

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

01/17/12

3. DATE RECEIVED BY STATE:

STATE APPLICATION IDENTIFIER:

N/A

2b. APPLICATION ID:

12TN136675

4. DATE RECEIVED BY FEDERAL AGENCY:

01/17/12

FEDERAL IDENTIFIER:

12TNHNE001

5. APPLICATION INFORMATION

LEGAL NAME: Omaha Tribe

DUNS NUMBER: 118683309

ADDRESS (give street address, city, state, zip code and county):

100 Main Street
Macy NE 68039 - 3000
County: Thurston

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Julie Jacobsen
TELEPHONE NUMBER: (402) 837-4190 1001
FAX NUMBER: (402) 837-4055
INTERNET E-MAIL ADDRESS: Julie.Jacobsen@ihs.gov

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

470459805

7. TYPE OF APPLICANT:

7a. Indian Tribe
7b. Tribal Government Entity

8. TYPE OF APPLICATION (Check appropriate box).

NEW NEW/PREVIOUS GRANTE
 CONTINUATION AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

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:

Bright Futures AmeriCorps Team

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

Omaha Reservation
Thurston County, NE
Macy, NE

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 08/01/12 END DATE: 07/31/15

14. CONGRESSIONAL DISTRICT OF: a.Applicant b.Program

15. ESTIMATED FUNDING: Year #:

a. FEDERAL		\$	156,780.00
b. APPLICANT		\$	155,719.00
c. STATE		\$	0.00
d. LOCAL		\$	0.00
e. OTHER		\$	0.00
f. PROGRAM INCOME		\$	0.00
g. TOTAL		\$	312,499.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation. 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:

Julie Jacobsen

b. TITLE:

Grant Coordinator

c. TELEPHONE NUMBER:

(402) 837-4190 1001

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

01/17/12

Narratives

Executive Summary

Fourteen Bright Futures AmeriCorps members will offer assistance in increasing early childhood literacy, promoting the importance of obtaining a GED/diploma and offering community service projects for the Omaha Tribe of Nebraska located in Macy, Nebraska. At the end of the service year it is anticipated through the early childhood education program, an increase will be seen in the number of children showing improvements on post-assessment literacy testing. Additionally, more parents will become aware of their active participation in their own child's school literacy progress. Through the GED program, more young adults will obtain their high school diploma and youth, parents, and the community will see the importance of completing a high school education. This project will focus on the CNCS focus areas of education and economic opportunity. The CNCS investment of \$156,780 will be matched with \$183,638.

Rationale and Approach

1. RATIONALE & APPROACH/PROGRAM DESIGN

A. Need: The Omaha Reservation is located in the northeastern corner of Nebraska, 26 miles southeast of Sioux City, Iowa and seventy miles north of Omaha, Nebraska. The area is comprised of the Omaha Tribal Reservation and adjacent counties totaling 2,594 square miles. Macy, Nebraska, in Thurston County, is the site of the headquarters for the Omaha Tribe of Nebraska. The Tribe and Tribal members own over ninety three percent of the lands within the reservation boundaries. While almost all residents speak English, many tribal members still speak Omaha today. The Omaha language continues to be a vibrant part of Omaha cultures.

Recent data shows that the population of Thurston County is 7,273 people and that 52.39% are Native Americans. The median age of the county is 28.8 years and 36.9% of the population in the county is reported under the age of 18. The Nebraska Department of Health and Human Services, in 2005, reported that 19.7% of the residents aged 25 and older had less than a high school diploma compared to 13.4% statewide. Indicative of the needs on the reservation is the reality that, according to the Nebraska Office of Minority Health and Human Services, 46.2% of the Native Americans in Nebraska are living in poverty, the highest of all ethnic groups in Nebraska. A glimpse at the demographics for Thurston County in 2007 revealed that unemployment in the county stood at 6.4%. This greatly exceeded the Nebraska unemployment rate of 2.7% and the national rate of 4.6%. The situation within the reservation, according to the Native American Workforce Investment Act programming reveals an even more dire situation on the reservation, with unemployment rates nearing 75% in our area.

