

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/24/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11TN125965	4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11	FEDERAL IDENTIFIER: 11TNHCA003
5. APPLICATION INFORMATION		
LEGAL NAME: Hopland Band of Pomo Indians DUNS NUMBER: 144151008	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Armando Madrigal TELEPHONE NUMBER: (707) 472-2100 1510 FAX NUMBER: INTERNET E-MAIL ADDRESS: amadrigal@hoplandtribe.com	
ADDRESS (give street address, city, state, zip code and county): 3000 Shanel Rd Hopland CA 95449 - 9809 County: Mendocino		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 942493063	7. TYPE OF APPLICANT: 7a. Indian Tribe 7b. Tribal Government Entity	
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input 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: Corporation for National and Community Service	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps Indian Tribes	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Education Enhancement for Hopland Band of Pomo Indians 11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Mendocino County, California		
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 08/01/11	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 001"/> b.Program <input type="text" value="CA 001"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <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	
a. FEDERAL \$ 105,049.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
b. APPLICANT \$ 118,907.00		
c. STATE \$ 0.00		
d. LOCAL \$ 0.00		
e. OTHER \$ 0.00		
f. PROGRAM INCOME \$ 0.00		
g. TOTAL \$ 223,956.00		
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: Rachel Whetstone	b. TITLE: CFO	c. TELEPHONE NUMBER: (707) 472-2100 1344
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/10/11

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Executive Summary

The Hopland Band of Pomo Indians has recognized that a compelling need exists to proactively support academic success for its youth, who face acute academic failure. The tribe proposes that AmeriCorps members would work with tribal leadership, program staff, elders and community volunteers to address the academic and developmental needs of tribal member youth by providing critically-needed tutoring services, homework help, healthy afterschool activities, and cultural preservation activities.

Rationale and Approach

a. Problem

The Hopland Band of Pomo Indians is located in Mendocino County, along the northern coast of California, in an extensively rural community; it is approximately twenty miles from the social services, jobs, schools, and infrastructure available in the county seat (Ukiah). The reservation is home to nearly eighty households: over 85% of reservation households are low-income per HUD guidelines. The reservation is comprised of approximately 2,070 acres, and lacks natural resources such as timber, adequate water, or land suitable for agriculture.

The tribe consists of 807 tribal members, including 306 tribal member youth under the age of 18. For these tribal member youth, there is a high need for educational assistance in order to close the academic achievement gap and successfully attain a high school diploma or GED; this degree or certification is a critical factor in allowing the tribe's members to secure gainful employment and to become economically self-sufficient.

The Hopland Band of Pomo Indians has recognized that a compelling need exists to adequately and proactively support academic success and achievement for the tribe's youth. The majority of school-aged tribal member children attend local schools in the Ukiah Unified School District; for those attending middle school or high school, they must be on the bus each day by 5:45 A.M. in order to

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make it to school 32 miles away by the 7:30 A.M. school bell. This adds two hours of transit time to the school day for tribal youth, time that could otherwise be spent on homework, after-school sports or activities, or cultural practice and preservation.

In addition, school-aged youth in the tribe suffer from high rates of truancy and tardiness, frustration with poor academic achievement and disciplinary detentions. As a result, the majority of tribal youth seem to rank school work near the bottom of their priority list. The 2010 California Standards Test proficiency scores for Ukiah Unified School District provide bleak testimony to this: in 2010, only 27% of Native American students scored proficient in English Language Arts, scoring lower than any other demographic group with the exception of English Language Learners and Students with Disabilities.

In Mathematics, 23% of Native American students scored proficient in Math, lower than all other demographic groups; even English Language Learners and Students With Disabilities demonstrated higher proficiency rates than Native American students in this subject area.

Due to this acute academic failure rate, the tribe endeavors to engage students in their academic success by providing them with tutoring, homework help, healthy afterschool activities, and a re-claiming of their linguistic and cultural heritage.

The Hopland Band of Pomo Indians has currently implemented a daily after-school tutoring program (weekdays 3pm to 6pm, and also Saturdays 12p-8p), regularly attended by over twenty tribal youth.

