

**City of Lawrence  
2008 Alcohol Tax Funds  
Request for Proposals  
Calendar Year 2008 ( January – December)  
Cover Page**

**Agency Name:** Pelathe Community Resource Center

**Program Name:** Pelathe Native Youth Program

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**Request is for funding in the following categories and amounts:**

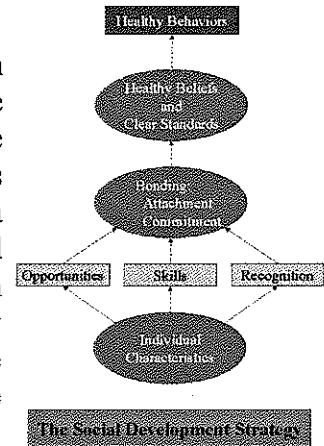
<u>  X  </u>	<b>Prevention</b>	<b>\$ \$25,000</b>
<u>      </u>	<b>Treatment</b>	<b>\$</b>
<u>      </u>	<b>Intervention</b>	<b>\$</b>
<u>      </u>	<b>Coordination</b>	<b>\$</b>

**CITY OF LAWRENCE  
2008 ALCOHOL TAX FUNDS**

**PROGRAM DESCRIPTION**

To address the needs of the American Indian youth in our community, the Pelathe Community Resource Center is requesting funding for the Pelathe Native Youth Program, which provides 5- to 18-year-old urban American Indian youth with the skills needed for healthy social development. The Pelathe Native Youth Program incorporates case management, academic tutoring, and life skills training to teach youth to resist drug and alcohol use, become engaged in their own academic success, and stay in school.

The Pelathe Community Resource Center (PCRC) uses the concepts from the *Social Development Strategy* (diagram at right) in implementing the components of the Pelathe Native Youth Program. The Pelathe Native Youth Program's components rely on American Indian traditional values to help youth develop positive self-concept, effective social skills, a community service ethic, an internal locus of control, and increased decision-making and problem-solving skills. These skills help youth become connected with society and contribute to developing resiliency and protective factors in their lives. The anticipated outcome of the Pelathe Native Youth Program is to change the balance between risk and protective factors so that protective factors outweigh risk factors.



The Pelathe Native Youth Program consists of evidence-based curriculum and activities that were developed to focus specifically on urban American Indian youth. Many of these components were adapted to coincide with the American Indian lifestyle. These adaptations are, in fact, necessary for the program's success, given the wide variety of circumstances (cultural differences) of this population. The Pelathe Native Youth Program components include:

**Academic Achievement:** Volunteer tutors, trained and supervised by PCRC's staff, provide culturally-appropriate academic tutoring to all youth enrolled in the program. These tutors are recruited from the community-at-large and the student populations attending Haskell Indian Nations University and the University of Kansas. A critical element of this component is that youth will have the opportunity to interact with and learn from positive adult role models. These one-hour sessions are held after school on days when school is in session.

**Healthy Lifestyles:** Youth participate in culturally-appropriate health programs that provide education, prevention, and intervention components. The program incorporates American Indian values and standards into teaching the importance of physical exercise, proper nutrition, and abstaining from the use of alcohol, tobacco, and other drugs. The health sessions are held once a week, year-round, with the exception of federally recognized holidays.

**Cultural Awareness:** Youth are provided with opportunities to learn and share their heritage through traditional dance, songs, drumming, arts and crafts, and cultural presentations. They are encouraged to become involved in cultural events as part of the program. Three sessions will be held each week, with the possibility of weekend activities (such as powwows and field trips).

**Social and Life Skills Training:** *Preparing for the Journey* is a set of curricula specifically designed for American Indian youth to enable them to develop essential social and life skills,

while maintaining their cultural values. Through this approach, the youth will learn to adapt more effectively and successfully in the environment where they live. These twice a week sessions will emphasize positive attitudes, responsibility, manners and transitioning into adulthood.

**Example Schedule of Activities (during school year)**

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
Tutoring Session	X	X	X	X	X
Healthy Lifestyles			X		
Cultural Program	X		X		X
Social/Life Skills		X		X	

**Crisis Intervention:** Crisis intervention is accessed when a youth is experiencing academic, social, or health difficulties. PCRC’s staff provides case management that offers the youth and/or their family critical problem-solving skills and vital information regarding community resources so that they may better cope with personal and family crisis.

