

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/22/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AS125894	4. DATE RECEIVED BY FEDERAL AGENCY: 01/22/11	FEDERAL IDENTIFIER: 09ASHSD002
<b>5. APPLICATION INFORMATION</b>		
LEGAL NAME: Red Cloud Indian School, Inc. DUNS NUMBER: 082531831 ADDRESS (give street address, city, state, zip code and county): 100 Mission Drive Pine Ridge SD 57770 - 2100 County: Shannon	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Margi Bettelyoun TELEPHONE NUMBER: (605) 867-5888 216 FAX NUMBER: (605) 867-9230 INTERNET E-MAIL ADDRESS: MBettelyoun@redcloudschool.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 460275071	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Faith-based organization School (K-12) Other Native American Organization	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION        B. BUDGET REVISION C. NO COST EXTENSION    D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State without Commissions	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Oyate Teca Waonspekiya - Teaching the Young People	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The area affected by this program is the Pine Ridge Indian Reservation in the southwestern corner of South Dakota. The primary cities affected are Pine Ridge and Porcupine in Shannon County.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 08/08/11    END DATE: 07/01/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="SD 001"/> b.Program <input type="text" value="SD 001"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. FEDERAL                      \$ 212,302.00	<input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
b. APPLICANT                    \$ 346,723.00		
c. STATE                         \$ 0.00		
d. LOCAL                         \$ 0.00		
e. OTHER                         \$ 0.00		
f. PROGRAM INCOME            \$ 0.00		
g. TOTAL                         \$ 559,025.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Margi Bettelyoun	b. TITLE: Program Director	c. TELEPHONE NUMBER: (605) 867-5888 216
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/09/11

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### Executive Summary

Oyate Teca Waonspekiya (teaching the young people) is an AmeriCorps program at the Red Cloud Indian School, which is located on the Pine Ridge Indian Reservation of South Dakota. The Teaching the Young People program of Red Cloud Indian School has members who serve as teachers, aides, after school prefects, and bus drivers. The ultimate goal is to develop students into men and women of conscience, confidence, competence, and commitment.

### Rationale and Approach

#### A) COMPELLING COMMUNITY NEED

Founded in 1888 at the request of the historic Chief Red Cloud to educate the Lakota children on the Pine Ridge Indian Reservation, today Red Cloud Indian School provides an education to 600 Lakota students each year at Red Cloud Elementary School (K-8) and Red Cloud High School (9-12) in the village of Pine Ridge, and at Our Lady of Lourdes Elementary School (K-8) in the town of Porcupine. Ever since its founding, Red Cloud Indian School (RCIS) has walked with the Lakota people through the massive cultural transition of the past century and has provided a quality education of both the mind and the heart to the children of the Reservation. Red Cloud is a multi-faceted effort that also includes The Heritage Center to preserve and deepen cultural understanding and pride for the Lakota and pastoral outreach efforts in communities on the Reservation through its sixteen Lakota Catholic parishes and community churches. Red Cloud is a 501(c)(3), private, nonprofit organization that is registered in the State of South Dakota and administered by a partnership of Jesuit and Lakota individuals.

Pine Ridge Indian Reservation is home to the Oglala Lakota people who are faced with some of the most crushing economic and social realities in the nation. Red Cloud strives to provide a quality education that says to the students "Of course you can!" when so much in their daily lives on the Reservation says "You probably can't." Despite a strong and vibrant cultural tradition, the context of Reservation life

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presents many challenges for the students at Red Cloud, challenges that mean that most of them are at-risk. These include:

- \* Median household income is only \$6,100 annually. Even when compared to other Native American groups, the income gap is staggering --the median household income of all Native Americans and Alaskan Natives is about \$32,000 (2000 U.S. Census).
- \* 30% of the population over the age of 25 in Shannon County has not attained a high school degree or its equivalent (2000 U.S. Census).
- \* The unemployment rate hovers at about 75% (2000 U.S. Census).
- \* Over 74% of the children who attend Red Cloud are eligible for a free or reduced lunch according to the federal income guidelines of the National School Lunch Program (2000 U.S. Census).
- \* The average life expectancy of males is 55 years, compared to the U.S. average of 75 years. The average life expectancy of females is 60 years, compared to the U.S. average of 80 years.
- \* The infant mortality rate is twice the national average.
- \* The suicide rate is 72% higher than the national average.
- \* 37% of the population has diabetes.
- \* Alcoholism is pervasive: Each year 4 million cans of beer (10,958 cans every day) are sold 10 miles from Red Cloud's main campus in the town of White Clay, NE, population 35.
- \* 69% of children live in poverty and almost 3 out of 4 children live in single parent homes.

Additionally, the 1997 South Dakota Youth Risk Behavior Survey Report of the South Dakota Office of Comprehensive School Health indicates that among Native American high school students:

- 67% had intercourse at least once in their life.
- 88% had used alcohol during their life.
- 31% had seriously considered attempting suicide.
- 15% had attempted suicide in the last 12 months.

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- 90% had tried cigarette smoking.
- 80% had tried marijuana.

In spite of the unique challenges and history of the students living in extreme poverty on the Reservation, Red Cloud goes above and beyond the basic curriculum to meet the complex needs of the students. While these statistics are staggering and frightening, we believe that Red Cloud Indian School's multi-faceted approach for these at-risk students we serve is overcoming what the statistics indicate could be a bleak future for Lakota children. The proposed Oyate Teca Waonspekiya (OTW) AmeriCorps program strongly supports our efforts to improve the capabilities of Red Cloud's students both in and out of the classroom with the ultimate goal to help them develop into the Lakota leaders of tomorrow -- men and women of conscience, confidence, competence, and commitment.

### B) DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

Through Oyate Teca Waonspekiya (OTW), each of the 10 full-time members and 12 members without allowance will serve students at Red Cloud Elementary, Red Cloud High School and Our Lady of Lourdes. The members will operate in four primary capacities: (1) facilitating a safe place for students to learn important life skills and build positive relationships through Red Cloud's after school program; (2) organizing Renaissance Place (RP) programs to increase the learning experiences in each classroom and strengthen students' reading and math skills; (3) managing a service-learning program to give high school students the opportunity to learn the value of community service and increase knowledge of the Lakota value 'wacantognaka' (generosity); and, (4) providing strong classroom and library instruction and support as teachers, teachers' aides, librarians, and substitutes.

(1) The RCIS after school program provides a safe place for students to learn and play outside of the school day for two hours each day. In addition, students are provided bus transportation home. Many activities are offered including: Girl Scouts of America, Boys Club, traditional Lakota drumming groups,

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traditional Native hand games, SmartTutor, arts and crafts, health and wellness, sports, and more. Since the implementation of the after school program in 2003, there has been an overwhelming participation in each school. Out of the almost 600 Lakota students that attend Red Cloud Indian School, 504 have participated at least once in the after school program this school year. AmeriCorps members will play critical roles in organizing and managing activities for students in part time capacities after fulfilling their roles in their classrooms earlier in the day. They will be responsible for setting up after school programs, finding volunteers, and coordinating Saturday trips for after school student participants.

(2) Through the past two grant cycles, RCIS has been using and expanding the RP program and is now successfully using this collection of helpful learning tools in each school. Since implementation, student success rates in math and literacy have increased greatly and students have taken a stronger interest in these areas. The programs include STAR Early Literacy, STAR Reading and Math Assessment, Accelerated Reader and Math practice, and Math Facts in a Flash. AmeriCorps members will be vital to the success of the RP program in each classroom. Members will assist in activities including: (a) developing classroom curriculum; (b) assisting students in all grades who are at risk of grade-level retention; (c) assisting students with computer-based software for reading, math skills, and testing purposes; and, (d) monitoring STAR results to address learning difficulties and modifying teaching to support improvement in reading and math strategies.

(3) This year, the Red Cloud High School has implemented mandatory service-learning activities in their curriculum for all students (previously all activities were voluntary). Now, according to grade level, students must participate in a specific number of hours in service to their community. Freshmen are to put in 10 service hours, Sophomores 20 service hours, Juniors 30 service hours and Seniors are required to attend a service trip before graduating. Adding this mandatory service-learning component allows students more opportunities to serve and learn about and reflect on the importance of service. Service is a strong component of the Lakota culture, known as 'wacantognaka' or generosity. Members will work alongside high school students to provide service to the Pine Ridge community. They will take an active

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part in locating service sites and developing service opportunities with community partners.

