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Executive Summary

EXECUTIVE SUMMARY

This planning grant will be utilized to develop an AmeriCorps program that will recruit Oneida Tribal youth to serve as AmeriCorps members in a community and culturally-based service-earning initiative. Tribal youth will utilize this opportunity to strengthen community and culture values, increase their self-efficacy and identity, and prepare them for educational success in a post-secondary institution.

Rationale and Approach/Program Design

RATIONAL AND APPROACH

Description of Problem

The Oneida Tribe of Indians of Wisconsin (Oneida Tribe) is applying for an AmeriCorps Indian Tribes Planning Grant from the Corporation for National and Community Service (CNCS) to develop our capacity to effectively compete for and manage a 2014 AmeriCorps Operational Grant. Specifically, the Oneida Tribe will utilize this Planning Grant to expand and enhance current support and training services to create a coordinated service-learning initiative for Tribal youth that is community and culturally-based.

Current research shows that youth who participate in high-quality community-based service-learning opportunities are likely to benefit in a number of ways, including: knowledge of and access to the range of supports and opportunities they will need to grow up healthy, caring, and responsible; increased sense of self-efficacy as they learn they can impact real social challenges, problems, and needs; higher academic achievement and interest in post-secondary education; enhanced problem solving skills, ability to work in teams, and planning abilities; and enhanced civic engagement attitudes, skills, and behaviors (Chung, 1997; Lewis-Charp, et al., 2003; Tannenbaum, S. C., 2007; and YMCA of the USA, 2004). When considered in the context of tribal youth living on reservations, the benefits are increasingly impactful.

The needs of tribal youth are great as confirmed by the numbers of youth alcohol and drug use rates, youth suicide, and school dropout rates. Service-learning is a significant way to impact these needs on both a short and long-term basis. A Youth Behavior Risk Survey (YBRS) was administered in 2007 and 2008 to Oneida youth involved in the Youth Enrichment Services (YES) program. The results

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showed that 70.5% of Oneida youth respondents have drunk alcohol in their lifetime, 46% of which reported having their first drink at age 12 or younger. Forty-percent indicated they were likely to use alcohol in the next 6 months and that it would be sort of or very easy to obtain alcohol (70.5%). The number of Oneida youth using other substances is also high with 55.8% having used marijuana at least once and 18.9% having used it more than 100 times in their life. Many Oneida youth also reported having used inhalants (11.6%), cocaine (4.3%), methamphetamines (8.5%) and heroin (4.3%) at least once in their lives. Service-learning provides one promising avenue to combat these statistics.

For example, a decade long initiative that involves college students in service-learning projects show encouraging results on alcohol use and alcohol-related behaviors. They show a significant impact in the reduction of the frequency of heavy drinking (15%) and a 16% reduction in drinking to get drunk. They also showed decreases in students missing class and an increase in work efficiency, (Craig, D. W. & Perkins, H. W., 2008). These results document that service-learning initiatives have the opportunity to impact student behaviors far outside the learning environment.

These impacts also have the potential to be far-reaching in the lives of Oneida youth in a much more literal way as well. In 2011, Wisconsin ranked among the highest in rates of suicide with 737 deaths and 115 occurring among the ages 15-24, encompassing nearly 16% of all suicides. Statewide, Brown County alone has the third highest rates of suicide behind Milwaukee and Dane counties and is the second leading cause of death for young people in Wisconsin. According to the Brown County Coalition for Suicide Prevention, in the past four years alone there have been 123 completed suicides in Brown County (Family Services, 2013). The situation is even more critical for American Indian youth. Between 1999 and 2008, at least 86 American Indians in Wisconsin have died by suicide. The overall suicide rate for Native Americans is at least 25% higher than Wisconsin's overall rate and is significantly higher than rates for other ethnic and racial groups. By involving youth, particularly at-risk youth, an effective service-learning initiative can facilitate positive youth development, including physical and psychological safety, supportive relationships, support for efficacy and mentoring, and opportunities to belong. All of these speak to the evolving self-efficacy and self-identity critical to developing youth. Our community and culture-based service-learning initiative can have positive, life-long impacts on our tribal youth.