Tribal member parents report that more of them would send their children to the after-school program if there were more staff or volunteer adult resources available, as limited staffing results in a student to staff ratio that exceeds 10:1. The long-term volunteers report that the greatest key to engaging the students in their work seems to be simply individualized, focused attention, and report that 80% of the students respond measurably and positively to undivided, individualized attention from an adult mentor. Therefore the tribe has identified a need for more trained, dedicated adult role models for the children who can inspire the youth and support them in achieving school success.

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In addition, there is a high Alcohol and Drug Abuse rate on the reservation of the Hopland Band of Pomo Indians. One out of every three children on the Hopland reservation tries marijuana by the age of 14, and because methamphetamine abuse continuously plagues the tribal community, children learn at an early age to identify the characteristics of people who suffer from addiction. This early addiction to drugs and alcohol has a substantially negative impact on academic commitment and success, resulting in a growing academic achievement gap between tribal member youth and their non-Native peers. Tribal member parents also are faced with high rates of unemployment, and on the reservation, over 55% of heads-of-households are either unemployed or underemployed. The tribe has thus identified a need for the expansion of structured drug prevention services for the tribal community, and a need for focused resources to increase GED completion and job search skills for adults.

Lastly, tribal member children and families struggle to retain their language and culture, and Tribal elders have no structured system for sharing critical cultural knowledge, traditions, and language with the younger generation. Currently five tribal elders and the tribal Vice-Chair speak the Shanel dialect of the Pomo language, and the tribe struggles to implement and maintain a consistently attended language preservation program for longer than two years at a time. With the additional resources offered by AmeriCorps service members and other community volunteers, the tribe hopes that a language teaching and preservation program can also be structured and maintained, involving youth and their elders in program design and celebration of successes.

b. Solution: AmeriCorps Member Roles and Responsibilities

Working with Hopland Band's tribal leadership, program staff, tribal elders, tribal members, and community volunteers, the tribe proposes that AmeriCorps members would engage in the following activities to address the academic and developmental needs of tribal member youth, including:

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* One full-time AmeriCorps member will be placed at Oak Manor Elementary School in Ukiah, California. The member will provide onsite tutoring services to 26 tribal member youth who are expected to attend the school next year. The full-time member will provide tutoring services to five to six tribal member children in class on a daily basis, from Monday through Thursday. The member would work closely with instructors, school principal, the district Title VII Resource Teacher, and other school staff to ensure that students have the resources necessary to improve performance on academic content standards as defined by the district.

* One half-time AmeriCorps member will be placed at Pomolita Middle School in Ukiah, in order to provide on-site, in-class tutoring services to approximately fifteen tribal member students expected to attend the school next year. This full-time member will provide tutoring services to three to four tribal member children in class on a daily basis, from Monday through Thursday; the tribe anticipates that this full-time member would provide critically-needed academic support and mentoring to all of the tribe's youth at this school site on a weekly basis. This member would also work closely with instructors, the Pomolita school principal, the district Title VII Resource Teacher, and other school staff to ensure that students have the resources necessary to improve performance on academic content standards as defined by the district.

* One full-time and one half-time AmeriCorps member will provide structured mentoring and academic tutoring at the Tribal Library and Learning Center in the after-school and weekend hours for students in grades K-8 (Monday through Friday; each member will be assigned to tutor youth for 3-4 days/week). The full-time AmeriCorps member, in addition to tutoring tribal youth after-school, will prepare and administer outreach and surveys for the Tribal Library and Learning Center during school hours and will assist Education Staff with development and implementation of Library policies and procedures. In addition, this member would coordinate budgeting and financial literacy workshops for high school youth to prepare them for money management upon graduation. The half-

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time AmeriCorps member, in addition to tutoring tribal youth after-school, will develop a separate Vocational and GED Study Center within the Tribal Library and Learning Center, at which tribal member adults can conduct job searches and prepare for the GED. This member will also research and publicize all scholarship opportunities for tribal member youth and adults who are pursuing additional education beyond high school. The placement of one full-time and one half time member will allow the tribe to schedule at least one member per day (Monday-Friday) who can provide critically-needed academic tutoring services and homework help to tribal youth.