(4) As classroom and library instructors (generally members without living allowance) members will serve as necessary leaders in instructional and support capacities for students. This year, for example, members are teaching high school English and serving as aides in the Kindergarten class, and acting as librarians in both the high school and elementary school. As librarians, members will offer students an organized and encouraging place to grow in their love of reading and will help students achieve higher scores through RP programming. As full-time substitutes, members will work each day either teaching in a classroom or aiding in a classroom. Beyond the classroom, members will coach teams, drive bus routes, attend and chaperone school events, monitor lunch rooms, and often spend time visiting with students and their families at their homes. Members will have a direct and important role in encouraging Red Cloud students to pursue their dreams while at the same time, reaching some of their own personal goals. They will be concrete, living examples to the students and community about the importance of service to others.

An AmeriCorps grant to support these activities is critical to Red Cloud's work to help students overcome the many challenging obstacles on the Reservation that inhibit their ability to gain a quality education and become the Lakota leaders of tomorrow. At Red Cloud, they work hard to overcome the fear that they will always be poor and unemployed -- a message that surrounds them from a very young age. The entirety of the OTW program provides an array of activities to meet the students where they are and ensure that they acquire the skills necessary to dream bigger dreams and then go after them, recognizing their rights and responsibilities to one another, their families, and the larger society around them.

OTW members will be trained throughout the school year. They will participate in a one-day AmeriCorps orientation, which will outline the purpose of the AmeriCorps program and highlight the

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Corporation's policies and procedures. Orientation will also explain the specific purpose and policies and procedures of the OTW program at Red Cloud. In addition, members will be trained in classroom management, CPR, Renaissance Place Programming and some will attain a commercial drivers license in order to be able to provide bus transportation for students before and after school, and for after school programs, field trips, and athletic events. All full-time local members will be required to attend the Lakota Nation Education Conference and members will attend all other teacher training provided by RCIS throughout the year including in-service and staff meetings. Local members will also have the opportunity to attend college classes if they pertain to their role at RCIS. Member training will complement each members' service experience to bolster their personal skills according to their role at Red Cloud be it as a teacher, substitute, after school coordinator, etc. Their supervisors will work to ensure that each member receives the necessary training to fulfill their service role. As a result, student achievement will be strengthened both in and out of the classroom.

Supervision of members will be provided by a direct supervisor (classroom teacher) and a site supervisor (school principal). Each will work with members daily. The OTW Program Director will also be available in a limited supervisory capacity. She will meet twice monthly with supervisors to review members service and compliance with rules. Each supervisor will have a copy of the policies and procedures of the OTW and that will be reviewed with the OTW Program Director as needed. Also, every member will read through and discuss the rules on prohibited activities at the fall AmeriCorps Orientation at the start of their service year. All members will receive copies of prohibited service activities before they start their service. Members that do not comply with rules will be dealt with accordingly by their supervisors and the OTW Program Director.

### C) MEASURABLE OUTPUTS AND OUTCOMES

RCIS programs outputs and outcomes are in line with three of the Corporation's strategic initiatives to

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increase national and community service.

### ENSURING A BRIGHTER FUTURE FOR ALL OF AMERICA'S YOUTH:

Youth who grow up on the Pine Ridge Indian Reservation are more likely to be at risk of school failure, unemployment, criminal behavior, and persistent poverty. Red Cloud provides caring adults as mentors and teachers for them and provides more opportunities for them to serve their communities. Outputs and outcomes in this focus area include: the number of children and youth from disadvantaged circumstances participating in service, service-learning, safe and educational after school programming, and increasing their math and literacy skills and understanding of the importance of serving others.

### ENGAGING STUDENTS IN SERVICE:

Red Cloud is dedicated to guiding students to become responsible citizens and we are using our resources strategically to increase volunteer and service-learning opportunities for youth. We continue to develop a stronger, comprehensive service-learning program in the high school. Outputs from these efforts include the number of students taking part in service-learning activities throughout the community. Outcomes include an increased understanding of the importance of community service as well as the traditional Lakota value 'wacantognaka' or generosity.

### MOBILIZING MORE VOLUNTEERS

Red Cloud is committed to increasing its number of leveraged volunteers through the OTW program to help meet critical needs across the Reservation. We continue to develop and strengthen our capacity to recruit and manage additional volunteers particularly in the high school. Volunteers will be tracked by administrators of the high school service-learning program.

We will use several systems in tracking these outputs and outcomes. (1) Attendance will be collected



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daily by the coordinator of the after school programs and given to the OTW Program Director at the end of the service year. Student accomplishments in activities will be assessed to ensure growth both in and out of the classroom. (2) Renaissance Place programs offer a built-in tracking through each test a student takes. At the end of the school year, RP provides averages, and final scores for each student. (3) Students involved in the Service-learning program will complete a questionnaire of their service experience to measure their increased understanding of the importance of community service. Attendance will be taken to ensure students meet service-learning requirements.

### D) PLAN FOR SELF ASSESSMENT AND IMPROVEMENT

Assessments will be administered in several ways during the course of the grant cycle:

- \* Built-in assessments in the RP program will help track student progress. Use of this data will aide in showing the strengths and weaknesses of using the RP program in the areas of math and literacy.

Members will work with other instructional staff to continually assess the program based on these outcomes.

- \* At the beginning of the year, teachers and members will be asked to suggest activities they would be interested in offering for the after school program. Throughout the year, coordinators will assess the operation of the program and various activities. Changes will be made as necessary based on informal student, parent, and teacher feedback. At the end of the year teachers will be asked to evaluate the success of the program. Principals and program coordinators will file a report on the program.

- \* Students' reflection on their service and the number of service hours completed will create a foundation for evaluating the service-learning program. After each activity, coordinators will assess the participation rate and response of both students and community stakeholders and gather input to strengthen future collaborations. Once the service year is completed, students will be instructed to fill out a questionnaire that will include a reflective essay on their service experience. Involved OTW members and the student activities director will also be asked to report on their experiences at the end

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of the service year with suggestions to strengthen the program.

\* All members will have formal and informal sessions with their supervisors and the AmeriCorps Program Director to offer input for continuous program improvement. Formal meetings will include staff and department meetings. Administrators will also meet with the Superintendent to share program updates at bimonthly meetings.

### E) COMMUNITY INVOLVEMENT

The decision to direct members efforts towards the four areas of activity outlined above are based on recommendations by the North Central Association Commission on Accreditation and School Improvement (NCACASI is an independent accreditation organization that accredits RCIS), and school improvement process, the RCIS Education Committee, the RCIS Administrative Team, and teacher, student and parent feedback.

Each school of the Red Cloud School district participates in continuous school improvement activities as part of the NCA accreditation process. Part of the NCA requirement comprises making annual surveys of faculty/ staff and parents, as well as other community members to decide target areas of growth. The RCIS district presently has target areas for improvement of student literacy and math skills and service-learning participation. These target areas will be in place throughout the length of the grant cycle. The need areas addressed by the OTW program will help to realize stated goals within the NCA process and respond to information from community members. RCIS will continue with annual surveys to ensure community members comments and concerns are addressed and to continue to comply with the NCA accreditation process.

### F) RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS:

There are no other CNCS programs in the immediate area that serve youth in any similar capacity.

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### G) POTENTIAL FOR REPLICATION:

Replication of the OTW program could be easily achieved by other schools. First, reproduction of the after school program would require the commitment of students and staff and provision of the necessary materials and space. Second, any school district with the proper resources could introduce RP into its curriculum with a commitment to strengthening students' math and literacy skills. Third, Red Cloud's experience in streamlining existing service opportunities and creating new ones could be used to design and build a service program at a school of any size with dedicated staff, community collaborators, and resources to support student participation and transportation.

### **Organizational Capability**

#### 1. SOUND ORGANIZATIONAL STRUCTURE

##### A) ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT:

Red Cloud Indian School was founded in 1888, at the request of the historic Chief Red Cloud. Every since its founding, Red Cloud Indian School has walked with the Lakota people through the massive cultural transition of the past century and has provided a quality education of both the mind and the heart to the children of the Reservation. Today, Red Cloud Indian School, a Catholic institution administered by the Jesuits and the Lakota People, provides a quality education that says to the students "Of course you can!" when so much in their daily lives on the Reservation says "You probably can't." Despite a strong and vibrant cultural tradition, the context of Reservation life presents many challenges, including high rates of poverty and unemployment, for the students at Red Cloud. These challenges mean that most of them are labeled as "at-risk" youth.

The goal of Red Cloud is to help students recognize their own giftedness through an education of the heart and the mind, with a particular focus on educating about, celebrating, and living into their heritage. At its core, Red Cloud Indian School provides a high quality, college preparatory education

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using a basic curriculum. However, because of the unique challenges and complex history of the students living in extreme poverty on the Reservation, Red Cloud goes above and beyond the basic curriculum to meet the complex needs of the students. A Red Cloud education develops the Lakota leaders of tomorrow, women and men who will become the agents of social change that will help reverse trends on the Reservation.