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In combination with this reality, is that our tribal youth are dropping out of high school at alarming rates. Statewide, the average 4-year graduation rate for Native Americans is only 55% compared to 72% for non-Hispanic white students. By utilizing an effective service-learning program, we can identify these students and engage them in meaningful opportunities to further their education. AmeriCorps fosters the spirit of volunteerism and service, which leads to civic engagement and long-term community development, which is also a goal of our service-learning initiative.

In addition, for the 2012-2013 school year, the Oneida Nation School System reported that 85% of students were receiving free or reduced lunch according to the federal income guidelines. This means that the majority of our students are living in households at least 185% of the federal poverty level. This is significant because according to the Institute for Higher Education Policy, only 1 in 10 students from low-income backgrounds complete a degree or credential (IHEP, 2010).

A critical gap in services is reaching these youth who, if they graduate high school, are not prepared for success in post-secondary educational institutions. While the Oneida Tribe offers services that will help students pay for higher education, often students are not prepared for the rigor of college and drop out. This is evident in the current stats from Oneida Higher Education. According to them, there are currently over 1400 Oneida Tribal members enrolled in post-secondary education, yet the degree completion rate is a mere 23%. In fact, nearly 50% of Tribal members being funded drop out of college or university within the first year. A service-learning program as AmeriCorps workers will prepare students for post-secondary education, leading to increased graduation rates and academic success.

This planning grant will allow the Oneida Tribe to build an effective, community and culture-based service learning program that will prepare students for success in a post-secondary educational institution. Tribal staff will be trained, infrastructure will be built, and collaboration and coordination with internal Tribal departments and surrounding school districts will take place. With the successful implementation of the planning grant, the Oneida Tribe will be prepared to apply for a full AmeriCorps grant that would allow our youth to be selected and trained as AmeriCorps workers to work within our tribal departments as service-learners. This will offer youth the chance to create meaningful connections, engage in cultural opportunities, and be actively involved in our tribal community. By involving youth in this initiative, we will increase their capacity to make healthy

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decisions, problem solve, be contributing members of the community, enter college and graduate, all while continuously exposing them to Oneida culture.

Planning Process

The Oneida Tribe will use this planning period to:

- * Engage in a comprehensive assessment and training process to develop a strong AmeriCorps program design that meets the need of identified Oneida Tribal youth.
- * Collaborate with stakeholders within internal Tribal departments to build the capacity to house and train AmeriCorps workers.
- * Collaborate with the surrounding school districts to identify potential youth to participate in the AmeriCorps program.
- * Engage local colleges and universities to assist youth in applying for admittance.
- * Ensure the appropriate systems are in place for recruitment of AmeriCorps applicants.
- * Research and develop instruments to track member hours and activities, as well as data collection methods to measure qualitative and quantitative impacts on Tribal youth.
- * Complete and submit a competitive application for the 2014 AmeriCorps grant cycle

Timeline

First Quarter (September 1st -- November 30th, 2013)

1. Education and Training Area Manager will work with the Human Resources Department to post and hire for the Project Coordinator position.
2. Education and Training Area Manager and Project Coordinator will confer with CNCS to assess the organizational capacity to implement an AmeriCorps Operational Grant.
3. Education and Training Area Manager will identify internal tribal departments that can utilize an AmeriCorps worker. Will schedule meetings to determine departmental needs. Results will be used to create training plans and identify service sites for AmeriCorps workers.
4. Education and Training Area Manager and Project Coordinator will meet with the YES program and Oneida Nation High School to begin creating a recruitment process for tribal youth to become AmeriCorps workers.
5. Education and Training Area Manager and Project Coordinator will attend the new grantee orientation.

