for contact:*** creating opportunities to engage in positive interactions with other-group members can help individuals alter their implicit representations of the group, providing positive personal first-hand experiences to base feelings and attitudes on rather than stereotyped ones
- ***Individuation:*** obtaining specific information about individuals in a group to prevent immediate stereotypic inferences. This helps one evaluate individuals based on personal attributes rather than group-based ones that may or may not be true
- ***Perspective taking:*** taking the first-person perspective of someone in the stereotyped group helps one feel closer to that group, countering automatic group-based responses

Participants: In the Year 1 pilot we will engage 12-18 adolescent youth entering the 9th grade, half each from Tuba City and Flagstaff, Arizona. Efforts will be made to gather a diverse array of participants from various backgrounds (racial, ethnic, cultural, gender, SES) as well as creating a cohort full of diverse interests, communication styles and previous levels of service and/or engagement with the community.

Recruitment Strategies: Youth will be recruited during the spring of their 8th grade year and in the summer following, with the September orientation coinciding with the beginning of the 9th grade school year. A multi-media strategy with the “*Explore, Contribute, Connect*” catchphrase will be utilized to inform teachers, students, and families about the program. This will include flyers, newspaper and Facebook ads, and email communication with community and school leaders. In addition, two information sessions will be offered in each community so that youth and families can be informed about the program and how to apply. 8th grade teachers and youth group leaders throughout both towns will be asked to identify youth who would be strong contributors to and beneficiaries of the program and encourage them to apply. In Tuba City in particular, we will meet with tribal elders who are involved in

the educational, political, artistic, cultural, historic and health communities to share our vision for the program and request feedback and recommendations. These communications will increase AIS's ability to best engage Native American youth and families and create greater community buy-in to the program.

Program Components: Adventures in Service operates on a year-round schedule with a September Orientation and weekly gatherings to bring youth from both communities together to collaboratively explore, plan, serve, and learn. Programming emphasizes youth voice and reflection. Experiential activities (4-6 hours, 1 Saturday/month) and volunteer service days (4-6 hours, 1 Saturday/month) bring Tuba City and Flagstaff youth together in person, while after-school planning meetings (2-3 hours, 2 weekdays/month) allow for ongoing planning between hometown youth, as well as virtual Skype sessions for continued planning and teambuilding with youth from the partner town.

The AIS program incorporates Seven Core Program Elements including (1) September Orientation & Overnight, (2) Ongoing Seasonal Service, (3) Experiential Activities, (4) Volunteer Service Days, (5) Planning Meetings, (6) Facilitated Individual and Group Reflection, and (7) Peer Leaders (beginning in Year 2). Through each of the Core Program Elements we interweave a *"Two-Towns, One-Community"* emphasis focused on collaboration and diversity appreciation, with teambuilding and reflective activities intentionally developed to build SEL competencies. See *Appendix B: Core Program Elements Chart* for detailed descriptions. This chart also identifies how we have intentionally designed program elements to encompass all 8 Features of Contexts that Promote Positive Development (Mahoney et al., 2005; Eccles & Gootman, 2002).

Staff and Volunteers: Program leadership, oversight, staff and budget-management, community and partner engagement, and evaluation will be overseen by a full-time **Program Manager**. Two half-time **Community Navigators** will lead on youth participant recruitment and ongoing support, facilitation of meetings and activities, as well as logistically drive youth between program sites. Navigators will be based in the Flagstaff and Tuba City communities and will seek to build relationships and opportunities for youth engagement with community leaders, service partners, experiential activity sites, and will partner with School Allies to build and maintain strong relationships with partner schools. The two **School Allies** will be part-time stipend positions for a self-motivated and highly engaged teacher in each community who will support and help to facilitate AIS's engagement with school administrators, facilities and resources. While they will not attend all program meetings or service days/activities each month, they will play a role in supporting school-community engagement in the ongoing seasonal service projects and the orientation. Community members will also be engaged as volunteers to support youth exploration of experiential activities, service days, and ongoing seasonal service projects as needed.