* One half-time AmeriCorps member will develop a sports and physical recreation program that promotes respect of self, respect of others, development of youth leadership, accountability, and teambuilding skills. This member will coordinate with tribal youth coordinators from Sonoma County and Mendocino County to implement an intertribal athletic and sports league, utilizing the Hopland Band of Pomo Indians' gymnasium and athletic equipment resources. This member will also recruit and coordinate volunteers for the athletics program.

* One full-time AmeriCorps member who will be shared between the Tribal Council and the Tribal Historic Preservation Officer. This member will work with Tribal Council on the Tribal Youth Leadership Program and the Education Committee to develop a Peer Mentoring program on the reservation that engages tribal member youth in grades 9 -12 in community service and Peer Mentoring to support healthy decision-making and school attendance. Hopland Band of Pomo Indians has designed a Tribal Youth Leadership Program to instill values, pride, and a sense of responsibility to their culture, traditions, land, and shared tribal resources. This leadership program provides the tribal member youth with an opportunity to learn more about the history of their tribe and their elders, involve themselves in their tribal community and the broader community, and to actively respect and protect their family members, their peers, their lands and their traditions. This member will work with the Tribal Historic Preservation Officer and the California Indian Museum

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and Cultural Center to develop an Intergenerational Culture and Language Preservation and Acquisition program for tribal members, matching tribal elders with Pomo youth in our community. By working closely with Native Youth in Action to build upon existing curriculum development for Pomo language and cultural preservation, this member will replicate best practices to promote the survival and continuity of the Pomo language. The member will provide leadership for coordinating and integrating structured preservation activities into the after-school hours, and will organize two well-defined sections within the Tribal Library and Learning Center: one will be dedicated to California Indian History and Culture; the other will be dedicated specifically to Pomo History, Language and Culture materials.

* One half-time AmeriCorps member will work collaboratively with the Tribal Police Department to coordinate a series of workshops related to substance-abuse and gang-prevention, and will assist in presenting these workshops to tribal youth and families throughout the year. The tribe anticipates that the AmeriCorps member will work with Tribal Police department on these activities for 2 to 3 days per week for approximately nine months a year.

The tribe will engage in a comprehensive recruitment, training and orientation process to ensure that these AmeriCorps service members, as well as the staff and volunteers who work alongside them, will implement successful initiatives that ultimately will improve tribal youth academic achievement, health, and cultural preservation while also providing an enriching, rewarding experience for participating AmeriCorps service members. AmeriCorps service members are uniquely well-suited to meet identified tribal needs in the areas of youth development, academic success, financial literacy, employment search, environmental education, and service learning because of their qualifications, skills, commitment to the tribal community, and their training.

c. AmeriCorps Member Selection, Training, and Supervision

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The Hopland Band of Pomo Indians will recruit and select members with a wide range of experiences, and from diverse backgrounds. All applicants must be high school graduates, have a commitment to promote tribal education, healthy decision-making, and cultural preservation, and must pass a criminal background check and drug screening. As much as possible, the tribe will recruit Native American applicants, especially Hopland Band of Pomo Indians Tribal Members, who demonstrate emotional maturity, a passion for service and an enthusiasm for improving the tribal community. The candidates for the tutoring placements must also demonstrate proficiency in English and in Mathematics appropriate for K-12 students, as well as prior tutoring experience. The tribe will develop and post individual placement position descriptions on the Recruitment section of My AmeriCorps. The tribe will also recruit by mailing directly to its own tribal membership, and by contacting local tribes to learn who would be the best person to send application materials. Northern Circle Indian Housing Association, Consolidated Tribal Health Project, the Ukiah Unified School District Title VII Resource Teacher, Sonoma County Indian Health Project, and American Indian Senior Center (Ukiah) will all receive application packets (electronically and hard copy) for distribution. The tribe will also list individual placement positions on its website, along with the application materials. All applicants selected for placement will have completed a thorough interview process, and at least two reference checks will be completed prior to placement which will ensure that the applicant has sufficient knowledge and experience working with tribal members and/or tribal communities. For all prospective applicants, the tribe will solicit a statement from the prospective Member explaining why they would want to work in this particular community and program, what they hope to give, and what they hope to gain from their year of service.