Red Cloud has supported service programs for several decades. Now in its 44th year, the Red Cloud Volunteer Program has evolved to a significant role in supporting the institution and greater Red Cloud community by providing well over 36,000 hours of service to the schools and Reservation community each year. For nine years now, the Volunteer Program has grown through the use of AmeriCorps EAP funds. With the addition of local full-and part-time members, the entirety of the volunteer service at Red Cloud bring incredible value to the quality of instruction and opportunities for growth available both in and out of the classroom for the Lakota students.

AmeriCorps members have played tremendous roles at Red Cloud and because of their efforts, accomplishments by students abound. Because of our members' service as teachers, aides, librarians, bus drivers, after school coordinators and more students are given the additional support they need to learn, grow, and succeed in school. Because of our members, students have a safe place to be after school where they are enriched by activities that expose them to skills and knowledge that they might not otherwise encounter. Because of our members, students have individualized support to gain the skills and confidence they need to increase their performance in math and literacy and improve their test scores and reading levels. Because of our members, students are given positive role models who impress upon them the importance of personal goals, motivation and hope. Because of our members students are also exposed to the importance of service to others by those who live in this spirit and have taught others to increase their service efforts in the local community.

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Red Cloud Indian School has a well-developed financial tracking system to support diverse development and fundraising efforts including federal grants. A full-time financial officer is responsible for the management of funds received and for reporting financial records to the Corporation. A full-time program director works hand-in-hand with site coordinators to ensure smooth administration of the AmeriCorps programming. All staff understand the significant responsibility they undertake to monitor the program and are in constant communication about the program's strengths and weaknesses. At regular bimonthly meetings sponsored by the Superintendent, staff review the program and its goals.

### B) BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF:

Red Cloud Indian School is administered by a partnership of Jesuit and Lakota individuals. The Jesuit members of the administration are exemplified by the President, Fr. Peter J. Klink, S.J. Fr. Klink has been involved with Red Cloud Indian School since 1975 in various capacities, including Principal, Superintendent, Director of Development and now President. Fr. Klink partners with the Lakota members of the administration, who are exemplified by Mr. Robert Brave Heart, Sr., Superintendent of Red Cloud Schools. Mr. Brave Heart has a long family history on the Pine Ridge Indian Reservation and has held leadership positions since 1990 at Red Cloud. Other key Lakota members of the administration include Al Tibbitts, Vice President for Administration and Angie Eagle Bull, Vice President for Finance. Additionally, Red Cloud Indian School is governed by a thirteen-member Board of Directors.

The Board of Directors oversee various departments including the schools, Heritage Center, and parishes. The President of Red Cloud oversees the schools district and reports to the Board of Directors. The Superintendent reports to the President and oversees daily operations of the school system. The Superintendent also works with the Education Committee of the Board of Directors to determine school

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policies and procedures and set the school calendar. In addition, each school has a principal that oversees and directs all activities in that school. The AmeriCorps Program Director works with the principals and the Superintendent to monitor AmeriCorps activities and policies. The Program Director also oversees the activities of the members. Twice a month, the Superintendent meets with the principals and the Program Director to discuss school activities, plan events, and make suggestions for improvements in the schools. In each school, members are supported directly by a classroom teacher or department head and they attend all faculty and departmental meetings.

Other key staff who will support the OTW program include:

The newly hired OTW AmeriCorps Program Director is Margi Bettelyoun. Margi took over the position at a difficult time after the abrupt resignation of the previous director. Margi and husband Ivan have three children who are all RCIS alumna. Margi's experience comes from 13 years of owning and managing a successful convenience store not far from the Red Cloud campus. She also spent 11 years with the United States Postal Service, attaining the position of Postmaster. They have also been involved with many civic and community groups over the years. These 24 years provided a wealth of knowledge and experience in working with the local people.

The Coordinator of the Red Cloud Volunteer Program is Patrick Gilger, S.J., a Wisconsin Province Jesuit. Patrick is a graduate of both Creighton University and Loyola University Chicago, earning degrees in Philosophy at both institutions. As Volunteer Coordinator, Patrick's responsibilities include recruiting and interviewing prospective volunteers, orienting those volunteers who are accepted into the program for life on the Pine Ridge reservation and for life at Red Cloud, and putting into place a structure which allows volunteers (whom are members without living allowance) to continue to shape themselves into strong, confident men and women. Patrick works very closely with the AmeriCorps Program Director who oversees all AmeriCorps members. In addition to his responsibilities as

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Volunteer Coordinator, Patrick also teaches juniors and seniors at Red Cloud High School.

Angie Eagle Bull serves as the Vice President for Finance at Red Cloud and manages all business operations related to fiscal oversight and management of funds for all facets of Red Cloud Indian School, Inc. A graduate of Red Cloud, Angie has a degree in Business Administration and worked for the Oglala Sioux Tribe for 23 years, with the employment and training programs. Before obtaining her current position, she was a Major Gifts Officer and oversaw the direct mail operation at Red Cloud.

Angie Yellow Boy-Stintson is the Comptroller at Red Cloud. She also works closely with the AmeriCorps Program Director concerning numerous budget issues.

Jenna Cuny is the Assistant to the Superintendent and is also the Director of Transportation. She works closely with the AmeriCorps Program Director and maintains knowledge of the program so she may provide continuity to the program in the event of unforeseen circumstances.

### C) PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT:

The Board of Directors, its Education Committee, and Red Cloud administrators meet regularly to focus on improvement in the school system. In addition, Red Cloud continuously uses the NCA school improvement process to determine its effectiveness and identify areas that need improvement. To further the success of Red Cloud, the Superintendent requires two evaluations a year of every teacher, principal, administrator, and the AmeriCorps program and its director. Evaluations are used to determine areas of success and improvement for each individual and are used to look at ways each school can become a solid, more successful educational institution.

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The Red Cloud Business Office also completes a yearly independent audit to guarantee proper spending and use of funds in the fiscal areas of Red Cloud.

### D) PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE:

Technical assistance will be a priority for the OTW program and will be provided to all AmeriCorps members in the areas of teacher training, computer literacy, and first aide training. This training is provided by outside consultants and in-house personnel. Red Cloud presently employs professionals who are able to present workshops as a continuance of their regular duties. Any additional training needed will be arranged by the AmeriCorps Program Director.

Regularly, Red Cloud investigates the need for training programs that contain a wide variety of subjects for the many staff at Red Cloud. Administrators often design training sessions for our staff development program, including, but not limited to: cultural sensitivity, communication skills, reading techniques, classroom management, technology usage, and parenting. In addition, Red Cloud has built relationships with a variety of community partners to provide training that cannot easily be provided in-house, such as CPR training.

## 2. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

### A) VOLUNTEER GENERATION AND SUPPORT:

Individual efforts to support family and community are strong traditional values in the Lakota culture. Before Europeans settled in the American West, Lakota families banded together to roam the plains and meet the daily tasks required for survival such as hunting, gathering, and spiritual celebration. Today, the Lakota value of 'wacantognaka' (generosity) remains a critical component of the social fabric of Lakota life on the Pine Ridge Indian Reservation. Due to challenges such as extreme rates of poverty and health issues like diabetes and obesity, lack of public transportation, and even unpredictable



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weather, generosity on the Reservation takes many shapes that often focus on overcoming day-to-day hardships. Traditional volunteering as it is known to many Americans takes a more informal form for Lakota families who often struggle to meet the basic necessities. Instead families help others through things such as the provision of child care for one another and participation in traditional Native "giveaways."

Red Cloud recognizes the importance of promoting 'wacantognaka' (generosity) in its students and encourages students and parents to participate in other ways to support their community. In particular, Red Cloud encourages families to get involved in a variety of activities sponsored by the schools. For example, parents help to manage not only the traditional after school program but they volunteer at sporting events as referees, scorekeepers, and keepers of the concession stands. They also chaperone high school dances and field trips and participate in craft fairs to share Native traditions with students. This year, almost 300 students and parents have given the time, talents, and resources to service work managed by Red Cloud

Generation of student volunteers centers around service-learning at Red Cloud. With the previous AmeriCorps grant cycle, a service-learning element was added to the curriculum at Red Cloud High School. During this time, service activities were organized by teachers attempting to motivate students to service their communities but were sometimes unfocused and unorganized. As a result, the student participation rate was not high. This year, Red Cloud is taking a different approach to service-learning with the goal of 100% of student involvement in service activities by the end of the grant term. This will be made possible by new high school requirements stating that students must put in a specific number of service hours before being able to graduate. As a result over 200 high school students will put in thousands of service hours in the Pine Ridge community. The service-learning effort is now being organized by the OTW program and the High School's Spiritual Formation Department with significant

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input from high school administrators. With strengthened leadership and oversight the service-learning effort promises to increase not only students' service efforts but their understanding about the important role service plays in strengthening local communities. Already this school year, students have taken a proactive role in brainstorming and leading service projects. Every indication points to a stronger service-learning program through the next several years.