In hiring and developing pre-service and in-service training for program staff (3 full-day trainings/year, plus ongoing coaching and support) there will be an intentional focus on ensuring staff demonstrate a youth-centered approach and the National Collaboration for Youth's Ten Youth Development Worker Competencies (Barcelona, Hurd & Bruggeman, 2011). Importantly, staff demonstration of these competencies will enhance the strength of our Positive Youth Development model by contributing to the 8 Features of Contexts that Promote Positive Development (Mahoney et al., 2005; Eccles & Gootman, 2002). These competencies and their overlaps with the 8 features are described below in Table 2:

Table 2:

Youth Development Worker Competencies (Barcelona et al., 2011, p. 127-128)	Overlap with 8 Features of Contexts that Promote Positive Development
1. Understands and applies basic child and adolescent development principles	All 8 features
2. Communicates and develops positive relationships with youth	Supportive Relationships
3. Adapts, facilitates and evaluates age-appropriate activities with and for the group	Appropriate Structure; Support for efficacy and mattering; Opportunity for skill-building
4. Respects and honors cultural and human diversity	Opportunities for belonging; Positive social norms; Physical and Psychological safety
5. Involves and empowers youth	Support for efficacy and mattering
6. Identifies potential risk factors and takes measures to reduce those risks	Physical and psychological safety; Appropriate Structure
7. Cares for, involves, and works with families and communities	Integration of family, school and community efforts
8. Works as part of a team and shows professionalism	All 8 features
9. Demonstrates the attributes and qualities of a positive role model	All 8 features
10. Interacts with and relates to youth in ways that support asset building	All 8 features

Equipment: Much of the program will take place at experiential activity or service sites. Program equipment required will include: 1 Program Manager laptop; 2 laptops for Community Navigators; paper/pens/icebreaker materials; some reusable materials for service projects (such as work gloves and water cooler); journals for participants' ongoing reflection; rentals of 15-passenger or mini-vans as needed to transport youth between towns and to experiential activity and service sites. As part of our contracts with school partner sites, we will also utilize the school computer labs to facilitate youth-led research and planning for experiential activities, as well as enhance the virtual engagement via Skype between participants in the two towns.

Facilities: We will utilize access to insurance-covered shared office-space based at a school partner site in each town with internet and printing, as well as bi-monthly classroom space for local meetings to take place where youth in both communities will connect with

each other in-person and virtually. Staff will be trained in the safety measures of the school sites. Protocols will be developed for travel and off-site activities with youth. Staff will connect with off-site locations about any specific security measures as a part of standard planning in advance of visits. AIS will also utilize town parks, national parks, the Flagstaff Xtreme Adventure Course, the Aquaplex sports complex, the school gym/auditoriums, community settings and historical/cultural sites, as well as service organization sites to host the program at different times and locations throughout Flagstaff, Tuba City and other towns in Northern Arizona.

Evaluation Methods: Evaluating the impact of Adventures in Service on youth participants and the greater communities they come from is very important. We plan to evaluate both the effectiveness and youth enjoyment of the seven Core Program Elements (1. overnight and community orientation, 2. ongoing seasonal service, 3. experiential activities, 4. service days, 5. planning meetings, 6. reflection exercises, 7. peer leader program) as well as the staff support and community engagement. We will do this through pre-, mid-, and post-year surveys of youth with an emphasis on understanding their attitudes about what their town has to offer, strengths of the other town, the peers they're working with, self-reported teamwork, project management and communication skills, and their enjoyment of and desire to continue service activities. We will also employ existing measures of SEL scales (CASEL, 2017) to see to what degree the program has contributed to their growth in SEL competencies, with a focus on Social Awareness, Self-Management, and Relationship Skills --- . We have also been looking at additional ways of measuring youth changes in comfort with and appreciation for diversity, and while we are not yet entirely sure how we will incorporate such measures, we are interested in exploring further how we might use

elements from a scale such as the Cultural Self-Efficacy Scale for adolescents CSES-A (Briones, Tabernero, Tramontano, Caprara & Arenas, 2009).

