

San Carlos Apache College Governance Training



ASU Lodestar Center for Philanthropy and Nonprofit

Innovation

The San Carlos Apache College is a newly formed college on the San Carlos Apache Reservation. Governance Training was provided to the convening Board of Regents and college leadership.

Location:

San Carlos, AZ, USA

Content updates:

Impact Receipt[®] for...
Freeport McMoRan

Investment:
\$20,000.00

Report Stage:
Final

Last Updated:
22 Jul 2020



Jan 1, 2017
Program start

Nov 21, 2017
Program end

<p>Portion Funded 100% <i>of total cost</i></p>	<p>Investment Type Foundational <i>from options: incremental, significant, or foundational</i></p>	<p>Funder's Claim (enabled all of the outcomes, including...) 8 community leaders activated, strengthened</p>
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Core Services

Below is the grantee's description of each of the core services or activities this program/initiative uses to achieve its goal.

The program's primary core service or activity:

Education > Educational Management




The primary and secondary intervention types:

Capacity Development

Technical Assistance, Professional And Leadership Development

The program's duration and frequency of engagement with beneficiaries:



Program Duration	Engagement Frequency	Engagement Duration
 Multiple Months	Two to four	4 - 8 hours

Additional information about your program's core service, activity or strategy:

The governance training sessions for the San Carlos Tribal College Board of Regents were the culmination of several months of information gathering and planning with college and tribal members, as well as ASU professors engaged with the establishment of the college.

Beneficiaries

Below is the grantee's description of the people served by this program (on the left) and selected demographic and geographic categories representing these beneficiaries (on the right).




Beneficiaries were the members of the Board of Regents, college leadership and ASU advisors









- Adults (100%)
- Females (50%)
- Males (50%)
- People of European descent (25%)
- People of Latin American descent (13%)
- Indigenous peoples (63%)




Impact Model / Theory of Change

Below is the grantee's summary of how this program/initiative generates value, including the criteria for success at each stage and the number of successes achieved (Indicator), where the data come from (Measurement), and, if relevant, how much the current numbers vary from the original forecast before implementation (Variance).

Service type: Community Resiliency - Building individual, organizational, and community capacity to withstand disruption and plan for the future; Help communities thrive by partnering with local organizations to promote education, income, health, and the environment

Stage	Indicator	Classification	Variance
 Capacity Developed 	<p>8 other capacities developed (custom definition)</p> <p><i>Description:</i> Number of other capacities developed, not elsewhere classified. Enter your custom definition in the success criteria below, including the unit of measure.</p> <hr/> <p><i>Success Criteria:</i> Increased capacity to govern</p>	 Guess Guess based on knowledge, experience in this field	n/a

Stage	Indicator	Classification	Variance
 Reached	8 reached <i>Description:</i> Number of beneficiaries that participate in, or are directly served by, the program. <hr/> <i>Success Criteria:</i> Participation in at least one training session <hr/> <i>Sources/Assumptions:</i> Participants signed in for the training sessions.	 Directly Measured Tracked by participant sign-in, attendance lists, or usage logs	n/a
 Learn	8 gain capacity, motivation <i>Description:</i> Number of people that gain the skills, knowledge, access to resources, appreciation, or motivation to pursue the program's intended social impact goals. <hr/> <i>Success Criteria:</i> Increased knowledge on governance practices	 Guess Guess based on knowledge, experience in this field	n/a
 Act	8 take action <i>Description:</i> Number of participants who take action, change behavior, or pursue the program's intended social impact goals. <hr/> <i>Success Criteria:</i> Participation in governance training	 Guess Guess based on knowledge, experience in this field	n/a
 Succeed (Social Impact)	8 community leaders activated, strengthened <i>Description:</i> Number of program participants that became community leaders/civic activists - or significantly improved their skills, resources, or general capacity as existing community leaders - to promote civic improvement <hr/> <i>Success Criteria:</i> Board members have increased capacity to fulfill governance role <hr/> <i>Sources/Assumptions:</i> Interaction with participants	 Directly Measured Subjective assessment of social impact reported by program implementers (based on their own opinion)	n/a

Date	Documents
24 Jun 2020	 SCAC_Governance_Day_1A_.pptx
24 Jun 2020	 SCAC_Governance_2.pptx
24 Jun 2020	 SCAC_Training_recap.docx

Date	Notes
24 Jun 2020	Not all of the members of the Board of Regents participated in the training.



Budget

Expenses	Current Forecast	Variance	Notes (contents of line item)
Direct Cash	\$18,519.00		Reflects ASU indirect rate as accepted by FMI
Direct In-Kind			
In-Direct Cash	\$1,481.00		Reflects ASU indirect rate as accepted by FMI
In-Direct In-Kind			
Total Program Cost	\$20,000.00		

Narratives

Success Story

The Board of Regents lacked written policies and the training engaged members in policy creation. Keys issues for the SCAC Board of Regents that were addressed in the training included transition from Regent management to Staff management, clarity on roles and responsibilities, formalizing board operations, and creating policy to facilitate independent financial management and the college accreditation process.



Lessons Learned

The next steps for the Board of Regents, as facilitated by the college president, are the actual creation of policies based on a prioritized plan and incremental process. Overall the workshops were extremely well-received. Participants indicated that they found the sessions to be incredibly useful in reframing the role of the regents as a body focused on developing policy for the college as it moves towards self-accreditation. Board members appreciated the opportunity for facilitated discussion, as well as the samples and resources provided throughout both workshops. Participants expressed interest in the possibility of future trainings with Lodestar, and we would be pleased to discuss further.

Questions

1 . Did your organization or program serve any of the following areas during your report period?

- Arizona
- Colorado
- New Mexico
- Iowa
- Texas
- Connecticut
- New Jersey
- National
- International

2 . Please check which operating communities your organization or program serves or served in Arizona during the report period.

- Ajo
- Bagdad
- Bisbee
- Globe/Miami
- Graham County
- Greenlee County
- Green Valley/Sahuarita
- Jerome/Clarkdale
- Phoenix
- Tucson
- Hualapai Tribe
- San Carlos Apache Tribe
- Tohono O'odham Nation



White Mountain Apache Tribe

Statewide