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The situation for youth has been especially bleak. On May 20, 2000 the Omaha World Herald [the most widely distributed newspaper in the state] reported that the Umon'Hon' Nation Public School, one of the K-12 schools on the reservation, was "among the most troubled in the nation, plagued by high dropout rates, high truancy and rock-bottom test scores. The annual dropout rate in the school is four times the state average. The daily absentee rate is three times the state average" Furthermore in her September 2001 Case Study Report "Examining Comprehensive School Reform in Schools Serving Native American Communities" Dorothy Aguilera, Ph.D., found that on the Omaha reservation "alcoholism, drug abuse, gangs, and unemployment are all systemic problems that have persisted for half a century. Kids and teachers spoke somberly about the pervasive welfare system that is considered 'an income.' When asked what types of work are available for them when they leave school, one student replied, 'the casino or welfare.' Many Omaha families don't want their children to leave the reservation. That separation breaks down family traditions. For many of these parents, the pervasive fear that their children will never return home makes it difficult for them to heartily support their children's educational and career aspirations. It seems like a huge sacrifice that would not serve the family and would go against the cultural and social traditions they have for so long tried to maintain."

The Corporation for National & Community Service identifies education and ensuring a brighter future for all of America's youth as a key strategic focus, noting that children and youth who grow up in severely distressed communities are more likely to be at risk of school failure, unemployment, criminal behavior, and persistent poverty. This proposal seeks to address the challenges facing Native youth on the Omaha reservation. We aim to capitalize upon recent energy and programming, mobilizing AmeriCorps members to inspire Omaha and other Native American youth to seize bright futures.

The Omaha Tribe of Nebraska's AmeriCorps Program will continue to work with several exciting initiatives that have been launched to inspire youth. The Umon'Hon' Nation Public School adopted comprehensive reform measures and continues to work at increasing attendance, academic performance, teacher initiative, and parental involvement. The school has made available a day care, Zhing Shinga, and most recently partnered with the Tribe's early childhood education program, Head Start, to provide children with high quality education programs under the direction of certified and qualified teachers. This program is in line with the Obama administration and The U.S. Department of Education in encouraging community engagement in turning around the nation's lowest performing schools with its School Improvement Challenge. "When it comes to turning around low-performing schools, the Department's investment and the work of schools and districts aren't the whole solution. Our schools need the engagement of communities to support and sustain school improvement."

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Community groups are critical partners in strengthening Head Start and schools and fostering a sense of shared responsibility that is key to strengthening success for students. It has been shown that committed parents and community volunteers can make a powerful difference in educational outcomes. This AmeriCorps program, with volunteers located in the Head Start and Kindergarten classrooms, will enable community members to help the young people in the early childhood programs achieve their best in school and prepare for success in elementary, middle, and high school classrooms, while helping lay the foundation for educational success. Through the AmeriCorps partnership in the early childhood classrooms, efforts will be made to raise key measurable student outcomes

As well, the Bright Futures Americorps Program will partner with Project Washkon ["try hard" in Omaha], the school's after school program, a program which offers youth additional help with education and activity after school and teams with the Valentine Parker Jr. Community Youth Prevention Center which offers after school, evening and weekend education and activities to the area youth, focusing on the prevention and intervention of diabetes and childhood obesity. As well, the reservation's Health Center is vibrant and has undertaken substantial youth programming.

There is an air of excitement, hope, and vibrancy as each new step is taken. Results have been encouraging, though school attendance and academic performance still remain well below the state average and diabetes and childhood obesity are on the rise for the area youth. Concerns still remain. Young children often lack strong role models and the spark to dream of constructive futures. Rural isolation and boredom lead to poor decision-making by teens.

B. AMERICORPS MEMBER ROLES AND RESPONSIBILITIES: In the Omaha language the word Omaha means "up stream people" or "going against the current." Sometimes this is expressed as "going against the odds." This program builds upon exciting recent initiatives to confront the odds facing the Omaha Nation Native American youth in achieving success.