Additionally, AIS will gather feedback from stakeholders including staff, service partners, School Allies, community leaders and volunteers, and parents about how well program elements were run, as well as opinions on their effectiveness in achieving our goals for participants.

Proposed Budget: The proposed budget for the program is \$165,000.

See *Appendix C: Budget Table* for projected expenses and budget narrative.

Conclusion: Through a year-long program that engages a diverse group of 9th graders from Tuba City and Flagstaff, AZ in experiential activities, service-learning, and reflection, Adventures in Service will contribute to community empowerment and improvement, build SEL competencies and self-efficacy in youth, and boost cultural understanding and diversity-appreciation in Northern Arizona. Engaging our region's young people in this fun and powerful program, intentionally designed to incorporate all 8 Features of Positive Developmental Contexts for youth, is an important step towards helping Flagstaff and Tuba City truly become *Two-Towns, One Community*. We hope you will support our efforts with the resources to make this dream a reality.

References

- Barcelona, R. J., Hurd, A. R., & Bruggeman, J. A. (2011). A competency-based approach to preparing staff as recreation and youth development leaders. *New directions for youth development, 2011*(130), 121-139.
- Benson, P. L., Leffert, N., Scales, P. C., & Blyth, D. A. (1998). Beyond the ‘village’ rhetoric: Creating healthy communities for children and adolescents. *Applied Developmental Science, 2*, 138–159.
- Bhaerman, R., Cordell, K. & Gomez, B. (1998). *The Role of Service-Learning in Educational Reform*. Raleigh, N.C.: National Society for Experiential Education; Needham, MA: Simon & Schuster.
- Billig, S. H. (2000). Research on K-12 school-based service learning: The evidence builds. *Phi Delta Kappan, 81*(9), 658.
- Briones, E., Taberero, C., Tramontano, C., Caprara, G. V., & Arenas, A. (2009). Development of a cultural self-efficacy scale for adolescents (CSES-A). *International Journal of Intercultural Relations, 33*(4), 301-312.
- CASEL - Collaborative for Academic, Social and Emotional Learning. www.casel.org. Accessed June 5, 2017.
- Christopher, S., Watts, V., McCormick, A. K. H. G., & Young, S. (2008). Building and maintaining trust in a community-based participatory research partnership. *American Journal of Public Health, 98*(8), 1398-1406.
- Corenblum, B., & Stephan, W. G. (2001). White fears and native apprehensions: An integrated threat theory approach to intergroup attitudes. *Canadian Journal of Behavioural Science 33*(4), 251.
- Devine, P. G., Forsher, P. S., Austin, A. J., & Cox, W. T. L. (2012). Long-term reduction in implicit race bias: A prejudice habit-breaking intervention. *Journal of Experimental Social Psychology, 48*(6), 1267-1278.
- Eccles, J. S., & Gootman, J. A. (2002). Features of positive developmental settings. *Community programs to promote youth development, 86-118*.
- Fleming, W. C. (2006). Myths and stereotypes about Native Americans. *Phi Delta Kappan, 88*(3), 213-217.
- Fredericks, L. (2003). Making the case for social and emotional learning and service-learning. Education Commission of the States (ECS) Issue Brief. Accessed June 10, 2017: <http://www.casel.org/wp-content/uploads/2016/08/PDF-8-making-the-case-for-social-and-emotional-learning-and-service-learning.pdf>