Second Quarter (December 1st 2013 -- February 29th, 2014)

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1. Project Coordinator will obtain all operational regulations and guidelines specific to AmeriCorps operational grant from CNCS.
2. Project Coordinator will obtain performance measurement training through CNCS online learning center
3. Education and Training Area Manager and Project Coordinator will attend the CNCS annual grantee conference.
4. Education and Training Area Manager and Project Coordinator will solidify collaboration with internal tribal departments by developing MOU's detailing specific work AmeriCorps workers will perform
5. Finalize AmeriCorps worker recruitment strategy with YES program and Oneida Nation High School, focusing on opportunities for maximum involvement.

Third Quarter (March 1st -- May 31st, 2014)

1. Project Coordinator will convene all stakeholders to discuss and finalize program design and implementation of AmeriCorps program.
2. Project Coordinator will develop a program calendar for the AmeriCorps Service-Learning Initiative that describes all start and end dates for program activities.
3. Education and Training Area Manager and Oneida Grants Office will write and submit a competitive grant application to the CNCS 2014 AmeriCorps operational grant.

Fourth Quarter (June 1st -- August 31st, 2014)

1. Project Coordinator will identify an assessment tool to determine data collection methods to measure quantitative and qualitative indicators of success.
2. Education and Training Area Manager will develop and finalize all appropriate forms for AmeriCorps service members, including service tracking forms, contracts, and orientation handbook.
3. Education and Training Area Manager and Project Coordinator will plan orientation and training for AmeriCorps members, in coordination with departmental leadership.
4. The Grant Accountant will ensure that Tribal accounting systems are ready to track in-kind expenditures. They will create all necessary fiscal tracking forms and document files.

The above timeline represents the planning period the Oneida Tribe will use to develop our capacity to effectively implement an AmeriCorps program. The target community for this project is Oneida high-school aged youth living on the Oneida Reservation or near the reservation in Brown or Outagamie Counties. There are currently 628 Oneida youth (14-19) living on or near the Oneida reservation. Of

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these youth, approximately 85 are enrolled at the Oneida Nation High School and 303 are enrolled in surrounding school districts, 191 of which utilize Oneida Youth Enrichment Services (YES). The YES program assists in the advancement of the educational, cultural and social development of American Indian youth in the Oneida community and surrounding school districts. There are YES advocates in each of the surrounding elementary and high schools that provide these services to tribal youth.

The Oneida Tribe will specifically recruit recent high school graduates or students who have already dropped out but seeking a GED or HSED. Recruitment will begin in the spring, right before students graduate high school. We will print flyers in our Tribal newspaper and other local publications. We will also post flyers in department offices and other tribal buildings. We plan to utilize YES staff to present the program in the surrounding high schools as well as in the Oneida Nation High School. Our recruitment message will focus on the "Oneida Tribe as a classroom as we build a nation one diploma at a time." We will also use the national AmeriCorps online recruitment system to post program profiles and accept applicants.

We will develop a selection process as follows: 1) applicants complete application and submit two (2) letters of reference and a short paper on that focuses on applicants future plans, career interests, and desires to service their community; 2) screen applications, letters of reference, and statement paper; 3) contact potential applicants to schedule interviews; 4) select qualified applicants and place them in appropriate departments. All applicants must be tribal youth that have completed their high school diploma, HSED, GED, or are working towards completion. We will clarify in the planning process the exact number and type of positions.

Organizational Capability

ORGANIZATIONAL CAPACITY

The Oneida Tribe of Indians of Wisconsin is applicant and lead agency. The Oneida Tribe of Indians of Wisconsin began administering federal grants and contracts in the early 70's when it was awarded funds for the provision of health care and education activities. In 1972, the tribe received a Community Development Block Grant for the construction of the Oneida Tribe Memorial Building, which was originally developed as a youth recreation center. In the mid-1970's the Oneida Tribe was designated as a Prime Sponsor of job training activities of the Department of Labor which were funded through the Comprehensive Employment Act, which is presently called the Job Training Partnership Act. The Oneida Nation has been involved in a wide range of programs designed to enhance,

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strengthen and build strong individual and family units within the community. Some of these programs are: head start and child care services, social services programming, elderly support services, low and very low income support services, community and economic development, law enforcement, extensive youth programming and youth/adult continuing education.