**NEEDS ASSESSMENT**

More than a decade ago, the U.S. Congress passed the Indian Alcohol and Substance Abuse Prevention and Treatment Act. The Act was based on findings that “alcohol and substance abuse are the most severe health and social problems facing Indian people today and nothing is more costly to Indian people than the consequences of alcohol and substance abuse measured in physical, mental, social, and economic terms.”

Dramatic changes have occurred in Indian Country in the past century. Among these has been the quiet migration of American Indians from reservations to urban areas, so that today the majority of American Indians live in cities. As they make this transition, American Indians frequently lose access to cultural resources. Urban American Indians are a highly diverse population. These individuals may or may not have cultural, religious, or historical ties. They tend to be dispersed throughout metropolitan areas rather than residing in “urban American Indian neighborhoods.” As a result, urban American Indians may share less of a sense of community than American Indians living on reservations, which frequently are dominated by one or perhaps a few major tribal groups.

The Pelathe Community Resource Center is Lawrence’s Indian Center. Lawrence is considered home to over 3,000 American Indians and Alaska Natives (2,344 alone, 828 in combination with other races), which is 4% of Lawrence’s total population.

Below is school district data from the USD 497 (Lawrence) compared to other metropolitan areas in the State of Kansas:

School District	All Students		American Indian Students		
	# of Students	Dropout Rate	# of Students	% of Students	Dropout Rate
Lawrence	10,622	0.8%	439	4.13%	3.1%
Wichita	48,496	3.9%	1,243	2.56%	4.0%
Topeka	13,142	3.4%	268	2.04%	5.6%

Source: Kansas State Department of Education

In addition to having higher dropout rates, the local percentage of American Indian/Alaska Native (AI/AN) students passing the advanced math and science classes is significantly lower

than the overall percentage. In the 2002-2003 school year (the last documented year on the Kansas State Department of Education's website), 72.5% of all students passed an advanced math class in comparison to only 14.3% of AI/AN males and 66.7% females; 77.0% of all students passed an advanced science course in comparison to 41.4% of AI/AN males and 77.8% females.

It is also worth noting that although the Lawrence School District consists of only 4.13% American Indian/Alaska Native students, these students committed 10.1% of the violent incidents and represented 8.7% of the suspensions from school in the district during the 2005-2006 school year.

**National Data.** American Indians, statistically, have the highest risk factors of any other ethnic group in alcohol and substance abuse, school dropout, and teen pregnancy. The following factors compare American Indians to Caucasians in the United States:

<i>Factor</i>	<i>Caucasian</i>	<i>American Indian</i>
Poverty (all ages, US Census Bureau, 2005)	10.4%	22.6%
School Dropout (US Department of Education, 2004)	6.8%	15.0%
Teen Pregnancy Rate* (Guttmacher Institute, 2004)	28.5	53.8
Substance Dependence or Abuse **	9.4%	21.0%
Binge Alcohol Use**	15.9%	21.3%
Heavy Alcohol Use**	7.4%	11.5%
Illicit Drug Use **	10.1%	19.2%
Marijuana Use**	7.3%	18.4%
Tobacco Use **	31.2%	41.7%

\*per 1,000

\*\* Data retrieved from SAMHSA's 2005 National Survey on Drug Use & Health

## **OUTCOMES**

Quantitative data collected will include the youth's grades and academic performance indicators, school attendance, and observation of social skills on a quarterly basis. The American Drug and Alcohol Survey (ADAS), and the Individual Protective Factors Index (IPFI) will be administered at the beginning and end of the year.

Qualitative information will be acquired at the end of the program year through review of program records and case notes, self-administered surveys and written testimonials of participants and/or their family members. This data will be indicative of whether the intended results have been achieved and what modifications should be made to improve the effectiveness of program activities.

The program objectives and specific process, behavioral, and impact outcomes are noted in the attached Logic Model.

## **COORDINATION**

PCRC is the only social service agency providing services specifically to the American Indian population in Lawrence. An agreement has been established with Haskell Indian Nations University to provide access to facilities, events, trainings, and other collaborative opportunities. An agreement has been also been established with Indian Health Services (Haskell Health Center) to conduct outpatient services (e.g., alcohol and drug counseling) as needed for youth

participants, as referred by the Pelathe Native Youth Program. Currently, PCRC is in the process of establishing collaborative agreements with Haskell Youth Extension and USD 497 Native American Student Services.

PCRC will develop collaborative relationships with the individual schools that youth participants attend. The collaborative arrangement with these schools will focus primarily on referrals to the Pelathe Native Youth Program and ongoing communication with the individual youth's teacher(s), counselor, and school administrators for attendance records, quarterly grades, interim progress reports, social skill development, conduct and behavioral issues throughout the participant's involvement (a signed release from participant's guardian is required).