- Hawkins, J.D. (1997). "Academic Performance and School Success: Sources and Consequences." In R.P Weissberg, T.P Gullota, R.L. Hampton, B.A. Ryan, and G.R. Adams (Eds.). *Healthy Children 2020: Enhancing Children's Wellness*. Thousand Oaks, CA: Sage Publications.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- Lerner, R. M., Dowling, E. M., & Anderson, P. M. (2003). Positive youth development: thriving as the basis of personhood and civil society. *New Directions for Youth Development*, 7(95), 172–180. <http://doi.org/10.1002/yd.14>
- Lerner, R. M., Wang, J., Chase, P. A., Gutierrez, A. S., Harris, E. M., Rubin, R. O., & Yalin, C. (2014). Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4-H Study of Positive Youth Development. *New Directions for Youth Development*, 144, 17–30.
- Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. *Organized activities as contexts of development: Extracurricular activities, after-school and community programs*, 3-22.
- Morgan, H. (2009). What every teacher needs to know to teach Native American students. *Multicultural Education*, 16(4), 10.
- Project Implicit. (2011). Retrieved June 12, 2017 from <https://implicit.harvard.edu/implicit/faqs.html>
- Ross, K.M. (2016). Normative trends of positive youth development: An examination of adolescent social and emotional skills. Unpublished doctoral dissertation. Curry School of Education, University of Virginia, Charlottesville, Virginia.

Appendix A: Social & Emotional Learning Competencies - See ATTACHMENT

Appendix B: Core Program Elements Chart

AIS Core Program Elements & Intentional Integration of PYD Best Practices

Core Program Elements	Integration of 8 Features of Contexts that Promote PYD
<p>(1) September Overnight & Community Orientation: <i>Overnight:</i> The program will kick-off with a 2-day hiking and camping overnight trip to the Grand Canyon through Grand Canyon Youth outfitters with a service component focused on park/trail clean-up. The Overnight Orientation will include:</p> <ul style="list-style-type: none"> • icebreaker activities for youth to get to know each other, with an emphasis on identifying and appreciating cultural similarities and differences • overview of the AIS program elements and annual calendar • community-contract session for the group to identify and agree to shared expectations and positive group norms • personal commitment signing where each participant outlines <ul style="list-style-type: none"> √ one thing he/she hopes to learn through the program √ one way he/she believes the community will benefit from the program √ one way that he/she will personally contribute to the group (talent, skill, expertise, interest, etc.) <p><i>Community Orientation:</i> After returning to their towns, throughout the month of September, youth will learn what asset-mapping and needs assessments are, why they are important, and will asset/needs-map their town, identifying:</p> <ul style="list-style-type: none"> √ 5 things the group is proud of in their community √ 4 people who could be good resources for future service projects √ 3 things that could be improved √ 2 new things they learned about the community √ 1 thing each participant will personally commit to doing <p>Each group will then take turns visiting the other town where the youth from that town will lead them in a brief tour and present a Community Report so that all youth will have a shared understanding of both Flagstaff and Tuba City’s assets and areas for growth where their service projects could offer support.</p>	<p>All 8 features</p>
<p>(2) Ongoing Seasonal Service: Long-term service projects throughout the year that will be appropriately scaffolded by staff so youth build confidence, skills and self-efficacy while contributing to their communities. Seasonal service curricula will provide “road maps” for youth to use while making their own decisions and implementation choices.</p> <p><i>Oct-Dec Fall Service – Youth-led Community Drives</i> Youth choose a type of donation drive they would like to lead in each of their towns and follow a Drive Curriculum that helps guide them through the detailed process of planning, implementing and debriefing the drives. While youth from each town will</p>	<p>Opportunities for skill-building; Opportunities for self-efficacy and mattering; Integration of family, school & community</p>

