



2007-2008 Learn and Serve America Tribal Grantees

Learn and Serve America provides grants to schools, colleges, and nonprofit organizations to support programs that enrich learning through community service. For example, students studying nutrition may put their knowledge into action by conducting food drives, teaching others about healthy diets, or creating community gardens. This approach to education, called service-learning, helps address community needs while developing students' academic skills and the habits of responsible citizenship. Learn and Serve America, under its K-12 school-based funds, has a 3% set-aside for Indian Tribes and U.S. Territories. Learn and Serve America also supports programs that recognize exemplary service-learning programs.

Sitka Tribe of Alaska

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The Sitka Tribe of Alaska will involve 250 participants, along with adult volunteers, in Learn and Serve America projects designed to increase and enhance intergenerational communication and cooperation. The Sitka Tribe of Alaska will partner with the Sitka School District, the Sitka Native Education Program, and the Sitka Boys and Girls Club to implement service-learning activities during and after the school day and on weekends. Learn and Serve America activities will include tutoring, distributing food to elders, serving lunch to seniors, visiting elders to do chores, training senior citizens on computers, recycling, and developing and publishing oral history booklets.

Hannahville Indian Community

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Hannahville Indian Community will involve 60 participants, along with adult volunteers, in Learn and Serve America projects including constructing a house to give to an under privileged family, growing a garden and harvesting fruits for food distribution to the community, making blankets for mothers of newborns, creating a walking trail, and selecting and making a product to sell to raise money to purchase books to donate to the children's wing of the local hospital. Program partners include the 21st Century Learning Center as the venue for after school and weekend service and Big Brothers and Big Sisters to generate some of the adult volunteers.



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National Indian Youth Leadership Project Inc

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The National Indian Youth Leadership Project (NIYLP) will involve a minimum of 30 youth participants, along with adult volunteers, in Learn and Serve America projects in rural Tribal and Native Hawaiian communities in New Mexico and Hawaii. The service-learning program is a train the trainers model, whereby high school students and community members receive Community Emergency Response Team (CERT) training and wilderness and urban search and rescue skills. The team will not only be certified volunteer first responders, but will also continue to train younger students and community members in these skills to form additional CERT teams in other communities capacitated to assist professional first responders in natural and man-made disasters along with search and rescue missions.

Fort McDermitt Paiute Shoshone Tribe

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The Fort McDermitt Paiute/Shoshone Tribe, in partnership with the McDermitt Combined School, will involve 165 participants along with adult volunteers in service-learning projects focusing on mentoring, preserving Tribal culture, and supporting community/economic development. The project activities will include mentoring; teaching traditional dances, songs, and chants, as well as making regalia in order to perform at local events and powwows; and attracting tourists and businesses to the local community by building an RV park, planning for an observatory and a pool and park facility at one of the local hot springs, and hosting stargazing events for local citizens and astronomers.

Cherokee Nation

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Addressing a need to enhance social awareness and reduce risky behavior among youth, the Cherokee Nation Learn and Serve program will strengthen communities through increased exposure to Cherokee cultural virtues. School-based service-learning projects will be



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implemented through 9 sub-grants awarded to K-12 Oklahoma Public Schools in the Cherokee Nation that involve young people working with community elders to restore the value of Cherokee life-ways and the practice of “Ga du gi,” (or working together for the good of all). More than 3000 students and 500 adults will participate in service activities organized by Cherokee Heritage Service Clubs. A Tribal Youth Council will act as ambassadors to expand service-learning into new school sites and an Elders’ Council will advise teachers and students on cultural values such as sharing, respect, cooperation, and inclusion. Primary partnerships will be with the Cherokee Heritage Center, the Cultural Resource Center, Boys and Girls Club, and local museums, libraries, and civic organizations. The program will also sponsor service-learning events in conjunction with Global Youth Service Day, Martin Luther King Jr. Day, and the Cherokee Nation Education Summit.