### B) ORGANIZATIONAL AND COMMUNITY LEADERSHIP:

Red Cloud Indian School plays a strong leadership role in a variety of different capacities on the Pine Ridge Indian Reservation. The Heritage Center, managed by Red Cloud, is the Reservation's only art museum and is the leader in the community to preserve and educate the world about Lakota and other Native cultures through their traditional art. Over 10,000 local, national, and international visitors visit the Center each year, including the local school children that attend Red Cloud and the other Reservation schools. Other audiences include art scholars, museum curators and other borrowing institutions where more than 2,500 works have been loaned in the past few years, including the Smithsonian's National Museum of the American Indian (which currently displays several pieces related to Red Cloud Indian School). For over 40 years, the Center has also sponsored the annual Red Cloud Indian Art Show which has helped numerous Native American artists from tribes across the nation launch their artistic careers. In addition, the Art Show has introduced Red Cloud Indian School to thousands of people from around the world who would otherwise never have visited Red Cloud or the Reservation.

Aside from the Show, the permanent collection at The Center includes almost 5,000 paintings, drawings, traditional clothing, sculptures and artifacts and a small portion of tribal arts, sculptures and carvings from the permanent collection is on display in the gallery throughout the year. It is considered one of the finest collections of Native American art in the country and is currently undergoing a

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cataloging process supported by grants from the federal Institute of Museum and Library Sciences and the Archibald Bush Foundation. The Heritage Center Gift Shop also plays an important role in the local economy as it annually purchases and sells over \$100,000 worth of Native tribal arts and fine arts, both contemporary and traditional.

RCIS also manages a pastoral ministry outreach serving more than 2,000 people through its sixteen Lakota Catholic parishes and community churches. Parishes on the Reservation exist to provide support and a strong sense of community to those who live in these areas. Many people see the men and women that serve as sisters, brothers and priests on the Reservation as community leaders who work with the Lakota to distribute food, clothing, and house wares, in addition to organizing wakes, funerals, and other major events in the Lakota community life.

The Red Cloud school district continually exhibits leadership in academia and athletics across the region, state, and nation. The tremendous accomplishments of the students have been growing annually and are testament to the strength of Red Cloud's wrap-around approach. These accomplishments most recently include: Of the graduating class of 2008, all forty-seven had plans in place at graduation to begin further education or training this fall; this year there were eight Gates Millennium Scholarship recipients in the Class of 2008, bringing the total number of Red Cloud recipients since the scholarship's inception in 1999 to thirty-two; Red Cloud leads the nation for the highest per capita number of these recipients. One senior was accepted at Yale, Dartmouth, Duke and Princeton -- she is going to Princeton this year. Additionally, three seniors were awarded Horatio Alger Scholarships -- one at the national level. A higher percentage of students go on to succeed in college from Red Cloud than any other reservation school.

These are tremendous accomplishments for the students we serve given their challenging economic,

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social, and physical contexts. And their successes do not stop with graduation from high school. Red Cloud's graduates are becoming professionals and then bringing their much-needed skills back to the reservation as educators, lawyers, policymakers, doctors, and more. It is estimated that 65 percent of the professionals on the Reservation are graduates of Red Cloud, an indication that they are using their education and professional skills to become agents of social change in their own communities.

Red Cloud school staff often play leadership roles in support of broader Lakota educational opportunities. For example, the superintendent of schools is also chairman of the Lakota Nation Invitational (LNI) Board of Directors. LNI is one of the biggest high school athletic and educational tournaments in South Dakota -- a tournament with a storied history. What started off as a tournament between a few local boys' basketball teams in 1977 has evolved into a gathering of 16 schools that participate in a variety of competition. Schools will enter the Lakota Nation Invitational to compete in the wrestling, knowledge bowl, Lakota language bowl, storytelling, cheerleading, handgames, girls' basketball and boys' basketball. The tournament draws nearly 10,000 spectators each year.

The schools have also preserved a presence in the community through work at the Boys & Girls club, helping with community projects such as building fences in support of a buffalo reintroduction project, participating in building a Lakota ceremonial lodge.

### C) SUCCESS IN SECURING MATCH RESOURCES

Match requirements are met mostly through funds raised by the Advancement Office at Red Cloud in addition to matching funds provided by Indian Health Services. Red Cloud has its own development and fundraising operation that supports its three schools, sixteen parishes and The Heritage Center. The development office personnel will continue to search for other funding sources to support the literacy, after-school and service program initiatives supported by the AmeriCorps program.

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### 3. SUCCESS IN SECURING COMMUNITY SUPPORT

#### A) COLLABORATION:

For over 120 years, Red Cloud has been an active participant in the Pine Ridge Indian Reservation communities. Our organization consists of three inter-related parts: three schools, 16 Catholic parishes, and The Heritage Center. These give Red Cloud a comprehensive ability to serve and collaborate with the Lakota people to preserve and celebrate their cultural heritage, nurture their spiritual needs, and offer their youth with a college preparatory education. In addition, Red Cloud has developed partnerships with other local, state and national organizations to increase its effectiveness. These partnerships include: Bright Start Childhood Health Education, Indian Health Services, Social Services - - Employment Specialists, KILI Radio, and Oglala Lakota College Community/Continuing Education, the 21st Century Community Learning Center program, SuAnn Big Crow Boys & Girls Club, Lakota Language Consortium, Dakota Interactive Academic Link -- Interactive Learning Campus Grant, Ocheti Sakowin Distance Education Consortium, AISRI (American Indian Studies Research Institute), and a number of higher education institutions including University of South Dakota Upward Bound Programs, Carthage College, Rockhurst University, Regis University, Creighton University, and the University of South Dakota.

In particular, Red Cloud's model partnerships with post-secondary institutions continue to increase and develop the quality and reach of the services we provide. Red Cloud works with Creighton University, to provide students at Red Cloud with ongoing mentoring and support during and beyond high school and help Red Cloud provide an even stronger foundation from which the students can grow. The University Mentor Program pairs high school students with college faculty who can help to advise the students during the college and financial aid application process and then provide strategic support as they transition into the higher education setting. The University Mentor Program is key to providing the

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opportunity for more campus visits, increasing numbers of students attending colleges and universities, and supporting the students as they transition from Red Cloud's very personal environment to the greater anonymity of a college campus.

### B) LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS:

Red Cloud receives some local support in the form of advertisements and donation of supplies from local businesses, but little can be brought in from local resources in terms of financial contribution. The Pine Ridge Indian Reservation suffers from extremely high rates of poverty estimated by the U.S. Census to be about 75 percent. Consistently, Shannon County is ranked one of the poorest counties in the nation. As a result, more than 95% of its \$11.7 million annual operating budget has to be raised from outside sources each year. This reality results from operating in an area with few local financial resources -- there are simply no local sources of substantial financial support, and even the minimal tuition that is charged (\$100/child or \$200/family) is often waived. Historically the institution has relied on a strong direct mail program to make sure that all operating needs are met each year.

Economic downturns like the one that is taking place currently pose some challenges to the organization's ability to continue to meet these operating needs. Therefore, the institution is diversifying its revenue stream through increased efforts to raise funds from other sources, including planned gifts, major gifts, government funding opportunities, and foundation and corporate support. Please see the section on special circumstances for more information.

### C) WIDE RANGE OF COMMUNITY STAKEHOLDERS:

Red Cloud Indian School offers the highest quality of education available for students on the Reservation. Because of this, the surrounding communities hold a strong stake in ensuring the success of the Red Cloud school system to produce Lakota men and women with the skills and knowledge needed to create local and regional change. Student waiting lists for attendance exhibit the tremendous

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interest that the community has in sharing in the strong education available to Lakota students. Red Cloud is understood as a valuable and unique community asset where each student, parent, and teacher has the opportunity to shape and change lives as evidenced by the consistent waiting lists at the high school. If Red Cloud were to close down, students' ability to make solid choices about continuing their education into high school and beyond would be much more limited.

Red Cloud continually strives to foster strong community ties. For example, recent community stakeholder support has expanded through the development of the strategic plan for the new Lakota Language Program that includes involvement from Lakota community members and elders, academic practitioners from Indiana University, and Red Cloud staff and administrators to develop a plan to revitalize the Lakota language and culture for generations to come. Ultimately, the school hopes to play a role in the continual revival of the spoken language among Red Cloud students, their families, and the broader community of the Pine Ridge Indian Reservation. (The University of California--Los Angeles estimates that there are only about 6,000 fluent speakers of the Lakota language today, and that the language is in severe danger of becoming extinct.) Lakota community members are playing a significant role in helping Red Cloud create a comprehensive, standardized and coordinated language curriculum for K-12 students. These efforts build on decades of community members who have also participated in teaching Native culture including Lakota drumming and singing and traditional hand games.