The principle feature of the Bright Futures AmeriCorps Team will be to focus on demonstrating gains in school readiness in terms of literacy skills among early childhood education program participants in the Omaha Tribe of Nebraska and Umonhon Nation Public School's Early Childhood Education programs. Ten, Full Time, Bright Future Americorps Members will serve in each of the 10 early childhood classrooms at the Umonhon Nation Public School's Head Start and Kindergarten programs. The Americorps Program has worked with the Umonhon Nation Public School in the past in providing classrooms aides in the elementary classrooms while trying to promote school attendance. The

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Umonhon Nation Public School and Head Start program is excited in accepting Corps Members in to their early childhood education program, not only through promoting and teaching early literacy skills but learning the importance of those skills themselves, as young parents. AmeriCorps Members will coordinate daily with school officials and teachers and take part in in-service trainings and workshops, learn from certified professionals, and engage with youth during the school hours (8:00 - 4:00; Headstart students in attendance from 8:30 - 2:30 and Kindergarten from 8:10 - 3:10), by assisting teachers with student's classroom activities and learning. The Head Start and Kindergarten classrooms are each staffed with certified classroom teachers. Therefore, AmeriCorps members will have the opportunity to be a part of an exciting program involving the communitie's youth and will become a vital component to early childhood learning. Corps members will capitalize upon the expertise of the educational classrooms and teachers as service sites. Members will strongly encourage attendance and academic success both to students, as well as to parents. The Bright Futures AmeriCorps Team members' goal will be to present positive role models to the youth and parents by being positive, smiling, laughing and having a good time with school community, presenting learning as a fun and worthwhile activity. Volunteers will help with socialization skills in helping children to learn through play, prepare for each new school day and for going home at night. Corps members will encourage table manners and appropriate levels of conversation and mealtime manners at tables. Corps members will strive to lend an extra hand and spend a little time with each child in their learning activities, making children feel that teachers and volunteers are genuinely interested in them, what they are doing, and encouraging them to learn. Corps Members will be available to assist with learning letters and numbers and to read extra stories to the children. Corps members will be encouraged to help during free play times by joining in the children's games and activities and pretend with them while encouraging sharing, appropriate role play, and offering educational insights. Corps members, while striving to help provide constructive learning activities for students, will aim to prevent immediate and subsequent negative behaviors, increase interest and success in school, enhance cultural awareness and self-esteem, and promote hope.

Four, Half Time, AmeriCorps Member's will work on becoming more effective citizens through obtaining their GED/diploma through the local GED office. Through these activities, Corps Members will model and bring to their own culture the importance completing their high school education and bettering themselves for future success. These part time members will be will be directly supervised by the Program Director, who has working relationship with the GED Director and will monitor member activity and progress.

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All 14 AmeriCorps members will assist with after school and evening prevention programming at the Four Hills of Life Wellness Center, the Valentine Parker Jr. Community Youth Prevention Center, and/or Project Washkon. Working partnerships are in place at all of these facilities, encouraging youth to participate in positive activities versus negative behaviors. Corps Members will volunteer in helping support the after school and evening activities by promoting youth to participate in healthy, organized and constructive programs.

As well, all 14 Corps Members, under the direction of the Program Coordinator and Program Director, will participate in regularly scheduled member development meetings. Corps Members will learn and perform technical, professional, and leadership skills during their service year by assisting and participating in scheduled trainings, workshops, activities, as well as planning and organizing community events for the area youth. Such events, in the past, have included a "Back to School Bash" where Corps Members encouraged students to ready themselves for a new school year and provided backpacks and school supplies to youth, a Christmas Event, where Corps Members encouraged healthy holiday habits and activities and provided christmas stockings and a visit from Santa. This event has been greatly appreciated by many in our community as many of the children here are unable to get to the city to visit Santa. As well, many of our youth receive nothing for christmas. This event has ensured that every school aged child is gifted with something during the holiday season. An Easter Family Fun day has been planned in the past to include an easter egg hunt, family fun activities, and a cook-out for the area youth. Easter Baskets and prizes are given away ensuring, once again, that youth can celebrate the fun of the holiday. Through these community events, Corps Members are expected to mobilize community volunteers to help meet identified community needs and produce a spirit of involvement throughout the community.

C. EVIDENCE BASED: The Tribe and its partners are committed to outcome-based programming and objectives have been designed expressly with the ability to quantitatively and qualitatively document program outputs and outcomes. Objectives focus on advancing the quality of life and future prospects for Native youth and young adults; the professional and personal development of members; and volunteer/community mobilization. Details are included in the specified Performance Measures section of this proposal.