The Centralized Accounting system of Oneida Tribe fiscally manages these grants utilizing the accrual method of accounting for all contracts/grants and meets the standards of the Generally Accepted Accounting Practices (GAAP). The Oneida Tribe uses the modified accrual method of accounting for all contracts/grants which involves recognizing increases/decreases in financial resources to the extent that they reflect near-term inflows or outflows of cash.

The Oneida Tribe's financial system maintains each contract/grant in separate fund unit numbers on the general ledger for tracking purposes. On a monthly basis the following reports are generated for each contract/grant:

1. Revenue & Expense Summary
 - a. Identifies current month and year to date transactions
 - b. Compares year to date transactions to the budgeted figures
 - c. Identifies contract/award information
2. Detail Report a. Provides detail on transactions processed in the current month
3. Balance Sheet
4. Payroll Listing a. Identifies the employees being paid out of a specific fund unit
5. Intra-Tribal Seller / Buyers Report a. Provides monthly detail on the transactions that transpired between fund units within the Tribe
6. Purchase Order Report a. Lists each purchase order obligated to a specific fund unit

Each contract/grant's budget is entered into the financial system. Budget information is available either by generating a Revenue & Expense Summary, by generating a budget report from the general ledger or by viewing the budget information on line through the general ledger.

Key Staff

The Oneida Tribe's key staff personnel that will be working on this project are the Education and Training Area Manager and a Project Coordinator that will be hired specifically for this grant.

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Norbert Hill, Jr. is the Education and Training Area Manager and will serve as the Project Director. Mr. Hill oversees the following departments that will play a role in the planning process: Higher Education, YES, Early Intervention, Job Training, and the Community Education Center. Mr. Hill will be responsible for supervision of the Project Coordinator, overseeing the implementation of the planning grant, training of the Project Coordinator, identifying potential partnerships, fostering organizational and community relations, and assisting in the development of the AmeriCorps grant proposal. Mr. Hill will also be responsible for communicating with the Tribal Council, other organizational leadership, surrounding high schools and colleges to explain planning grant activities and programs, build trust and consensus, and exchange information and ideas. Mr. Hill holds two honorary doctorate degrees and has 40+ years of experience working in educational administration.

We will hire a qualified Project Coordinator to assist in implementing the planning grant. The Project Coordinator duties and responsibilities will be to:

1. Coordinate and provide assistance in creating a successful AmeriCorps Operational Grant program for submittal to the Corporation for National and Community Service (CNCS).
2. Develop short and long term goals and objectives consistent with the CNCS grant requirements; develop implementation strategies and schedules to ensure timely execution of goals and objectives; recommend solutions of administrative issues and concerns.
3. Track, monitor, and submit written updates and financial reports in accordance with the CNCS grant requirements.
4. Coordinate and manage special projects, task forces and committees according to stated goals, objectives and timelines in order to bring resolutions and solutions to assigned projects; make recommendations for decisions to be made or actions to be taken by the supervisor.
5. Assist in writing resolutions, policies, and procedures that are necessary for the AmeriCorps Operational Grant proposal.
6. Keep leadership and other departments informed on the status of activities by attending meetings, developing, analyzing and submitting reports.
7. Maintain effective communication and positive work relationships with departments, management and the community.
8. Contribute to a team effort, ensuring tasks are met and results are adhered to as required.
9. Maintain professional and technical knowledge by conducting research, attending seminars, educational workshops, classes and conferences; reviewing professional publications; establishing

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networks; participating in professional societies; conferring with representatives of contracting agencies and related organizations.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS AND BUDGET ADEQUACY

The Planning Grant's total budget is \$82,591.00. CNCS share is \$64,218.00, while grantee match is \$21,230.00. Grantee match funds will be in-kind services provided by department staff. The proposed budget will allow us to train current staff and hire a qualified Project Coordinator to assist in grant implementation. If selected for an AmeriCorps grant in the future, the Oneida Tribe plans to retain its current staff and recruit much needed AmeriCorps workers. Our AmeriCorps program is a unique initiative that will create long term capacity and have a generational impact on educational success, poverty, and self-efficacy and identity.