**ORGANIZATIONAL CAPACITY**

PCRC has been designing and implementing programs and services for the American Indian population of Lawrence for 36 years. PCRC is governed by a five-member Board of Directors (majority Indian descent). In an effort to ensure maximum operating efficiency, PCRC maintains minimal paid personnel and utilizes volunteers and interns for special projects.

The Executive Director of the PCRC, Teresa Staskal, will serve as the Project Manager for the Pelathe Native Youth Program. Ms. Staskal provided the design, coordination, and implementation of a Jackson County, Missouri COMBAT (Community Backed Anti-Drug Tax) Prevention Program, Visible Horizons' Indian Nations Youth Program, for 6 years (1999-2005).

**BUDGET**

<i>Item</i>	<i>Total Budget</i>	<i>Other Sources</i>	<i>Request</i>
Personnel			
Administrative, existing	10,700	10,700	0
Program Manager, existing	21,000	0	21,000
Fringe Benefits	2,400	800	1,600
Travel	0	0	0
Office Space	0	0	0
Supplies (Office)	250	0	250
Supplies (Program)	2,150	0	2,150
Equipment	0	0	0
<b>TOTAL</b>	<b>36,500</b>	<b>11,500</b>	<b>25,000</b>

*Other Sources of Funding*

The Pelathe Community Resource Center will continue to seek funding to sustain this imperative project for the American Indian youth of Lawrence. Potential funding sources include individual donations; local and national foundations and corporations; and local, state and federal agencies. It can be expected that the Pelathe Community Resource Center will request additional funding from the City of Lawrence Alcohol Tax Funds to provide additional support in future years.

**Pelathe Native Youth Program  
Logic Model**

Assessment Data	Goals/ Objectives	Target Group	Strategies	Process Outcomes	Behavioral Outcomes	Impact Outcomes
<p>Data Collected:            ATOD use            Attitudes on ATOD use            Program attendance            Grade cards            School attendance            Pre- and post-program resiliency factors            Observation of social skills            Program effectiveness surveys            Testimonials from youth and parents</p>	<p>To maintain the abstinence rate OR decrease the use rate of American Indian youth participants that are abstaining from OR using alcohol and other drugs.            To increase the academic performance of American Indian youth through participation in tutoring sessions.            To increase the personal and social development protective factors in American Indian youth through Pelathe Native Youth Programs' various program components.</p>	<p>The Pelathe Native Youth Program would be defined as a Selective Prevention program, focusing on American Indian youth residing in Lawrence between the ages of 5 and 18.</p>	<p>Key prevention principles, as described by the National Institute on Drug Abuse, will be integrated into the Pelathe Native Youth Program. They will include:</p> <ul style="list-style-type: none"> <li>• Enhancing protective factors and reducing risk factors.</li> <li>• Tailoring prevention programming to address risks specific to the target population.</li> <li>• Targeting on improving academic and social-emotional learning of elementary students to address risk factors for drug abuse.</li> <li>• Targeting on improving academic and social competence for middle and high school students.</li> <li>• Providing long-term prevention programming with repeated interventions to reinforce the original prevention goals.</li> <li>• Employing interactive techniques that allow for active involvement in learning about drug abuse and reinforcing skills.</li> </ul> <p>SAMHSA refers to several strategies for prevention activities. Strategies that will be used in the implementation of the Pelathe Native Youth Program will include:</p> <ul style="list-style-type: none"> <li>• Information dissemination</li> <li>• Alternative activities</li> <li>• Prevention education</li> <li>• Problem identification and referral</li> </ul>	<p>Sessions held:            175 tutoring sessions            90 social and life skill sessions            45 healthy lifestyle sessions            140 cultural sessions and/or events            Counseling and/or crisis intervention will be provided, as needed.</p>	<p>90% of youth that attend at least 50% of the sessions who have been abstaining from alcohol and other drugs will remain abstinent from alcohol and other drugs.            85% of the youth that attend at least 50% of the tutoring sessions will improve their Grade Point Average by at least 5%, of those making less than a 2.5 Grade Point Average.            85% of students who participate in at least 50% of the social and life skills sessions will demonstrate an improvement in at least one of the areas of social bonding, personal competence, and/or social competence.</p>	<p>Reductions in ATOD use            Improved school performance            Improved school attendance rates            Reduced dropout rate            Increased sense of community and positive attitudes</p>