The orientation for selected members will begin with the application process: application materials will clearly state compensation, benefits, conditions, training requirements, and expectations of Members. The tribe will also include Member Candidate FAQs in the application packet, and will clearly identify

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the role of each member, service dates for each member, skills and knowledge needed for each position, and the opportunities and benefits a member can anticipate receiving from the assignment.

Upon selection for placement and signing of the member contract, each member will receive a Welcome AmeriCorps Member Packet from the Hopland Band of Pomo Indians, detailing program expectations, and including a letter signed by Tribal Council, an explanation of member benefits, an organizational chart, a "Getting to Know You" form, a service year calendar for orientation and trainings, a brief "introduction" sheet listing all AmeriCorps members selected for placement with the tribe, and a detailed position description that includes goals and tasks for the service year.

The tribe will provide a four-day orientation in its Community Hall to all AmeriCorps members, which will ensure that members clearly understand the community they will serve, learn how to communicate effectively and demonstrate appropriate problem-solving and conflict resolution, understand program administrative requirements and how to complete required forms and paperwork. This orientation will include CPR and First Aid training, Pomo history and contemporary culture, the creation of vision statements, project planning, community outreach and engagement, budgeting on an AmeriCorps living allowance, and volunteer recruitment and recognition. For each programmatic placement (Pomolita Middle School, Oak Manor Elementary School, Tribal Police Department, Tribal Historic Preservation Office, Tribal Education), the members will receive at least two additional days of programmatic pre-service training, which will involve teambuilding with program staff and volunteers, as well as program history, goals for the member placement, how to effectively conduct a program assessment and compile data, technical content knowledge, and program expectations by and for members. For the six members assigned to tutoring youth, there will be five total additional days of programmatic pre-service training on the tutoring curriculum to be used, research-based tutoring strategies, developmental stages for school-aged youth, orientation to the placement site, and partnering with students, parents and teachers for academic success.

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Each AmeriCorps member will receive a training calendar that is tailored to their programmatic placement, and which will include all-member meetings and local, regional trainings with members from other projects and sites. As the year progresses, each member will work with their supervisor to develop the skills they need and desire, in order to ensure that their new skills ultimately match their level of enthusiasm (which the tribe anticipates will be very high). As part of member supervision, each Supervisor will round monthly with each member on an individual basis, and will ask the following questions in person: What is working well for you right now in the placement? What is not working well, and what are your suggestions for improving it? Who do you think deserves special recognition? Do you have the tools and equipment you need? What suggestions do you have for upcoming training topics?

It is critical to assist the members in identifying the skills they need not only for their service placements but also for their own personal professional and leadership development. Once these skills are identified, the tribe can work to ensure that training is provided in these areas during the quarterly member workshops.

The member supervisors will hold programmatic, site-specific monthly meetings for all AmeriCorps members to attend (along with their program staff and volunteers) to review progress toward goals, identify challenges, brainstorm solutions, team build, evaluate outcomes to date, and celebrate successes. On a quarterly basis, the tribe will provide four-hour trainings to all AmeriCorps members placed at the tribe (regardless of half-time or full-time), which will include topics selected by members, as well as some or all of the following: recruiting and working with volunteers, relationship building with youth and their families, stages of literacy development, developmental stages of health and wellness for children and adolescents, leadership development, and the philosophy of service. At each of these four-hour meetings, members will also read and discuss selected readings on civic engagement in order to promote active citizenship.

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In addition, the tribe will hold one full-day retreat approximately 90 days after placement for members to continue team building, cover the skill areas most requested by members, and review communication and conflict resolution techniques through interactive, scenario-based activities.