Evaluation Summary or Plan

N/A

Clarification Summary

Clarification Summary

Budget Clarification Items

*In order to secure diverse sources of funds to support program implementation and sustainability, the applicant will maintain an active grant writing effort to find and apply for grants at the local, state, and national levels. In addition, the Project Manager, Norbert Hill Jr. has a track record of successful fundraising for non-profits such as the American Indian Science and Engineering Society and American Indian Graduate Center.

*The timeline and budget included duplicate references to the CNCS conference. Below is a modified timeline to reflect the deletion of the duplicate conference from the Second Quarter:

First Quarter (September 1st -- November 30th, 2013)

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2. Education and Training Area Manager and Project Coordinator will confer with CNCS to assess the

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organizational capacity to implement an AmeriCorps Operational Grant.

3. Education and Training Area Manager will identify internal tribal departments that can utilize an AmeriCorps worker. Will schedule meetings to determine departmental needs. Results will be used to create training plans and identify service sites for AmeriCorps workers.

4. Education and Training Area Manager and Project Coordinator will meet with the YES program and Oneida Nation High School to begin creating a recruitment process for tribal youth to become AmeriCorps workers.

5. Education and Training Area Manager and Project Coordinator will attend the Annual CNCS Grantee Conference.

Second Quarter (December 1st 2013 -- February 29th, 2014)

1. Project Coordinator will obtain all operational regulations and guidelines specific to AmeriCorps operational grant from CNCS.

2. Project Coordinator will obtain performance measurement training through CNCS online learning center

3. Education and Training Area Manager and Project Coordinator will solidify collaboration with internal tribal departments by developing MOU's detailing specific work AmeriCorps workers will perform

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Third Quarter (March 1st -- May 31st, 2014)

1. Project Coordinator will convene all stakeholders to discuss and finalize program design and implementation of AmeriCorps program.

2. Project Coordinator will develop a program calendar for the AmeriCorps Service-Learning Initiative that describes all start and end dates for program activities.

3. Education and Training Area Manager and Oneida Grants Office will write and submit a competitive grant application to the CNCS 2014 AmeriCorps operational grant.

4. Education and Training Area Manager and Project Coordinator will host an orientation for Tribal Departments to provide training on hosting an AmeriCorps worker.

Fourth Quarter (June 1st -- August 31st, 2014)

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1. Project Coordinator will identify an assessment tool to determine data collection methods to measure quantitative and qualitative indicators of success.
2. Education and Training Area Manager will develop and finalize all appropriate forms for AmeriCorps service members, including service tracking forms, contracts, and orientation handbook.
3. Education and Training Area Manager and Project Coordinator will plan orientation and training for AmeriCorps members, in coordination with departmental leadership.
4. The Grant Accountant will ensure that Tribal accounting systems are ready to track in-kind expenditures. They will create all necessary fiscal tracking forms and document files.

*Due to the deletion of the duplicate reference to the CNCS grantee meeting, \$543 of the \$2,387 associated with the meeting has been moved the cost for the one CNCS meeting they will be attending. This is to include 1 additional day for travelers so that they are able to participate in the Program Start-up Institute at the annual CNCS meeting. This changes the cost from \$3,001 to \$3,544.

*The Oneida Tribe's Human Resources Department conducts criminal background checks on all applicants during the application pre-screening process. Human Resources has the capacity to conduct the criminal history checks required by CNCS and we will work with them to ensure applicants under the program are checked appropriately. There are no additional costs associated with this.