### D) SPECIAL CIRCUMSTANCES:

Red Cloud's position as a nonprofit organization in a highly rural, economically challenged area creates a reality in which the majority of funds must be raised from outside sources through diversified streams. Red Cloud is located in one of the poorest areas of the United States and relies almost exclusively on contributions outside of the community. Each year we must raise over \$11 million to keep the lights on, pay the salaries of teachers, bus students 500,000 miles a year to and from school, keep the buildings

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heated, provide healthy meals and snacks, and everything else that is needed for the students to realize their potential. In addition to that annual need, we must also continually be looking to the future to ensure that we are able to expand and enhance our activities in such a way as to provide the students the skills they need to remain competitive with their peers across the country. Tuition for students to attend Red Cloud is very low: \$100 per student, with no family ever paying over \$200. In reality, even this low tuition often gets waived due to high unemployment rates, and families receive financial aid of some kind from Red Cloud. In fact, for many children, the meals that they receive at Red Cloud are the only food, and almost always the only nutritious food, that the students receive during the day. With the slowing economy, local economic conditions may worsen as basics such food prices are on the rise and Lakota families are forced to make adjustments in their own personal budgets.

Each of these factors severely limits Red Cloud's ability to raise local funds and forces the organization to look beyond its borders to a wider national community. We are continually looking for new partnerships to help with some current activities that need additional financial support. However, even outside support is challenging to obtain: many foundations and corporations have little exposure to Native culture or reservations and are only interested in supporting the geographic areas where their employees live and work. Therefore Red Cloud works proactively to continue to develop relationships with whom we work to educate a broader audience regarding the tremendous need here as well as the ways in which Red Cloud is truly keeping hope alive and changing the future of the Pine Ridge Indian Reservation.

### **Cost Effectiveness and Budget Adequacy**

#### 1. COST EFFECTIVENESS:

##### A) CORPORATION COST PER MEMBER SERVICE YEAR (MSY):

Cost per MSY has been calculated at \$10,644; which is \$5,356 below allowable cost.

##### B) DIVERSE NON-FEDERAL SUPPORT:



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Red Cloud will meet the match requirements through funds raised by its Advancement Office and through Indian Health Services. The Advancement Office raises funds to support all three schools, sixteen parishes and community churches, and The Heritage Center. It must raise over \$11 million annually from individual and foundation donors.

Historically the institution has relied on a strong direct mail program to make sure that all operating needs are met each year. Economic downturns like the one that is taking place currently pose potential challenges to the organization's ability to continue to meet operating needs. Therefore, the institution is diversifying its revenue stream through increased efforts to raise funds from other sources, including planned gifts, major gifts, government funding opportunities, and foundation and corporate support. Additional professional staff have been hired to expand fundraising in these areas.

### C) DECREASED RELIANCE ON FEDERAL SUPPORT

In an effort to eliminate dependence upon external support, Red Cloud Indian School is currently trying to increase its endowment through expanded fundraising efforts in the areas of planned gifts, major gifts, government funding opportunities, and foundation and corporate support. This endowment will allow Red Cloud to partially operate using interest created by its funds. This initiative reflects our commitment to lessen dependence on all forms of outside support, including federal. Red Cloud looks to expand the OTW program and decrease the amount of federal funding needed regardless of the economic circumstances of our location and its limited local financial resources.

Please note that this grant proposal reflects an application, as advised by the Corporation, for a waiver for this grant cycle in which Red Cloud absorbs 35 percent of overall program costs. This is lower than previous years and as a result of a waiver, Corporation costs will increase over previous years. However, the proposed budget reflect careful budgeting by Red Cloud to keep the cost per MSY at \$10,644 -- well below federally mandated levels. First, budget increases over the last grant cycle reflect the needed software renewal for the Renaissance Place programs and the addition of three more full-time AmeriCorps members. A number of budget costs have decreased, including: evaluation, staff travel,

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members without living allowance support, and CDL trainer subsistence and lodging. Of particular note, the addition of the Red Cloud Volunteer Program as an EAP program also allows Red Cloud to increase service levels but keep costs lower for the Corporation. The costs of this program at \$187,000 are absorbed by Red Cloud.

### 2) BUDGET ADEQUACY:

#### A) DISCUSS THE ADEQUACY OF BUDGET

The proposed budget for the OTW program shows realistic support for all programming in this grant application. The budget allows for 24 people to perform 24 MSYs at Red Cloud -- a tremendous addition to the services provides at Red Cloud to the 600 at-risk Lakota students we serve. This budget has been crafted to reflect our experience in administering the OTW program for the past three grant cycles and have taken into account possible increases in costs related to OTW operations. The Red Cloud Vice President for Finance, Superintendent of Schools and AmeriCorps Program Director all contributed to the proposed budget. Review has shown that this budget will sufficiently support operation for all activities of the OTW program.

Personnel Expenses: Several permanent members of Red Cloud Indian School's staff will be integrally involved in the OTW AmeriCorps program and therefore a portion of their salaries are reflected in the budget at the estimated proportion of their time spent on the program. However, these proportional salary expenses will be contributed as cost share to the program by Red Cloud Indian School and are not requested from CNCS.

Fringe Benefits: The average rate of fringe benefits for Red Cloud employees is one-quarter of the salary, and therefore the fringe benefits identified in the program budget are calculated at 25% of the total expense of Red Cloud salaries related to the project.

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Member Travel and Training: Training fees have been added to allow OTW members the experience of more effective training opportunities through their service year. OTW members will travel to Rapid City, SD for training at least twice per year. Rapid City is 100 miles from Red Cloud so the cost of gas and lodging is added in the budget. This training includes members testing for their Commercial Drivers License's and attending the Lakota Nation Educational Conference which provides sessions dealing with suicide prevention, gang violence, bullying in school's, developing early communication skills, Fetal Alcohol Syndrome in students, narratives on teaching the Lakota Language and more.

Orientation Training Speakers and Classroom Instruction and Tutoring trainers will provide valuable lessons for members to grow in their positions at each service site and grow as AmeriCorps members.

Supplies and Contractual and Consultant Services: Supplies include a standard AmeriCorps t-shirt (for first year members) or sweatshirt (for second year members). Also, funds are provided to renew, host and expand Renaissance Place programs in all schools. Software renewal is a new addition to the budget this year but is essential for OTW to continue working to improve students' math and reading test scores through the use of Renaissance Place programming, as is RenPlace web hosting for each school.

Staff Training: The Program Director will attend three local training sessions a year. This training will cover skills needed to complete the many demands of the PD position. Supervision of members, financial management, project management, and human relation topics may be covered in this training. The Program Director will be responsible for training other staff involved in the OTW program in working with members and in AmeriCorps policies and procedures. The fees for this are absorbed in the Program Director's salary and are not added to the budget.

Evaluation: OTW will conduct an internal evaluation of the program at the end of each year for the next four years. This will be administered by the AmeriCorps Director. All funds needed to conduct this

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internal evaluation are absorbed in the AmeriCorps Director's salary and indirect overhead costs of the program largely through the costs of survey preparation.

Other Program Operating Costs: The budget will help expand the after school program and the additional transportation needed for the program. After school program transportation funds will cover transportation from all three schools to students' homes. This will cover mileage and pay for each bus to function 170 days. Travel to CNCS sponsored meetings is a set amount.

All items in the proposed budget relate directly to successful operation, expansion, and sustainability of the OTW program. With approval, OTW will continue successfully in the upcoming years.

### Evaluation Summary or Plan

Evaluation Plan:

Beginning in 2009 and over the next grant cycle, Red Cloud Indian will embark on a comprehensive evaluation of the OTW program. The four objectives to be assessed are:

- \* The impact of the three major components of the program: Service-learning, Renaissance Place programming, After school programs; and,
- \* The overall project design of the entire program.

Each objective will be evaluated at the end of the school year in June for all four years (2009-2012). T Information will be collected from a variety of stakeholders in the OTW program including: AmeriCorps members, classroom teachers, principals, the superintendent, high school activities coordinator, service-learning program administrators, and the afterschool program coordinators. All data will be compiled each year to determine strengths and weaknesses and will be assessed to determine incremental changes to the program. Findings from this research will also be reported to the Corporation by the AmeriCorps Director in December of 2012.

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The following four-part plan has been created through tools and techniques offered by STAR XYZ.