For members whose needs aren't met in the group trainings, the tribe will encourage them to seek out additional, more specialized trainings and will work to secure these trainings whenever possible at no cost.

Lastly, the tribe will ensure that all of these trainings and workshops, while focusing on service and learning, will also be fun, memorable, and inspiring for members

The members will be supervised by program staff at each location. These supervisors include the Tribal Education and Youth Activities Coordinator (for the Library & Learning Center, Youth Leadership, and After-school placements), the Ukiah Unified School District Title VII Resource Teacher, the Tribal Historic Preservation Officer and the Tribal Police Chief. The Tribal Education and Youth Activities Coordinator will supervise three members; the Title VII Resource Teacher will supervise the two school-based members; the Tribal Historic Preservation Officer will supervise one full-time member; and the Police Chief will supervise one half-time AmeriCorps member. All four of these program supervisors have extensive experience in supervising paid and volunteer program staff, and all four have detailed how their program's needs would be best served by an AmeriCorps member.

In addition to the trainings that the Education and Youth Activities Coordinator will attend, the other three supervisors have committed to participating in the interview process for member applicants to their programs, and have committed to attending a minimum of two local AmeriCorps trainings per year. Every supervisor will attend all quarterly AmeriCorps trainings alongside members, and will also meet quarterly as the tribe's AmeriCorps supervision team, to share best practices in member supervision, ask questions, and problem solve. Each supervisor will have access to additional resources at the local and state levels for replicating best practices in Member supervision and support.

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d. Outcome: Performance Measures

For the provision of tutoring services both on-campus and on-reservation, the tribe will track and document the following outcomes to measure program impact:

* The number of tribal youth who receive tutoring, and the number of hours of tutoring each youth receives on a monthly basis. The tribe hopes to provide a minimum of 3200 hours of tutoring per year total, and serve forty tribal youth per year.

* At least 75% of tribal member youth who participate in the tutoring program on a weekly basis will be expected to improve to current grade level academic standards in English Language Arts and Mathematics by the end of the school year, as evidenced per year-end report cards. By the end of three years, the tribe anticipates that at least thirty of the tribal member tutees have achieved grade level academic performance.

For the provision of complementary and supportive services at the Tribal Library and Learning Center, the tribe will track and document the following the outcomes to measure program impact:

* The number of tribal community members who access Tribal Library and Learning Center resources.

* The number of tribal community adults who access vocational and GED resources at the Tribal Library and Learning Center; the tribe hopes that at least 25 adults per year will access this resource, and that at least 10 adults will have obtained employment by the end of three years.

* The number of tribal members who apply for college scholarships; the tribe anticipates that a minimum of ten youth per year will apply for scholarships as a result of this additional outreach, for a total of thirty youth scholarship applicants total by the end of the three year period.

* The number of youth who self-report increased knowledge of money management skills, with a goal of 15 youth per year reporting an increase in skills or knowledge of budgeting.

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For the after-school physical activity and youth athletics initiative, the tribe will track and document the following to measure program impact:

- * The number of youth participating in physical activity on a monthly basis
- * The number of volunteers recruited for the tribal athletics program.

For the Tribal Youth Leadership Program, the tribe will track and document the following outcomes to measure program impact:

- * The tribe anticipates that at least 30 teens will participate in Peer Mentoring and Community Service by the end of three years, as a result of this outreach.
- * The tribe anticipates that by the end of three years, 100% of teen participants in the Peer Mentoring and Community Service program will complete high school.