Oglala Lakota College

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Wolakolkiciyapi (Living Lakota Ways of Life in Community), Oglala Lakota College’s Service Learning Initiative, will build on the strong desire of students to help their communities address pressing needs among the diverse Native American community in Rapid City and across the 4,500 square mile Pine Ridge Indian Reservation in southwestern South Dakota, home of the Oglala Lakota. The project will serve over 600 participants in one of the most economically disadvantaged regions of the United States. A robust planning process will bring college staff, students, and faculty together with community partners in order to create spaces that will afford students with meaningful opportunities to serve. College students will provide mentoring for K-12 students in reservation schools, will engage with early childhood programs, and will address identified needs including environmental protection, institution building, and human services. An ambitious assessment component, including process, outcome, and fidelity evaluations, carried out by students and faculty, will provide feedback to the schools; Rural America Initiatives; the Mennonite Central Committee; a variety of Oglala Sioux Tribal programs; and Children First, Inc., a local NGO that provides culturally appropriate mental health interventions for children and families.

Northwest Indian College

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Northwest Indian College (NWIC) will involve all 150 of its students in service-learning projects



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focusing on literacy, environmental stewardship, and health and wellness. Through its service-learning program, NWIC will develop leadership in the community to address the problems of poverty and lack of education; intergenerational partnerships to stem the loss of traditional values; and service-learning and civic engagement to overcome education deficits.

St. Stephens Indian School Educational Association, Inc.

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St. Stephens Indian School Educational Association, Inc. will involve 60 participants at St. Stephens Indian School (SSIS) and 40-60 adult volunteers in Learn and Serve America projects. Students in grades 6, 7, and 8 will research the Northern Arapaho Tribal history and the land and animals that sustained the Northern Arapaho people. They, along with faculty and community members, will create a museum exhibit on the history of the Northern Arapaho tribe and its folk art and crafts. The Wyoming Wildlife and Heritage Center in Thermopolis, Wyoming has agreed to house the exhibit. The program will partner with The National Museum of the American Indian in Washington, DC, including travel to the Smithsonian to study the artifacts of the Northern Arapaho people.

LEARN AND SERVE AMERICA SUBGRANTEES

Tohono O’Odham Community College

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Tohono O’Odham Community College (TOCC) will be operationalizing and formalizing service learning curriculum throughout all academic programs offered. During the grant, 30 students and 5 faculties who are participating in the occupational apprenticeship program will be assisting citizens of the Tohono O’Odham Nation with new construction, home repairs, and other renovation needs. This need is very great, as there are currently 400 home repairs, and other renovation needs. This need is very great, as there are currently 400 homes without proper infrastructure throughout the Tohono O’Odham Nation. TOCC’s SAFE project will include: 1) professional development training for faculty members; 2) syllabi analysis as it relates to service learning; and 3) service learning inclusion, with the goal that each course taught at TOCC will involve an element of service learning.



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Southwestern Indian Polytechnic Institute

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Southwest Indian Polytechnic Institute (SIPI) will focus on service learning projects that deal with K-5 reading and math literacy, community partnerships that promote civic engagement and college leadership programs that allow their students to become engaged citizens and mentors to other students. SIPI students will improve their academic learning while also becoming civically active in their communities to affect positive social change.

Turtle Mountain Community College

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Turtle Mountain Community College (TMCC) has chosen the problem of diabetes as a community issue to use for its SAFE service learning project. Type 2 diabetes is a widespread problem that directly or indirectly affects everyone on the reservation. TMCC will be partnering with the Anishinaube Wellness Center, the Honoring Our Health Diabetes Project, the Woodlands Wisdom Nutrition Project, the USDA Special Emphasis Extension Talking Circle Project, and the Genetic Research program to address this problem. They will also be adding the 5+5 Coalition (which consists of the County Public Health, Presentation Medical Facility, Rolette county WIC, and Rolette county Extension Program) to their list of partners. The TMCC SAFE project will be utilizing the National Center for Service Learning and Leadership to train their faculty in implementing service learning into their courses. During the grant, at least 6 faculty and 175 students will have been actively involved in service learning projects relating to diabetes.



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