D. MEMBER EXPERIENCE: The primary purposes of the Bright Futures AmeriCorps Program is to increase the prospects for Native youth and young adults and to ensure a valuable experience for enrolled AmeriCorps members as well as the community that they serve.

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AmeriCorps Members will gain powerful service experiences by being allowed to serve in the public school system and the Tribe's community prevention and wellness centers.

All Bright Futures AmeriCorps Members will be required to participate in a weekly structured AmeriCorps Day opportunity. During this time, Corps Members will reflect on and share their experiences while learning from each other. In addition, Corps Members will reap quality member experience promoting lifelong ethic of service and civic responsibility. In addition to sharing experiences, Corps Members will be offered structured training pertaining to the professional world. Members will actively take part in 4 days of orientation to include Pre-employment screenings (in compliance with the Health Center and the Tribe's policies which will include a CPS background check, sex offenders database search, and a pre-employment drug screen), AmeriCorps Rules and Regulations, Tribal and AmeriCorps Personnel Policies and Procedures, Umonhon Nation Public School Rules, Expectations and Introductions, Introduction to the Valentine Parker JR. Community Youth Prevention Center and Four Hills of Life WELLness Center roles, responsibilities, and requirements, Introduction to the GED process, and a review of the AmeriCorps Office located at the Four Hills of Life Wellness Center and the programs responsibilities towards the facility. Corps Members, during structured Corps Day activities will learn basic workplace skills, how to respect one another in a workplace, learning and accepting the correct procedures for addressing issues and concerns - rules and regulations with an organization, better understanding and taking pride in oneself and becoming an effective citizen and role model. Corps Members will learn to participate and organize community events, identifying, recruiting, and managing community volunteers. As well, Corps Members will learn how to complete job and college applications, write a resume and make personal applications, visit area colleges, as well as plan and prepare for an interview. Corps Members will also be involved with the Head Start, Kindergarten, and school based inservice trainings and workshops structured around each individuals' position in the early childhood classrooms. Teachers at the Schools meet monthly for advanced Ed meetings, workshops, and trainings. Site supervisors, who travel to trainings and workshops will set aside a little time to review and teach new ideas to Corps members that will be implemented in to the classroom settings.

AmeriCorps Members, at the beginning of the Service year, will participate in an orientation. During this process, Corps Members will be toured and introduced to local organizations and agencies, as well as service sites, as the Corps Members for the upcoming year.

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Corps Members will be encouraged to call upon past Corps Members when organizing service events. As well, they will identify themselves through service gears and presenting the Americorps logo on events that they are promoting.

We strongly hope, and anticipate, that our practices will be valuable to others. We aim to be leaders, and anticipate success. We will gladly share our practices and program materials with the Corporation and the Nebraska Volunteer Service Commission.

E. OVERALL PICTURE: After becoming involved in the AmeriCorps Program, Corps members will gain greater awareness of the importance of early literacy skills, obtaining a high school diploma, and learning skills that must be obtained to enter the work world. Through experiences in their own lives, they become well suited to deliver intervention to children, youth, and other young adults. And, at the completion of the program, Corps Members will witness how their interventions have impacted their own population.

F. AMERICORPS MEMBER SELECTION, TRAINING, AND SUPERVISION: Upon grant being awarded, service announcements will be posted throughout the community advertising 10 Full-time AmeriCorps positions focused in early childhood education and 4 Half-time positions focusing on GED completion. Applications for positions will be accepted for 1 month from posting date. Applications will be reviewed by an interviewing team that must include school administrators and the Americorps Program Coordinator and Director. The interview team will select applicants for interview. Interviews will be conducted and at the completion of the process and selected participants will be offered service positions.

Participants, upon accepting their service assignment, will participate in 4 days of AmeriCorps orientation. 4 days of orientation will include Pre-employment screenings, AmeriCorps Rules and Regulations, Prohibited Activities will be reviewed and stressed, Tribal and AmeriCorps Personnel Policies and Procedures, signing of Contracts, Service Site Introductions, Expectations, and Rules as well as a review of the AmeriCorps office, where it is located and the responsibilities towards the facility that Corps Members will be expected to help with.