Programmatic Clarification Items

*The proposed project by the Oneida Tribe aligns with the service-learning definition provided by CNCS. The AmeriCorps workers that will be targeted for the program will be young Oneida Tribal members that will be graduating high school or have recently graduated. All members will be working directly in the Oneida Community and will service community member needs in several vital areas. These include: Youth Enrichment Services (Y.E.S.), which is a K-12 program that provide educational services to youth in the surrounding school districts; Early Childhood, which provides educational services to children ages birth to six and their families; Higher Education, which aids tribal members entering post-secondary education; and the Community Education Center, which provides a variety of courses for community members including computer classes and GED courses. Members will foster their civic responsibility by gaining knowledge what citizenship in the Oneida

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Tribe means and how their actions as citizens can impact the overall Tribal organization. Members will have an increased sense of responsibility to the Tribe by being involved in the day-to-day operations a tribal department. They will see firsthand how an organization is run and who is being served so that they are able to make informed decisions in tribal elections and other voting opportunities. So that members are able to reflect on their service-learning experiences, the Project Manager will host monthly leadership seminars where the members can share their experiences and gain valuable leadership and problem solving knowledge. This is all consistent with the Oneida Core Value of Ka?nikuliyo (the openness of the good spirit and mind) that guides our work as a Tribal organization and people.

*The AmeriCorps members will be addressing gaps in services experienced by the areas under the Project Manager -- Y.E.S, Early Childhood and Early Intervention, Higher Education, Education and Training, and the Community Education Center. These departments all currently address critical education and intervention needs of the Oneida community. We will work with these departments to develop a strategic plan that specifically identifies their needs and how an AmeriCorps worker can best meet those needs.

*AmeriCorps workers will not displace or supplant staff or volunteers at any Tribal department. The workers will be used to enhance the services that are currently being provided to the community.

*Examples of the intended roles for the AmeriCorps workers include:

- oProviding advocacy for students in underserved schools by working with the Y.E.S. program
- oGaining experience in the Early Childhood Program by working with infants -- age 5
- oServing as an advisor and mentor to the Student Council at the Oneida Nation High School
- oAssisting with career planning for students and returning adults at Higher Education

*All new Tribal employees attend a mandatory one and a half day new employee orientation that introduces them to working for an Indian Tribe, Oneida culture, policies and procedures, and insurance information, among other topics. In addition, all employees are able to participate in an extensive array of trainings provided by Human Recourses that are intended to enhance their skills and abilities. The AmeriCorps workers will also work closely with the Project Manager in the monthly leadership seminars. Lastly, the workers will go through a department specific orientation that details

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departmental policies and procedures soon after they are hired. This specific orientation will include a handbook/guidebook that is developed in coordination with the department and project manager. This handbook/guidebook will include (in addition to policies and procedures), information on tracking forms and performance tracking information.

*In order to prepare identified Tribal Departments to host an AmeriCorps worker, we will implement an orientation plan that includes: a day long training with department Supervisors explaining AmeriCorps; the roles, responsibilities, and obligations of AmeriCorps Workers; define service-learning and the goal of the project; and describe the monthly leadership seminars for the AmeriCorps workers so they can be allotted time to attend. This orientation will occur in Quarter 3 (this is reflected in the modified timeline above). In addition to this, we plan to meet with department Supervisors bi-weekly throughout the duration of the Implementation Grant for feedback and evaluation. The purpose of these meetings will be to make any adjustments necessary to improve the AmeriCorps experience.

Continuation Changes

N/A for Planning Grants

Grant Characteristics

- AmeriCorps Member Population - Communities of Color
- AmeriCorps Member Population - Low -income Individuals
- AmeriCorps Member Population - Native Americans
- AmeriCorps Member Population - New Americans
- AmeriCorps Member Population - Older Americans
- AmeriCorps Member Population - People with Disabilities
- AmeriCorps Member Population - Rural Residents
- AmeriCorps Member Population - Veterans, Active Military, or their Families
- AmeriCorps Member Population - economically disadvantaged young adults/opportunity youth
- AmeriCorps Member Population - None of the above
- Geographic Focus - Rural
- Geographic Focus - Urban
- Encore Program
- Community Based Organizations
- Faith Based Organizations
- Governor/Mayor Initiative
- SIG/Priority School