<p>put on their own drive, they will go through the curriculum together, learning from and supporting each other’s projects. Sample ideas for drives include: coats, items for military members, food, books, baby items</p> <p><i>Jan-April Spring Service – Youth-led Community Events</i> Youth choose a type of community event they would like to put on in each of their towns and follow an Event Curriculum that guides them through the detailed process of planning, hosting and debriefing the events. While youth from each town will put on their own event, they will go through the curriculum together, learning from and supporting each other’s projects, and serving as additional volunteers at the other town’s event. Sample ideas for events include: community kids’ day, cultural celebration, town obstacle race, community-assets scavenger hunt</p> <p><i>May-Aug Summer Service – Group-selected Leadership Project</i> Youth build off what they have learned through putting on the Drives and Events, and select their own project to work on together as one group. They will divide into cross-community teams to work on individual parts (such as marketing outreach, logistics, programming, food/beverage, evaluation, etc. teams) and will proceed to plan and implement the project with support as needed. For this Leadership Project youth will not follow a specific curriculum but they can opt to do a drive, an event or any other type of project they wish.</p>	
<p>(3) Experiential Activities: One Saturday/month youth from both towns will come together alternately in Flagstaff, Tuba City or another Northern Arizona location for an experiential adventure followed by reflection. Many of these activities will be identified by youth through the asset-mapping activity during orientation and planned by youth as fun adventures for the group to do together to get to know one another’s hometown assets as well as other interesting areas of Northern Arizona.</p> <p>Sample activities may include: hike, walk, see a play, do a ropes challenge course, visit a museum, canoeing, swimming at the Flagstaff Aquaplex or a local waterhole, library visit, train ride, visit to a local business, visits to local historical and cultural sites such as the Tuba City trading post, Dinosaur Tracks, Coal Mine Canyon, among other activities that youth identify.</p> <p>Each experiential activity ends with group reflection and a prompt for personal journal reflection to consider that week. *See Reflection description below.</p>	All 8 features
<p>(4) Volunteer Service Days One Saturday/month youth from both towns will come together alternately in Flagstaff, Tuba City or another Northern Arizona location for a volunteer service day followed by reflection. Many of the service needs will be identified by youth through the asset-mapping and needs assessment activity during orientation. Staff will work with nonprofit service partner organizations and agencies throughout the region to create these opportunities for youth to contribute in ways that are both helpful to service sites and meaningful to youth.</p> <p>Sample service activities may include: painting a wall or mural for a school, library or community location; volunteering at a soup kitchen; reading with young children at</p>	All 8 features

<p>the library; park/school clean-ups; writing cards to members of the military; writing to members of Congress about youth views on upcoming legislation and community matters; playing games with elderly residents at a senior living center; among others that youth identify.</p> <p>Each service day ends with group reflection and a prompt for personal journal reflection to consider that week. *See Reflection description below.</p>	
<p>(5) Planning Meetings Given the 90-minute drive between Tuba City and Flagstaff, AZ it is not practical or logistically feasible for youth to meet together physically in the same space each week. Youth from each town are also responsible for planning experiential activities (with their hometown groups) for the whole program to do together and working on their Seasonal Service projects (with their cross-community groups). Thus, twice-monthly youth will meet for 2-3 hours after-school. Part of this time will be set aside for youth to work with their hometown groups, and there will also be dedicated time for youth to utilize the computer lab to Skype with partners from the other community to plan virtually.</p> <p>Each of these meetings will also begin with an icebreaker/teambuilder to facilitate further SEL competency development.</p>	<p>Opportunities for skill-building; Opportunities for self-efficacy & mattering; Integration of family, school & the community; Supportive relationships</p>
<p>(6) Facilitated Individual & Group Reflection Individual and whole-group reflections are important elements that follow each weekly gathering.</p> <p>Individually, youth are asked to maintain a weekly journal where they will be offered prompts to get them thinking, but they are free share whatever personal learnings, questions, concerns, commitments and reflections they choose. Youth will be asked to demonstrate to staff that they have been regularly creating journal entries, but the content of the journal will remain private.</p> <p>As a group, following each experiential activity and service day, a dedicated reflection time focuses on what youth learned and how they can apply that learning to their future thoughts/actions/behaviors/etc. Reflection also focuses on Self-Management, Social Awareness and Relationship-building SEL competencies such as goal-setting and planning, collaboration, communication, empathy & perspective-taking, differences-appreciation, individualized learning styles, leading and listening.</p>	<p>Physical & psychological safety; Supportive relationships; Positive social norms; Opportunities for belonging; Integration of family, school & the community</p>
<p>(7) Peer Leaders Program Starting in Year 2, four Peer Leader positions will be created (2 for each town). After youth have participated in the program for a full year, they are given the opportunity to apply to return as 10th grade Peer Leaders. Peer Leaders will serve as experienced peer mentors who will do the same program activities but will take on leadership roles in sharing tips, best practices, advice on pitfalls to avoid, and offering support to program participants throughout the year. Peer leaders will play roles in orientation and weekly meetings, building self-efficacy and leadership, facilitation & advising skills. To honor their expertise and incentivize a commitment to the program, Peer Leaders will receive a stipend of \$20/week and \$50 bonus for complete participation in a full trimester.</p>	<p>Opportunities for self-efficacy & mattering; Supportive relationships; Opportunities for skill-building</p>