The Program Director has experience with administering AmeriCorps programming and assuring compliance with prohibitions regarding member involvement in political, collective bargaining, religious, clerical, and fundraising activities. Prohibited activities will be stressed in member and site

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supervisor orientations. Additionally, compliance with prohibited activities will be stressed in both program-level Member Contracts and Memoranda of Understanding with each partner. Grant objectives and member position descriptions will be clearly written to ensure that the member roles do not infringe upon prohibited activities. Operationally, prohibited activities will be reviewed at regularly scheduled member and site supervisor meetings to assure compliance

Members, the Program Director and Program Coordinate will meet weekly to offer ongoing training to help members better perform all activities they will engage in during their term of service. Ongoing trainings offered will include activities that will teach basic workplace skills, how to respect one another in a workplace, learning and accepting the correct procedures for addressing issues and concerns - rules and regulations with an organization, better understanding and taking pride in oneself and becoming an effective citizen and role model. Corps Members will learn to participate and organize community events, identifying, recruiting, and managing community volunteers. As well, Corps Members will learn how to complete job and college applications, write a resume and make personal applications, visit area colleges, as well as plan and prepare for an interview. Prohibited activities will be reviewed during Team Meetings on a regular basis. Furthermore, members will participate in school workshops and trainings.

14 members of the Bright Futures AmeriCorps Team will serve on the Omaha Reservation, specifically 10 at the Umonhon Nation Public School and 4 at the Four Hills of Life Wellness Center working towards professional development goals and GED completion. Each member will have a designated classroom site supervisor that has been selected by school administrators. Each site supervisor will be oriented, trained and supported by the Program Director. Letters of Support will be signed with each site clearly outlining Corporation for National & Community Service and program standards and expectations. Coordination among site supervisors will occur through regular site visits and frequent e-mail correspondence. To maximize efficiency, effectiveness, and consistency in the school setting, 10 members will be full time, providing the youth with a consistent and dependable source of support.

Four members will be half time members and will be under the direction of the Program Director or Program Coordinator.

G. OUTCOME: PERFORMANCE MEASURES: At the end of the 3-year grant cycle, it is anticipated through the early childhood education program, an increase will be seen in the number of children showing improvements on post-assessment literacy testing. Additionally, more parents will become

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aware of their active participation in their own child's school literacy progress.

Through the GED program, more young adults will obtain their high school diploma. Youth, parents, and the community will hopefully see the importance of completing a high school education.

H: VOLUNTEER GENERATION:

Members will initiate personal contacts to community members or groups to recruit volunteers to assist in member projects and service activities. AmeriCorps members will organize, direct, and supervise volunteers. Volunteers will become a vital part, along with members, in complete service projects.

Organizational Capability

ORGANIZATIONAL CAPABILITY

a. Organizational Background and Staffing: The Omaha Tribe lived near the Missouri River in present day Nebraska in the days prior to diplomatic relations with the United States government. The Omaha Tribe was originally designated reservation lands along the Missouri River recognized in a treaty with the United States signed on March 16, 1854. This includes all rights-of-way, waterways, watercourses and streams running through any part of the reservation and to such others lands as may hereafter be added to the reservation under the law of the United States. The Omaha Tribe has a government-to-government relationship with the United States. The Tribe signed treaties with the United States which are the legal documents that established the Tribal homeland boundaries and recognized our rights as a sovereign government. The Omaha Tribe operates under a constitution consistent with the Indian Reorganization Act of June 18, 1934. The Tribal Council governs the Omaha Tribe. The Tribal Council consists of a Chairman, Vice-Chairman, Secretary, Treasurer and three additional Councilmen all of whom are elected by the tribal membership. The Tribal Council Chairman serves as the administrative head of the Tribe. The Tribal Chairman, Officers, and Council serve a term of three years at-large without regard to residence in a particular district of the reservation. Council members serve staggered terms of office.