Start Date: August 2009

End Date: June 2012

Corporation Report Due Date: December 2012

Part A, The Service-learning Program:

1. Activity: 24 AmeriCorps Members and AmeriCorps Program Director will provide community service for the Pine Ridge community in concert with about 150 high school students. Activities will include: providing fire wood, picking up trash along hwy 18, preparing food boxes for families, blood drive and brainstorming for more service ideas. This will take place several times throughout the school year, in Pine Ridge communities, as an after school program.
2. Beneficiaries: Getting Things Done: The service activities will be done with high school students (freshmen -- juniors), high school staff involved in the service learning department, and United Blood Services of Rapid City, SD. We will serve at least 50 elders in the community with fire wood, 100 families in considerable need will receive our food boxes from local community churches, Pine Ridge community will benefit from road side garbage pickup, and through the blood drive, the sick in Rapid City, SD and surrounding communities will benefit.
3. Desired Result: Students will better understand the meaning of service and the importance of showing generosity to others. With the implementation of the afterschool service learning program, all Red Cloud high school freshmen, sophomores and juniors will have an opportunity to serve the community.

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4. Indicators: Attendance will be taken at each activity and students will fill out surveys on their service experience at the end of each school year.

5. Method/Title of Measure: We will use surveys and attendance sheets to determine the activity progress.

6. Standard of Success: The goal is that 65% of students (Freshmen -- Juniors) will attend at least one service project through the after school portion of the service-learning program. Also, that through the surveys, 65% of students know what it is to serve/volunteer and plan to make it a permanent part of their life.

7. Respondents / Number of Measurements: The survey measurement will be completed by roughly 150 high school students (fresh-junior). Attendance will be completed by two AmeriCorps members involved in each activity.

8. Data Collection: The surveys will be collected by the AmeriCorps Program Director at the end of each service year. Attendance will be collected by the afterschool activities coordinator at each activity.

9. Data Aggregation: The AmeriCorps Director will aggregate the surveys taken. These will be done in June of each year.

10. Data Analysis: The AmeriCorps Director will analyze the surveys at the end of each year. Data will be analyzed once a year.

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Part B, The After School Program:

1. Activity: Ten AmeriCorps members will participate in at least one after school activity per week. Red Cloud Indian School will provide at least five after school activities, weekly, per school. Almost 500 students have the opportunity to attend these activities.
2. Beneficiaries: Getting Things Done: Students, ages 5 to 19, will participate in this program. Member Development: ten full-time AmeriCorps members will work alongside Red Cloud staff to add support of the program.
3. Desired Result: Students will be provided a safe place to learn and grow outside of the school day. High attendance will prove success of the program and students desire to be involved.
4. Indicators: To indicate the success of the program, attendance will be taken at each daily activity.
5. Method/Title: Attendance sheets will be filled out by each activities coordinator.
6. Level (standard of success): 65% of students will attend the program.
7. Respondents/Number of Measurements: Attendance will be taken by the coordinator of each activity every day the activity occurs throughout the year.
8. Data Collection: At the end of the week, the After School Program Coordinator will collect attendance sheets and input data on the computer to keep a running record of attendance. There are 4 ASP Coordinators -- one per school.

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9. Data Aggregation: The Program Director will collect the data in June of each year from the After School Program Coordinators for aggregation purposes.

10. Data Analysis: The AmeriCorps Program Director will analyze the data in June of each year.

Part C, Renaissance Place Programs:

1. Activity: 10 AmeriCorps members will assist students in use of the RenPlace programs on a daily basis to increase test scores in Math and Reading.

2. Beneficiaries: Upwards of 500 students will be served by this objective (1st-12th grade).

3. Desired Result: There will be an increase in reading ability and in mathematic comprehension among students involved. Test scores will increase and be closer to the national average.

4. Indicators: Successful homework completion, report cards, tests, teacher/aide observation of enjoyment in students increases.

5. Method/Title of Measure: Pretest/Posttests provided by RenPlace Programs and overall scores compiled through program at the end of each year

6. Standard of Success: Students average overall success in every school will increase by 0.8.

7. Respondents of Measurements: The Renaissance Place program tabulates all scores for every teacher.

8. Data Collection: The Program Director collect data in June of each year.



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9. Data Aggregation: The Program Director will aggregate data in June of each year.

10. Data Analysis: AC Program Director will analyze data for reporting in June of every year.

### Part D, Operation of The OTW Program:

1. Activity: Red Cloud stakeholders across campus will evaluate several components of the AmeriCorps program including training opportunities, recognition of members, and organization of program procedures will be evaluated.

2. Beneficiaries: AmeriCorps Members and the 600 students to be served by this program (K-12th grade). This program will be strengthened as the result of gathering data and implementing changes to the OTW AmeriCorps program.

3. Desired Result: The OTW AmeriCorps Program will more successfully serve the Pine Ridge community. Members and staff will feel a sense of ownership of the program.

4. Indicators: Member retention rates will increase. Supervisors will have a better understanding of the overall program and will help to make it the best it can be. Overall performance measures will increase.

5. Method/Title of Measure: Annual surveys will be filled out by each direct supervisor to provide thoughtful reflection on the OTW AmeriCorps program.

Member evaluations will take place twice a year: at midterm and at the end of the service year.

Administrators will meet in June to discuss the program after the end of the school year. The AmeriCorps Program Director will take notes of discussion.

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6. Standard of Success: Member retention will increase to 90%. Operations of the OTW program will run more smoothly with the help of member, supervisor and administrative understanding and input. Overall performance measures will increase.

7. Respondents of Measurements: 24 members and 10 direct supervisors will complete surveys. 5 Administrators (superintendent (1), principals (2), program director (1), will discuss program improvements for the upcoming years.

8. Data Collection: AmeriCorps Program Director will collect all surveys in May of each year in the grant cycle. She will also take notes of the administrative discussion toward the end of each service year.

9. Data Aggregation: AmeriCorps Program Director will aggregate all information provided in June of each year.

10. Data Analysis: AmeriCorps Program Director will analyze data for reporting in June of every year.

### Amendment Justification

N/A

### Clarification Summary

Clarify and confirm selected member activities do not constitute job displacement. In general the member service in appropriate (math and English tutoring, after school program and service learning aspect of the school curricula). However on page 6 when describing the roles of the half-time members, two important issues surface: 1) members are reported teaching high school English and as full time substitutes, members will work each day either teaching in a classroom or aiding in a classroom. Additionally on page 16 the applicant includes that some of the non-stipend members will be certified to

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drive a school bus.

We have stipended full-time members who come from the local community and participate in the program as tutors, afterschool coordinators, and service-learning contributors. These members are supported greatly by the CNCS grant. We also have a number of volunteers who come to Red Cloud as part of the official "Red Cloud Volunteer Program." For over forty years, Red Cloud has invited young, college-educated people from around the country to serve 1-3 years on the reservation in more technical capacities such as classroom teachers and school bus drivers. These full-time volunteers are only provided the Ed Award by CNCS.

Red Cloud does not consider positions held by Red Cloud Volunteer Program members as job displacement. First, these AmeriCorps members are not held to the same responsibilities as staff teachers (as reflected in the job descriptions provided earlier) and are not required to obtain a teaching certificate in the state of South Dakota. Second, the Red Cloud Volunteer Program has existed for over forty years and each year, new volunteers arrive to replace those who have completed their service agreements of 1-3 years. Without their service, Red Cloud would not be able to have this much needed capacity to teach more students and provide them with the ability to interact and learn from young people who are not from the reservation and can offer them incredible learning, mentoring, and goal-setting experiences.

Third, Ed Award-only members (again, those in the Red Cloud Volunteer Program) are strongly needed to drive bus routes regularly. As you may recall, the Pine Ridge Indian Reservation is the size of the state of Connecticut, and students come from miles away to attend Red Cloud because their families recognize the tremendous resources and opportunities that Red Cloud offers. In fact, some bus routes take up to two and a half hours to complete. Without the service of these Ed Award-only members as bus drivers,

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Red Cloud would have to cut back greatly on its bus routes and many reservation children would be unable to benefit from the unparalleled education that Red Cloud offers to its students. In addition, we count on the strong reliability and responsibility these members bring to the reservation in this role where timeliness is of the essence to report to work where they live onsite. It is not uncommon on the reservation for the harsh realities of poverty, unpredictable weather, and lack of public transportation to cause many offsite employees to not arrive at work on time.

The examples above also reflect some of the additional reasons why it is considerably difficult for Red Cloud to recruit and retain local members. One may imagine, that in an area where there is 75% unemployment, thousands of residents would be eager for any kind of employment or stipend situation. The unfortunate reality is that this is not the case. Pine Ridge Indian Reservation is home to the Oglala Lakota people who are faced with some of the most crushing economic and social realities in the nation. Despite a strong and vibrant cultural tradition, the context of reservation life presents many challenges for the community. On the Pine Ridge Indian Reservation specifically, there are very few members of the community who are qualified to come into the schools and work as staff. Few adults have finished high school and an overwhelming number deal with substance abuse, physical abuse, health issues, and lack of reliable transportation. Often, these insurmountable hardships even keep those who want to work from being able to keep a job over any significant period of time. More examples include:

\* 30% of the population over the age of 25 in Shannon County has not attained a high school degree or its equivalent (2000 U.S. Census).