For the members who will work with the Tribal Historic Preservation Officer on culture and language activities, the tribe will measure and document the following outcomes to measure program impact:

- * A minimum of twelve activities and classes conducted on an annual basis to preserve and promote the tribe's language and culture
- * A minimum of forty tribal member youth and family members who indicate on an annual basis an increased knowledge of the tribe's language and/or culture as a result of participating in language and/or cultural preservation activities

For the member who will work with the Tribal Police Department to prevent increasing levels of substance abuse on the reservation, the tribe will measure and document the following outcomes to measure program impact:

- * A minimum of six workshops per year provided on substance abuse and gang prevention
- * A minimum of thirty tribal youth and family members who indicate increased knowledge of the risks associated with substance abuse and gang involvement as a result of attending these workshops

Overall, the tribe will also track and document:

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- * The number of hours of training provided to each Member
- * The level of satisfaction each Member reports at year-end with their training, placement experience, and supervision
- * The percent of Members who self-report an increase in skills and knowledge as a result of their service
- * The percentage of Members who indicate a continued commitment to some type of service in the future
- * Total number of additional volunteers recruited on an annual basis, as well as total number of volunteer hours
- * Total increase in number of community events held annually

e. Volunteer Generation

The program will actively recruit volunteers for all components of this project in order to increase tribal member involvement in and ownership of these initiatives. Volunteers will assist in the Library and Learning Center with materials, resource development, and homework help; volunteers will also provide needed coaching and mentoring for the athletic league. Tribal elders and other adults will serve as critically-needed volunteer teachers for culture and language activities, as well as for developing letter-recognition skills for the preschool children. Tribal teens will volunteer their time for peer mentoring younger tribal members and for other community service projects that will build their leadership skills. For each of these activities, AmeriCorps members will play a vital role in volunteer recruitment, scheduling, and management; accordingly, the tribe will provide the members with training in these areas.

f. Partnerships and Collaboration

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The tribe has entered into partnerships with the Ukiah Unified School District, Oak Manor Elementary School, Pomolita Middle School, the California Indian Museum and Cultural Center, internal tribal departments, and the community as a whole. Geri Burrell, the Title VII Resource Teacher for Ukiah Unified School District, has agreed to supervise the three on-campus members at Oak Manor and Pomolita schools, and will provide a total of twenty hours of pre-service and in-service tutoring training for those members who will tutor youth. In addition, Ms. Burrell will work with Tribal Education staff and Member tutors to develop IEPs for each tutee, as well as share needed data on student test scores and academic achievement. Oak Manor and Pomolita schools have partnered with the tribe to allow Members to provide tutoring services to tribal member students on-campus, and to work closely with teachers and school staff to promote student achievement. In addition, the California Indian Museum and Cultural Center (CIMCC) will provide resources and curriculum templates for classes and activities to promote and preserve Pomo culture and language. CIMCC has collaborated with the tribe for Native Youth In Action, in an effort to engage tribal youth in cultural preservation activities.

g. Sustainability

The tribe anticipates that the volunteers recruited as a result of this project will begin to acquire the training and skills needed to implement and maintain these initiatives beyond the term of the grant funding. As the outcomes of the AmeriCorps project are shared and published, the tribe will solicit additional community partners to support these initiatives. In addition, the tribe's Hopland Economic Development Corporation has committed to sustaining these initiatives beyond the term of grant funding.

h. Tutoring Programs Only

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Geri Burrell, resource teacher for Ukiah Unified School District, will provide Member tutor training for the six Members who will serve as Members. The tribe's tutor training will use an in-service model, and will review academic content standards for all grades attended by the current cohort of tutees. Pre-service training will include a review of the definition of tutoring, tutoring guidelines, "Do's and Don'ts" for tutors, and active listening and inquiry. This training will also include an overview of the knowledge, skills, and levels of achievement expected of the children at each grade level, as well as a review and role play of research-based best practices in tutoring for academic success, especially those tutoring strategies most effective for Native youth and at-risk youth. The tutors will each have an opportunity during these in-services to reflect on their tutoring experiences (both as providers of tutoring services and as recipients of tutoring services), and will have time to share success stories as well as challenges that can be discussed and problem-solved within the larger group.

In addition, AmeriCorps Member tutors will attend Region I after-school trainings, provided by Mendocino County Office of Education, whose mid-year trainings will also include two-hour sessions specific to tutoring school-aged youth, and will offer tutor training jointly once a year with AmeriCorps members in the CalServes program in Sonoma County.