The Omaha Tribe has extensive experience in administering youth programming and, as a sovereign government, has broad experience in overseeing an array of public goods. Examples of prudent and effective grant administration include the Indian Health Services Special Diabetes Program; funding related to the Carl T. Curtis Health Education Center which provides comprehensive health care to tribal members; and grants from the State of Nebraska for Maternal & Child Health, Family Preservation, Native American Public Health Act, and youth substance abuse, as well as many mental health grants including a SAMHSA Suicide Prevention Grant. Furthermore under PL 9368 the Tribe administers

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contracts governing tribal social services to tribal members, tribal courts, real estate services and the maintenance of all roads within the reservation. The Bright Futures AmeriCorps Team extends current efforts and adds value by increasing the number of youth who can be impacted with positive activities. Further value is added through the preservation of cultural practices and values through this project. The Program Director has experience in administering successful grants and programs and is experienced in assuring compliance, attaining program objectives, and fulfilling grant reporting requirements. Partners have been carefully selected to serve the Native youth and to build upon existing partnerships with the Omaha Tribe. Each partner that is serving as a service site for Bright Futures AmeriCorps has experience in administering federal grants, is staffed by competent teachers able to provide member supervision, and is prepared to meet and enforce programmatic standards. The close geographic proximity of the partners, and the fact that each has collaborated with the others before, minimizes concerns regarding need to develop connections between sites. Common program objectives and a program-level email will facilitate communication as will frequent member and site supervisor meetings.

The Omaha Tribal Council is highly supportive of Bright Futures AmeriCorps and unanimously passed Resolution # 06-36 on January 31, 2006 expressing its support and authorizing submission of the initial proposal. Tribal and partner staff will administer the grant, assuring compliance and attainment of objectives. The Tribal Council is popularly elected by members of the Omaha Tribe and hires key personnel to administer tribal operations. Julie Jacobsen, EdD will serve as Project Director. Dr. Jacobsen is currently the Director of the grants that oversee the Valentine Parker Jr. Youth Prevention Center and the Four Hills of Life Wellness Center as well as the AmeriCorps Program Director for the Omaha Tribe. In this capacity, she oversees the daily operations of the AmeriCorps program and grant and manages the grant requirements for the Youth and Adult Recreation Facilities focused on the prevention and intervention of diabetes, healthy living, and lifestyle changes, and an opportunity to provide needed activities to area youth for a brighter and healthier present and future. Prior to coming to the Omaha Reservation, Julie was an elementary health and physical education teacher on the Rosebud Reservation. She has academic training and more than 15 years of experience in providing enriching programming to youth through schools, recreational activities, and community events. This experience includes curriculum development and revision, coaching, strategic plan creation, program coordination, fiscal administration, and personnel management. A Part Time Program Coordinator will be hired. This part time position will be responsible in overseeing the day to day operations of the Americorps program, assist with planning member development meetings, and service activities. This position will be advertised for and a qualified candidate with education and experience in program

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management and Americorps knowledge will be hired upon the award of this grant. Brenda Cline, Contract Specialist, has been working with the AmeriCorps program since its beginning with the Omaha Tribe. The financial staff of the Omaha Tribe has extensive experience in successfully administering complex federal grants in strict adherence to program guidelines. Site supervision will be provided by the partnering organizations where the Bright Futures AmeriCorps members will serve. Each site has highly capable and educated administrators and teachers with the experience and resources to provide sound supervision. The Omaha Tribe utilizes public input, collaborations with the University of Nebraska-Lincoln, Creighton University, and the University of South Dakota, and independent analyses to evaluate and plot the course for self-assessment and continual improvement. Central to this, is the hiring of skilled administrators to manage tribal program. We are dedicated to providing the highest quality of life for tribal members and will operate Bright Futures AmeriCorps in the spirit of continual improvement.

We anticipate strong continued community support for the Bright Futures AmeriCorps Program. This will continue to be reflected in volunteer service and financial and in-kind donations. The Carl T. Curtis Health Education Center sees the importance of this grant and will support the cash-match necessary for successful grant operations. In-kind match is promptly documented and has been met or exceeded on all line items in the past. Continued collaboration with The National Relief Charities will continue to provide significant resources to advance program and service activities.

The Corporation for National and Community Service has supported the Omaha Tribe over the past six years through an AmeriCorps grant. Additionally, The Omaha Tribe was awarded an ARRA grant that supported the cash match portion of the the member's living allowance for two service years. Approximately 50% of the total Americorps funding comes from CNCS.

The AmeriCorps program is integrated and supported in the Wellness and Prevention Centers in additional to the public school system for the past six years showing evidence that the program has been managed well and performed satisfactorily. AmeriCorps evidently has met all compliance issues and there is yearly requests for AmeriCorps participation within the school system and tribal facilities.