\* The unemployment rate hovers at about 75% (2000 U.S. Census).

\* Over 74% of the children who attend Red Cloud are eligible for a free or reduced lunch according to the

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federal income guidelines of the National School Lunch Program (2000 U.S. Census).

\* The average life expectancy of males is 55 years, compared to the U.S. average of 75 years. The average life expectancy of females is 60 years, compared to the U.S. average of 80 years. The only region in the western hemisphere with a lower rate is Haiti.

\* The suicide rate is 72% higher than the national average.

\* Alcoholism is pervasive: Each year 4 million cans of beer (10,958 cans every day) are sold 10 miles from Red Cloud's main campus in the town of White Clay, NE, population 35.

\* 69% of children live in poverty and almost 3 out of 4 children live in single parent homes.

Facing these harsh realities unique to life on the reservation, in addition to a lack of affordable housing and reliable transportation, finds much of the community often living with no basic necessities such as electricity, running water, or even food. (In fact, for many children, the meals that they receive at Red Cloud are the only food, and almost always the only nutritious food, that the students receive during the day. With the slowing economy, local economic conditions may worsen as basics such food prices are on the rise and Lakota families are forced to make adjustments in their own personal budgets.) Many households rely on one or two wage earners and a myriad of government services to survive in this context. These circumstances have created decades of existence for a people that is too often described as a daily feeling of "survival" and inhibits their ability and desire to maintain full-time employment.

Simply put, without our AmeriCorps members, Red Cloud would have to restructure the entire school district and eliminate opportunities that we are now able to offer the students. We would no longer have

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teacher aides. Our bus routes would be greatly reduced. Our afterschool program would be greatly reduced or eliminated. Service-learning opportunities would decrease significantly. Some teaching positions would be eliminated. Our staff teachers would be overworked and the student to teacher ratios would climb exponentially.

These are simply not costs that Red Cloud is able to meet on its own. Red Cloud's position as a nonprofit organization in a highly rural, economically challenged area creates a reality in which the majority of its operational funds must be raised from outside sources. Red Cloud is located in one of the three poorest counties of the United States and relies almost exclusively on contributions outside of the community. Tuition for students to attend Red Cloud is very low: \$100 per student, with no family ever paying over \$200. In reality, even this low tuition often gets waived due to high unemployment rates, and families receive financial aid of some kind from Red Cloud.

Historically the institution has relied on a strong direct mail program to make sure that all operating needs are met each year. However, economic downturns like the one that is taking place particularly pose some challenges to the organization's ability to continue to meet these operating needs. This fiscal year, these donations are down over \$400,000 alone. As you can imagine this is a sizeable amount for the \$11 million we must raise each year simply to keep the lights on, pay the salaries of teachers, bus students 500,000 miles a year to and from school, keep the buildings heated, provide healthy meals and snacks, and everything else that is needed for the students to realize their potential.

Members' service through the OTW program significantly impact Red Cloud Indian School's capacity-building activities to strengthen the educational program for its nearly 600 Lakota students. Despite the reservation context that would have the students believe that they will always be poor and unemployed, the educational approach that Red Cloud implements is helping to keep hope alive amongst Lakota

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children and youth. In addition to a basic academic curriculum, Red Cloud provides an array of wrap-around services and activities to meet the students where they are and ensure that they acquire the skills necessary to dream bigger dreams and then go after them. The OTW program is a strong component of this approach. Through the use of Renaissance Place, support of after school programs, further development of community service, and traditional classroom instruction, OTW enhances the ability of Red Cloud to provide indepth educational programming and services to students.

¿ Clarify the training curriculum. As presented it does not seem extensive enough to ensure AmeriCorps members will be able to do substitute teaching. Please clarify why only non-stipend members have the opportunity to take part in 4 retreats during the service year.

Members go through several training sessions through the orientation process at the beginning of the school year. They include: Understanding AmeriCorps provided by the program director, Substitute and Classroom Management provided by a certified classroom teacher, and Renaissance Place Instruction provided by a certified classroom teacher. Throughout the school year, additional training is available and mandatory for every member to attend. These training sessions may include: citizenship training, first aid, and school safety. In addition, all members will have the option of attending the Lakota Nation Education Conference sponsored by the Shannon County School District. The Conference provides training in matters such as: Dealing with Classroom Bullying, Gang Violence, Suicide Prevention, Special Education, Dealing with Student Behavioral Issues, Stress Management, Helping Children with Mathematics and more. Additional one-on-one advising for teaching situations occur informally between members and site and direct supervisors.

The members who are a part of the "Red Cloud Volunteer Program" and only receive Ed Awards from

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CNCS attend separately four retreats tailored specifically for these young people who are not from the Pine Ridge Indian Reservation. These retreats help volunteers explore and learn about the cultural and spiritual aspects of the Pine Ridge Reservation. In safe and separate spaces, they are encouraged to share their experiences and personal journeys on the reservation as this time is used to better acclimate them to the community in which they are servicing. Since the living stipend members are recruited locally there is no need to attend such retreats. In the coming years, the Oyate Teca Waonspekiya program does plan to have two retreats for local members to focus on subjects more applicable to their situations such as building work ethic, learning the importance of service, applying and attending college, and life after AmeriCorps.

¿ Clarify the supervision of members. On Page 16 the applicant states on site teachers usually principals will be supervising members. There is a Program Director, Site Supervisor, and a Direct Supervisor. The Site Supervisor is the Principal. Please clarify who are the Direct Supervisors. There are 10 staff included in the personnel section of the budget.

The levels of supervision are as follows: program director (100%), site supervisors - principals (10%), and direct supervisors - classroom teachers working directly with members (5%). The program director oversees every aspect pertaining to the OTW program (100%). At a 10% time commitment, the site supervisors (principals) are responsible for the service each member performs in their appointed school. They manage members' training, timesheets, and are the first line of communication for issues that arise. They are also responsible for informing the program director of any problems that may arise. At 5% of their time, the direct supervisors (classroom teachers) work with the member in classroom situations. They are responsible for provide basic training for the member in how their specific classroom or library will be run, but they are less responsible for the overall supervision and management of the members. We view the members as more of a help to the direct supervisor than an



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oversight responsibility. They are held directly responsible to the site supervisors (principals).

2 Clarify the program's impact on the community. From the information presented, it appears the greatest impact is due to the service-learning component of the program design. Parents are included as volunteers but only in the later part of the narrative and get involved with sporting events.

The OTW program's impact on the local community is both short-term and long-term. In the short-term, the most concrete impact is met through the service-learning aspect of the program as students and faculty and staff reach out and increase the direct services provided by many other entities across the reservation. Through this service, more litter is collected from the natural environment, more firewood is chopped for elders, and more blood drives operate effectively. It is also our hope that family members of students involved in projects such as these will continue to recognize the importance of their participation in local service. Some family members do volunteer for school functions already and are encouraged to participate in community service activities.

In the long-term, the OTW program's impact on the community is several-fold. First, we aim to instill life-long commitment to service in both our students and their families. Through the practice of service at Red Cloud, we hope that students will carry these experiences throughout their lives and continue to serve others. At the same time, we hope their families will also embody these values as they see the benefits to both their children and greater community. Second, we hope to strengthen Red Cloud's ties with the greater Pine Ridge community as a key collaborator and important partner in challenging the difficulty of life on the reservation. Through our students' service in the OTW program, we will continue to strengthen these relationships to create future change. Third, and arguably, the most important impact the OTW program has on the community, is its daily impact on the education of the students it touches at Red Cloud. The AmeriCorps members at Red Cloud play critical roles in giving

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our Lakota students the resources they need to obtain a high quality, college preparatory education. Their service is critical for our students because of the unique challenges and complex history they face living in extreme poverty on the reservation. The OTW program strengthens Red Cloud's ability to go above and beyond to meet these complex needs of the students with the ultimate goal of developing them into the Lakota leaders of tomorrow. With their Red Cloud education of both the mind and the heart, they will become agents of social change on the reservation and transform so many of the negative challenges that exist. We see this happening every day as our alumni return to the reservation as doctors, lawyers, teachers, and more.

¿ Explain the connection between the long-running Volunteer Program, the EAP AmeriCorps members and the AmeriCorps members supported by this grant. It is unclear how the three groups contribute to the Volunteer Program.

The members without living allowance are part of the "Red Cloud Volunteer Program" which has provided critical support for Red Cloud over forty years. These members take on roles such as: classroom teachers, full-time substitutes, bus drivers, librarians, and afterschool program coordinators. These members, live on campus, have college degrees, and are recruited nationally. They have only received an education award only from CNCS in the past.