Organizational Capability

a. Organizational Background

The primary contact for the grant application is Roman Carrillo, Tribal CFO. The secondary contact for the grant application is Scott McCrea, Tribal Administrator. Both of them can be reached at the tribal administration offices by calling (707)472-2100.

The Hopland Band of Pomo Indians is currently in contract with federal, state, and private entities to complete over thirty-five different grant-funded projects (which total about \$3.2 million per year) in order to meet the educational, health and human service needs of tribal members. The tribe receives

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funding from its own economic development enterprises, as well as substantial federal funding, primarily from the following agencies: Bureau of Indian Affairs, Environmental Protection Agency, Administration for Children and Families, Indian Health Service, and the Department of Justice. In 2010, the tribe entered into contract with the Corporation for National and Community Service to implement an AmeriCorps Planning Grant for tribes.

The Hopland Band of Pomo Indians is governed by seven democratically elected Tribal Council members, who directly supervise the Tribal Administrator. Tribal department directors oversee programs and activities in nine different tribal departments: Education, Health, Law Enforcement, Court Programs, Housing, Cultural Preservation, Tribal Environmental Protection Agency, Shanel Tribal Utility District, and the Economic Development Corporation. The tribal council, in conjunction with the tribal administrator and the department directors, implement and evaluate each of these projects to measure the community benefit impact for tribal members. These projects and programs provide critical services to a very rural, resource-poor, low-income and geographically isolated tribal reservation, where there is a scarcity of philanthropic and other corporate resources in the face of high poverty and high unemployment.

b. Staffing

The Tribal Education and Activities Coordinator, Mr. Armando Madrigal, will serve as the AmeriCorps Program Coordinator for the tribe. He will oversee member recruitment and placement, meet regularly with member supervisors, coordinate member training and development, track program outcomes, and provide quarterly and annual reports on progress to CNCS and to Tribal Council. He will also attend all local, regional and national AmeriCorps trainings, provide administrative oversight, conduct all outreach to tribal members and tribal member youth, and work closely with the Tribal CFO to manage budget and track expenditures for the project.

Mr. Madrigal has over fifteen years' experience working with at-risk and adjudicated youth in

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diversion and intervention programs. Mr. Madrigal is responsible for the tribe's school-based Student Advocacy Program, after-school programming, and tutoring for tribal member youth on the reservation. He attends monthly Student Attendance Review Board (SARB) meetings for tribal member youth, participates regularly with school staff in the development of these students' Individual Education Plans, and supports students and families in reaching IEP plan goals. In addition, the Tribal Historic Preservation Officer and the Tribal Police Chief will each serve as member supervisors; both of them have extensive supervisory experience.

Cost Effectiveness and Budget Adequacy

The tribe has obtained funding from Institute for Museum and Library Services, Tribal Historic Preservation Office, Community Oriented Policing Services, and the Hopland Economic Development Corporation to support this project. In addition, both the tribe and the Ukiah Unified School District have committed in-kind staff resources for the implementation of this project.

The proposed project has been designed with a mix of full-time and half-time member slots in order to best meet the needs of tribal member youth and their families. The budget correspondingly has included expenses for all necessary member training and travel, staff training and travel, staff time, and member stipends.

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

Narrative Clarification #1:

3 half-time positions assigned to Oak Manor Elementary School in Ukiah, CA. All three positions will

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provide onsite tutoring services to a minimum of 21 tribal member youth continuing in the Fall semester. Tutorial services will be in class, daily, Monday through Thursday.

2 half-time positions assigned to Pomolita Middle School in Ukiah, CA. providing onsite tutorial services to a minimum of 14 tribal member youth continuing in the Fall semester. Tutorial services will be in class, daily, Monday through Thursday.

2 half-time positions assigned to Ukiah High School in Ukiah, CA. providing onsite tutorial services to a minimum of 10 tribal member youth graduating in 2012. Tutorial services will be in class and/or after school, daily, Monday through Thursday.