SUSTAINABILITY: Federal support is very pertinent in sustaining the AmeriCorps program. The community support and relationships are very strong due to poverty and adverse conditions in the area funding is very scarce. The Carl T. Curtis Health Education Center is very wanting to support the program and to date is still able to support the cash match needed to sustain the program. The Tribe

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supports the program but can offer minimal funding.

Our stakeholders are our partners and our community. All in the local Native community have a vested interest in the success of Native youth and the reversal of debilitating trends. Our culture and future lie in healthy youth making the positive transition to adulthood. Youth, parents, teachers, school administrators, youth-serving agencies, juvenile justice authorities, program partners, and tribal members are all direct stakeholders with a role in our efforts.

COMPLIANCE & ACCOUNTABILITY: AmeriCorps Rules and Regulations will be continually policed by the AmeriCorps Program Director or Program Coordinator. Any non-compliances or prohibited activities will be immediately identified and addressed to avoid risk of non-compliance.

ENROLLMENT: 100% of enrollment slots were filled in past program years.

RETENTION: Retention during the first year of AmeriCorps was 100% and 0% retention; years two and three had 100% enrollment and 29% retention; year four 100% enrollment and 50% retention and year 5 had 100% enrollment and 62% retention. With retention rates increasing, an idea of improvement is to offer four half time positions in an effort to achieve a higher retention rate.

PERFORMANCE TARGETS AND DEMONSTRATED COMPLIANCE:

1. Youth school attendance improvement reported 77% of classroom attendance at the beginning of the school year. 80% attendance rate was reported at the end of the school year.
2. The program set a target goal of 100 recruiting 100 volunteers during the service year. 136 volunteers were recruited and all reported they would participate in an activity in the future.
3. 10 out of 12 members attended regular member development meetings. Attrition contributed to not meeting the performance measure.
4. Youth were engaged in out-of-school summer activities by the AmeriCorps members. A target goal was set to reach out to 50 students. 129 students participated in the summer activities with an average of 65 students being served in activities on a daily basis by the end of the summer.

SPECIAL CIRCUMSTANCES: The Omaha reservation is a rural remote resource poor community as defined by the standards utilized by the Corporation for National & Community Service. The Beale code for Thurston County which contains Macy, the home of tribal operations, is 8. The Corporation defines a county with a Beale code of 6, 7, 8 or 9 as rural and eligible to apply for the alternative match

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requirement in subsequent years. The remote and poverty-afflicted nature of the area to be served underscores the need for our programming and spotlights challenges in mobilizing community financial support.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS & BUDGET ADEQUACY

The cost per member of \$ 13,065 is below the specified maximum of \$ 13,300 MSY. This is just \$103 more per MSY than in past years. We believe this cost can be justified through the addition of a one program coordinator and through changing our program design from 12 full time members to 10 full time members and 4 half time members to try to have better program retention.

The Omaha Tribe and its partners are attuned to maintaining diverse revenue streams. To this end, the tribe has developed business initiatives to support Tribe activities. These have included a modestly successful casino, currently being rebuilt due to the 2011 summer flooding, and retail establishments. The Tribe and its partners also actively seek partners that can support their endeavors. As highlighted, the remote rural and impoverished nature of the surrounding county makes generating community-based support challenging. The National Relief Charities has committed substantial in-kind support to advance the quality of life of the families served and to provide incentives for the youth served.

We are confident that this program is designed to efficiently and effectively provide service to a high-risk youth population. We are committed to devoting the resources needed to ensure success as is demonstrated by our vastly exceeding the match ratio for operational budgetary categories. Bright Futures AmeriCorps is located in and serves a rural remote impoverished community as specified.

Evaluation Summary or Plan

An annual evaluation of program processes and outcomes will continue to be conducted by Jo Ann Jacobsen. Jo Ann is a former school teacher, program coordinator, facility director and grant writer. She has extensive experience working with youth-based programs and has agreed to be available to the program for ongoing consultation in reviewing the grant proposal, offering recommendations for improvement, and helping ensure that goals and objectives are being met.