The members with living allowance are not part of the Red Cloud Volunteer Program. They live off-site and are community members from the reservation. These members primarily take on the role of classroom aides, librarians, full-time substitutes, and afterschool program coordinators. These members do not have college degrees and do not take on the role of classroom teachers. They are recruited locally and many are right out of high school. The bulk of the grant from CNCS supports the training, stipends, health insurance, and other resources needed to support these members.

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All members receive orientation and applicable training.

Pertaining to Budget Clarification:

Item 1 -- In the OTW program, the AmeriCorps members and their direct supervisors (teachers) receive significant oversight by the site supervisors (principals). The site supervisors track hours and leave and ensure members have the training they need to understand the AmeriCorps program, Red Cloud Indian School, the reservation, and to perform their specific duties. They also oversee the afterschool program and service-learning program. A higher percentage of the site supervisors' time is required because although the direct supervisors generally work with members on a day-to-day basis, they are only held responsible for additional classroom training as needed by the members in their classrooms.

Item 2 - The mileage rate and number of miles for member travel to training is 220 miles at .30 per mile. This has been added to the budget under Section 1-C.

Item 3 - The school provides criminal background checks for every member at a rate of \$43.25. This has also been added to the budget under Section I.

Other Operating Costs.

Item 4 - The average pay for driving an afterschool route is \$85 per day.

AmeriCorps members do not receive this pay as staff bus drivers do. There

are three afterschool program routes that span hundreds of miles across the Pine Ridge Reservation.

Without the additional help of AmeriCorps drivers, our afterschool program would be greatly limited in

## Narratives

that we would have to cancel the afterschool program bus routes and would be unable to hire more bus drivers for regular routes. This would effect attendance greatly since many children live hours away and many parents are unable to drive and get their children due to personal hardships and lack of vehicles.

Item 5 -- Fourteen members are part of the official "Red Cloud Volunteer Program" and receive only education awards from CNCS. As members of Red Cloud's Volunteer Program, they serve full-time and Red Cloud compensates them with a small living stipend, housing, and health insurance.

This has been added to the budget under Section II Living allowance. The averages of the on-site and off-site members are recorded. We will make the financial support difference between the on-site members and off-site members clear in each member contract.

### Continuation Changes

Applicant info is correct.

We are requesting an expansion of two members. The justification for this is the fact that Red Cloud School relies on private donations and because of the economy, there are severe budget constraints. These two new members would serve as aides and greatly relieve the burden placed on the teachers so that they may spend more time with the students. The Program Director has some experience added with commitment and the Finance Office participates in training aspects, so the organizational capacity is adequate to support this slight expansion.

The budget has been changed to reflect this expansion and normal increases. We are requesting more in staff travel to CNCS meetings so that our finance team may attend required financial training.

We have 100% enrollment. We are planning various ways of increasing our retention rate such as; recruiting from the local community college and more frequent training in job skills.

We have updated our performance measures to separate the Renaissance Place Reading from the Math, which are both aligned performance measures. We have also updated the Service Learning and the After

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## Narratives

School Program performance measures.

### Performance Measures

#### SAA Characteristics

- AmeriCorps Member Population - None
- Geographic Focus - Rural
- Geographic Focus - Urban
- Encore Program

#### Priority Areas

- Education  Healthy Futures
- Selected for National Measure*  *Selected for National Measure*
- Environmental Stewardship  Veterans and Military Families
- Selected for National Measure*  *Selected for National Measure*
- Economic Opportunity  Other
- Selected for National Measure*  *Selected for National Measure*

Grand Total of all MSYs entered for all Priority Areas                      22

#### Service Categories

- Afterschool Programs Primary       Secondary
- Service-Learning Primary       Secondary
- Other Education Primary       Secondary

### Renaissance Place Math Programs

**Service Category:** Other Education

**Measure Category:** Participant Development

### Strategy to Achieve Results

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

All elementary and middle school students participate in Accelerated Math (AM), a Renaissance Place program, which is a computer based educational program. AmeriCorps members will provide the assistance to students, so that they can utilize the AM program.

### Results

**Result: Intermediate Outcome**

Students will increase their academic ability in Math.

Indicator: increased academic achievement

Target: Students in grades 1st through 8th.

Target Value: 60%

Instruments: Star Math Assessment

PM Statement: 60% of the students not at grade level in math will be at grade level or above, by the end of the school year.

Prev. Yrs. Data

**Result: Output**

**Result: Output**

320 Students participating in the Renaissance Place academic computer system program.

Indicator: student beneficiaries

Target: 320 students grades 1 through 8 will participate.

Target Value: 320

Instruments: Renaissance Place computer "log-in" records and test scores.

PM Statement: 320 students will participate in Accelerated Math.

Prev. Yrs. Data

**Result: End Outcome**

Increased number of students will have the academic skills needed in Math to successfully complete academic courses needed to graduate from Middle School (8th grade) and be ready to move on to high school.

Indicator: increased academic achievement

Target: Students from 1st to 8th grade.

Target Value: 60%

Instruments: Copy of the 8th grade diploma.

PM Statement: 90% of the students will have the academic skills needed in Math to successfully complete the academic courses needed to graduate from 8th grade and be ready to move on to high school.

Prev. Yrs. Data

**Renaissance Place Reading Program**

**Service Category:** Other Education

**Measure Category:** Not Applicable

**Strategy to Achieve Results**

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

All elementary and middle school students participate in Accelerated Reader (AR), a Renaissance Place program which is a computer based educational program. AmeriCorps members will provide the assistance to students so that they can utilize the AR program.

**Results**

**Result: Output**

Students participating in the Renaissance Place academic computer system program will advance their reading level.

Indicator: student beneficiaries

Target: Students in grades 1st through 8th.

Target Value: 320

Instruments: Renaissance Place computer "log-in" records.

PM Statement: 320 students will participate in Accelerated Reader.

Prev. Yrs. Data

**Result: Intermediate Outcome**

**Result: Intermediate Outcome**

Students will increase their academic ability in Reading

Indicator: improved reading scores

Target: Students from grades 1 through 8

Target Value: 60%

Instruments: AR Star Assessment

PM Statement: 60% of the students not reading at grade level will be at grade level or above in reading by the end of the year.

Prev. Yrs. Data

**Result: End Outcome**

Increased numbers of students will have the academic skills need in Reading to successfully complete the academic courses needed to graduate from Middle School (8th grade) and be ready to move on to high school.

Indicator: improved reading scores

Target: Students from 1st to 8th grade.

Target Value: 90%

Instruments: Copy of the 8th grade diploma

PM Statement: 90% of the students will have the academic skills needed in Reading to successfully complete the academic courses needed to graduate from 8th grade and move on to high school.

Prev. Yrs. Data

**Service Learning Program**

**Service Category:** Service-Learning

**Measure Category:** Needs and Service Activities

**Strategy to Achieve Results**

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

Members will work to help identify, set up, and carry out service projects throughout the community.

Students at Red Cloud High School will be strongly encouraged to complete certain hours before the end of each school year, with the goal of high participation levels. AmeriCorps members will work alongside students as projects are completed, and will help lead groups of students in carrying out their projects.

**Results**

**Result: Output**

Service learning component is a requirement for graduation from high school.

Indicator: student beneficiaries

Target: Red Cloud High School students.

Target Value: 180

Instruments: Log in sheets and attendance records.

PM Statement: 180 of Red Cloud students will participate.



**Result: Output**

Prev. Yrs. Data

**Result: Intermediate Outcome**

Students will experience the effect that serving has on them and their community, and how their experience relates to the Lakota value of wacantognaka (generosity).

Indicator: Increase in civic knowledge and skills

Target: Red Cloud High School students

Target Value: 90%

Instruments: A simple survey will be conducted of the students to assess changes. Pre and post test will be administered to measure the change in knowledge and behavior.

PM Statement: 90% of Red Cloud High School students will learn the value of involvement in their community and will be able to reflect on how serving affects students and the community around them.

Prev. Yrs. Data

**After School Program**

**Service Category:** Afterschool Programs

**Measure Category:** Participant Development

**Strategy to Achieve Results**

**Briefly describe how you will achieve this result (Max 4,000 chars.)**

The after school program will be put into place to accommodate students in grades 1-12. Activities will be designed around student interest, taking AmeriCorps member, school faculty, and school staff talents and abilities into account. The program will include sports, extra-curricular activities (i.e. clubs and societies), academic enrichment, and Lakota cultural activities.

**Results**

**Result: Output**

Red Cloud students will attend and/or participate in after school activities of interest or necessary to aid in their academic achievement.

Indicator: participants

Target: Students of Red Cloud School District

Target Value: 265

Instruments: Sign in sheets or snack counts.

PM Statement: 50% of Red Cloud School students will attend or participate in after school programs.

Prev. Yrs. Data

## Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Already on File at CNCS
Federally Approved Indirect Cost Agreement	Already on File at CNCS
Labor Union Concurrence	Not Applicable