2 Full-time positions and 1 half-time position assigned to the Tribal Library and Learning Center for students K-8. Both F/T positions will provide tutorial services, staggered schedules, daily, Monday through Saturday. One F/T position will oversee the development of the Vocational and GED Study Center in addition to tutoring services. The 1 halftime position will focus on tribal members graduating from high school; coordinate budgeting and financial literacy workshops, scholarship notification and financial aid application process.

1 Half-time position assignment will be to develop the sports and physical recreation program.

1 Full-time position assigned to work with Tribal Council, Tribal Youth Leadership Program, Peer Mentoring Program sponsored by the Education Committee and the Tribal Historic Preservation Officer.

Narratives

Last half-time position will work with the Tribal Police Department to coordinate a series of workshops related to substance-abuse and gang-prevention.

Budget Clarification Items:

A. Personnel Expense: The resource teacher position is omitted from the budget as funds are allocated through Title 7 which is monitored by the Ukiah Unified School District.

Programmatic Clarification Items:

1. The tutors will work with currently assigned classroom homework and schedule examinations, supplementing the students existing curriculum as needed. The curriculum will be in collaboration with existing Title 1 curriculum and standards adopted by the Ukiah Unified School District. Tutors will be trained through workshops hosted by Mendocino College and the Ukiah Unified School District that will increase their capacity to work with students in the program.

1a. In order to be eligible to serve as a tutor in this program, candidates must: have a high school diploma or its equivalent, be at least 18 years of age, U.S. Citizen or lawful permanent resident, able to pass a NSO registry check, state criminal history check, drug screening and a certificate of completion from the Ukiah Unified School District's Tutorial Program Workshop that meets the quality standards as set forth in CFR 2522.940.

2. Members will recruit 2 - 3 community volunteers to support this program.

Narratives

3. The need for recreational activities is to improve existing behavior that may complicate the students ability to be productive in school. The activites will promote respect of self, respect of other, development of youth leadership, accountability, and teambuilding skills.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

- | | | | |
|---|-------------------------------------|--|--------------------------|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> | <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> | <input type="checkbox"/> Healthy Futures | <input type="checkbox"/> |
| <i>Selected for National Measure</i> | <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | <input type="checkbox"/> | <input checked="" type="checkbox"/> Other | <input type="checkbox"/> |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services | <input type="checkbox"/> | | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | | |

Grand Total of all MSYs entered for all Priority Areas 7

Service Categories

Afterschool Programs

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Supportive and academic services will engage students in their learning and support them in healthy decision-making.

Priority Area: Education

Strategy to Achieve Results

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

By providing on-campus and on-reservation tutoring support, the tribe anticipates improving grades of all tribal youth who receive academic/tutoring support, as evidenced by their report cards.

Result: Output

Result.

Students will improve academically by producing better state test scores and raising current grades.

Indicator: ED1: Students who start in an AC ED program.

Target :ED1)30 students will start the program.

Target Value: 30

Instruments: Attendance sign-in sheets and attendance reports.

PM Statement: 30 students will participate in the tutorial program to improve their academic performance over the course of the school year.

Result: Output

Result.

20 students will complete this program.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target :20 students will complete this program by attending regular scheduled tutorial sessions.

Target Value: 20

Instruments: Attendance sheets or attendance reports.

PM Statement: 80% attendance at regular scheduled tutorial sessions will constitute completion of the tutorial program by enrolled students.

Result: Intermediate Outcome

Result.

20 students will have improved their academic performance.

Indicator: (PRIORITY) ED5: Students with improved academic performance.

Target :By the end of the school year, 20 students will have improved their academic performance by increasing their grade point average.

Target Value: 20

Instruments: Student Report Card and STAR Test Scores.

PM Statement: Improvement will be determined by student transcripts. Transcripts will reflect a .50 percent increase in the students grade point average by the end of the school year. Secondary measure of

National Performance Measures

Result.

improvement will be documented by reviewing STAR test scores. Test scores will reflect improvement or base level scores for the students grade level.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Federally Approved Indirect Cost Agreement

Sent

Labor Union Concurrence

Not Applicable