Appendix C: Budget Table

Proposed Program Budget

Expense Category	Amount	Notes
Staff Salary and Benefits	\$106,000	
FT Program Manager (40hrs/wk)	\$62,000	*50k salary + full benefits
HT Tuba City Community Navigator (20hrs/wk)	\$22,000	*\$18/hour for 20hrs/week + partial benefits
HT Flagstaff Community Navigator (20hrs/wk)	\$22,000	*\$18/hour for 20hrs/week + partial benefits
School Partnership Contracts		
School Partnership Contracts	\$20,000	
Tuba City		
School Ally Stipend	\$5,000	*To support programming within school building, liaison for relationship with school and district, additional staffing of some adventure & service activities
Facility Rental	\$5,000	*Use of school classroom space for 2x/monthly meetings, on-site office space & connectivity for Community Navigator & Program Manager
Flagstaff		
School Ally Stipend	\$5,000	*To support programming within school building, liaison for relationship with school and district, additional staffing of some adventure & service activities
Facility Rental	\$5,000	*Use of school classroom space for 2x/monthly meetings, on-site office space & connectivity for Community Navigator & Program Manager
Supplies		
Supplies	\$3,500	
Office Materials	\$500	
Technology	\$3,000	*Includes website; 2 Navigator laptops and 1 Program Manager laptop (3 total); internet and computer-lab access at schools; tech support
Programming Costs		
Programming Costs	\$35,500	
Overnight Orientation	\$3,000	*Overnight Hiking/Camping trip with Grand Canyon Youth

Service Project Materials	\$2,000	*Majority of service project materials will come from service sites, but it will be helpful to have our own budget for reusable items such as work gloves, rakes, markers, paper, tape, bins, sunscreen, water cooler, etc.
Experiential Adventure Materials & Entrance Fees	\$3,500	
Fall Donation Drives	\$500	*\$250/town
Spring Service Events	\$2000	*\$1,000/town event
Summer Leadership Event/ Project	\$1,500	
Food for meetings	\$4,500	
Program T-shirts & Youth Journals	\$500	
Youth Recruitment & Participatory Planning	\$500	*To hold info and planning sessions with tribal elders and community leaders on the reservation to build community buy-in for the program, ensure curriculum is multi-culturally competent, and support participant recruitment.
Peer Leader Stipends	\$4,000	*Starts Year 2: \$20/week (42 weeks max) plus \$50/trimester full participation incentive for up to 4 participants (2/town) to return as experienced 10th grade Peer Leaders in advisory and support roles to program youth and staff.
Umbrella Insurance policy	\$1500	*To cover liability for youth staff/volunteers participating in program activities
Transportation	\$12,000	*For 15-passenger van rentals to transport students between communities for meetings and to experiential and service sites (avg. 3 rentals/month at \$200); insurance; (2) adult licensure; gas
TOTAL	\$165,000	