Mrs. Jacobsen conducted an internal program evaluation on July, 2010. A copy of the evaluation has been sent to americorpsgrants@cns.gov

Amendment Justification

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Amendment Justification

N/A

Clarification Summary

5/14/2012

1. Please confirm that the four HT members are not primarily focused on GED completion and provide information on how much of their time during service is spent on GED completion activities.

~Four, Half Time, AmeriCorps Members will work on becoming more effective citizens through obtaining their GED/diploma through the local GED office. These members will be scheduled and held accountable to using a maximum of 15% of their service time (135 hours) to work and complete GED requirements. Through the completion of the GED requirements, Corps Members will model and bring to their own culture the importance of completing their high school education and bettering themselves for future success. The remainder of the hours completed by the four Half Time Members will include assisting with after school and evening prevention programming at the Four Hills of Life Wellness Center, the Valentine Parker Jr. Community Youth Prevention Center, and/or Project Washkon. Working partnerships are in place at all of these facilities, encouraging youth to participate in positive activities versus negative behaviors. Corps Members will volunteer in helping support the after school and evening activities by promoting youth to participate in healthy, organized and constructive programs. Additionally, these members will participate in regularly scheduled member development meetings, learning and performing technical, professional, and leadership services by assisting and participating in scheduled trainings, workshops, activities, as well as planning and organizing community events for the area youth.

2. Please provide specific information regarding the need for AmeriCorps members to serve in early childhood and head start classrooms.

~Volunteers are a very important part of a early childhood program. High school and college students, homemakers, parents of early childhood education programs, retired senior citizens -- all kinds of people -offer critical help to local early childhood programs. AmeriCorps Volunteers in this community will be able to play a vital role in this position by helping teachers in the classroom or on field trips, aiding in preparing materials, assisting in renovating centers, helping with transportation, offering one-on-one involvement to classroom children, and supporting parent education activities. AmeriCorps volunteers will come to play a vital role in not only offering more hands to assist certified personnel, but indirectly will come to offer great assistance with parent education, and recruiting other volunteers,

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especially parents, into the Head Start and early childhood programs. Research has shown that parents and families are key players in an early childhood program. Parents are recognized as their child's first teacher. A key requirement of an early childhood program is that the program's certified staff seeks to inform and support parents, so parents in turn guide the early learning of their young children. Family engagement is essential for enhancing children's learning and family well-being. As a means to supporting family engagement and children's learning, it is crucial that programs implement strategies for developing partnerships with families. Family engagement occurs when there is an on-going, reciprocal, strengths-based partnership between families and their children's early childhood education program. AmeriCorp volunteers will greatly aid in developing strong, open and more willing family partnerships. Through volunteering and supporting certified personnel, AmeriCorp volunteers will learn how to work and interact with the various types of children within the program. They innocently learn methods and ways to help children and witness the positive results that can happen. In turn, through a very non-threatening and natural communication, an AmeriCorp volunteer uses and innocently demonstrates the information and methods they come to use in the program with their own children or young family members, as well as, share, pass on, and model this to other family members or friends.

It is anticipated that every child will show some degree of improvement from the beginning of the year testing to the post testing at the end of the year in early literacy skills. Early literacy should be defined not as reading and writing, but rather what children know about reading and writing before they can actually read and write. Early literacy includes vocabulary, print motivation, print awareness, narrative skills, phonological awareness, and letter knowledge. Young children must develop early literacy skills in order to be successful with formal reading and writing in school. Some research indicates that 46% of children in the United States enter kindergarten unprepared. Children who start behind typically stay behind. Providing young children with opportunities to develop early literacy skills is important to their success in school, their success to read, and their success in life. Through the added help of the Corps Members in the early childhood classrooms, children will be able to have a more one-on-one or small group learning experience to help them become familiar with books, magazines, and other printed sources and be more willing to pick up books, enjoy listening to books, looking through picture books, telling stories themselves, attempting writing, increasing vocabulary in speech, talking and communicating in sentence structure, forming phonetically sounding words correctly, recognizing the written alphabet and identifying the letter and the phonetic sounds that each make, and identifying numbers. It is expected that every child will come to the classroom at different levels of readiness and each child will learn at their own rate but every child will show some gain from the beginning of the year baseline to the end of the year assessment in literacy achievement.

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Continuation Changes

Continuation Changes

N/A

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Sent
Labor Union Concurrence	Not Applicable