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Executive Summary

EXECUTIVE SUMMARY

The Red Lake Band of Chippewa Indians will have 13 AmeriCorps members who will serve as classroom assistants in the Red Lake Head Start Program, in two sites: Ponemah and Red Lake, Minnesota. At the end of the 1st program year, the AmeriCorps members will be responsible for a 15% increase in school readiness levels over prior 3-year levels, of at least 80 Head Start students. In addition, the AmeriCorps members will leverage an additional six volunteers who will be engaged in raising funds for education supplies which will be used by the Red Lake Head Start Program in the two sites.

The program will focus on the CNCS focus area of Education. The CNCS investment of \$173,524.00 will be matched with \$95,107.00 in public (federal) funding and \$49,976.00 in private funding.

Rationale and Approach/Program Design

The Red Lake Indian Reservation is located in the northwest corner of Minnesota, about 160 miles from Canada. The reservation is 1,259 square miles in area, containing forests, small lakes, rivers and streams, grasslands, and a vast freshwater lake, Red Lake. Along the southern shore of the big lake are the communities of Little Rock, Red Lake and Redby. Ponemah lies thirty-five miles north around the lake. Red Lake is a closed reservation - all land is owned in concert by all enrolled members. Politically, it is a separate jurisdiction with its own courts, police, and codes of law. The people of Red Lake are Anishinaabe: Ojibwe. Our Tribe retains its teachings and traditions, racing against time to revitalize and preserve the language with which to pass them on: Ojibwemowin. The following chart illustrates population, economics, and educational levels at Red Lake.

POPULATION: 12,021 - 2010 Red Lake Labor Force Report, US BIA

AGE RANGE: 3325 under 16; 8043 age 16 to 64; 643 over age 64 - 2010 Red Lake Labor Force Report, Department of the Interior, Bureau of Indian Affairs

POVERTY RATE: 40% - 2000 Census

UNEMPLOYMENT: 61%* - 2010 Red Lake Labor Force Report, Department of the Interior, Bureau of Indian Affairs *50% of people employed at Red Lake are still below poverty level.

GRADUATION RATE: 5.4% 4-yr cohort - Academic Excellence: School Report Card, by the Minnesota Dept of Education, 2009/10 school year

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18-24 YR OLDS W/O HIGH SCHOOL DIPLOMA: 55% - 2000 Census

INCIDENCE OF HOMELESSNESS: 4.2% - 2009 Minnesota Statewide Survey of Persons Without Permanent Shelter -- Companion Survey on Reservations

According to the 2003 report "A Quiet Crisis" by the US Commission on Civil Rights, "Native American children inhabit the poorest segment of society in the United States, a situation that hinders their efforts to obtain an education." Throughout America, Indian students consistently have the lowest placement scores, the highest absenteeism and dropout rates. They are found to be the most at risk and to have the highest suicide rate.

According to the, "State of Students of Color and American Indian Students Report," 2012, published by the Minnesota Minority Education Partnership; the 2010 Kindergarten readiness rate for American Indian students in Minnesota was 44%. Rates for other ethnicities were: Hispanic/Latino -- 44%; Black -- 57%; Asian -- 62%; White -- 63%.

Other findings of the 2012 report include: American Indian students are identified as disabled and in need of specialized instruction at an alarming rate. Six out of ten American Indian students and Students of Color are not proficient in math. American Indian, Hispanic/Latino, and Black/African American students are graduating at less than 50%; more than one out of two of these students do not receive a high school diploma. Latino, African American and American Indian students continue to drop out at rates far higher than White students. The college readiness of Students of Color and American Indian students is substantially lower than White students; and they likelier to attend two-year institutions of higher learning. The report cites recent factors of education reform such as school leadership, student outcomes disaggregated by race and income, "effective" versus "qualified" teachers, and motivating students through culturally relevant pedagogy and curriculum.

For decades, Indian educators have asserted it is the vast disconnect between public schools and Indian cultures that is at the root of poor achievement. They point out that because of this factor, the effectiveness of school, lesson content, role modeling, socialization, pride of achievement, is greatly diminished and often lost for Indian children.

Red Lake's proposed AmeriCorps program, Service to New Scholars, will address the need for effective education for Red Lake children. This need is long standing. Red Lake Schools have received Minnesota's lowest scores in various measures of student achievement over the past few decades. In 1997, Red Lake Schools scored at the very bottom of the Minnesota Comprehensive Assessment tests, in fact, far below the score above theirs. In 2001, Minnesota measured students' achievement by comparing their scores to State averages. At that time Red Lake Elementary was about 50% below the

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State average in both reading and math. Ponemah Elementary was 100% below the State average in math and about 98% below in reading. In 2005-06, Minnesota measured student success according to the achievement of a target index rate. Red Lake scores showed great improvement although neither of its public elementary school gained the measure of State success: Adequate Yearly Progress (AYP).

In May 2009, the Minnesota Department of Education released an independent evaluation of Minnesota's persistently lowest performing schools. Out of 842,854 public schools in Minnesota, 32 were identified as persistently low achieving. Of the 32, two were Red Lake schools: Ponemah Elementary and Red Lake Senior High. This designated them as Turnaround Schools. In 2012, the Red Lake Middle School was also designated a Turnaround School by the State. There are four public schools at Red Lake; three are among Minnesota's lowest achieving (Turnaround Schools) and received School Improvement Grants in 2010, 2011, 2012 and 2013.

Red Lake Schools has responded vigorously to these findings, creating recovery plans that are stringent, achievable and measureable. For instance, the Middle School's plan calls for: Data Analysis used for lesson plan revisions, developing learning groups, assignment to a school within a school academy, student placement in RtI Tiers, determining needed resources and determining student deficiencies; a District Approved Curriculum for core academic and allied areas that is aligned with state and national standards and benchmarks; Professional Development in areas such as differentiated instruction, developmental design, reading strategies in the content area, curriculum alignment; Positive School Climate, an effective Parent Engagement Model. And, most importantly and appropriately -- The Anishinaabe philosophy, Mino-bimaadiziwin (Live a Good Life) will be imbedded into the developmental design of the Middle and High Schools and will inform each day's activities. This philosophy is guided by the gifts of the Seven Grandfathers -- zaagi'idiwin, manaaji'diwin, debwewwin, gwayakowaadiziwin, zoongidde'iwin, debandediziwin, and nibwaadaawin. These are: love, respect, truth, honesty, bravery, humility, and wisdom.

The Red Lake Tribe supports and applauds Red Lake Public School District #38 as it works diligently to improve the quality of K-12 education for its students. Knowing that school readiness in preschool children is a key factor in later academic success, Red Lake selected Head Start students and their families as the target population for service. AmeriCorps members will help provide the starting point of a continuum of excellence in public education at Red Lake.

B. AMERICORPS MEMBERS AS HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEMS

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EVIDENCE BASE AND MEASURABLE COMMUNITY IMPACT

Red Lake proposes that 13 full time AmeriCorps members will provide service at two Head Start sites. During the school year, members will serve as Teacher Assistants in ten Head Start classes. Four members will serve in the two classrooms in Ponemah, where the local elementary is a SIG school. Ten members will serve in the eight classrooms of Red Lake, one member in each of seven classrooms, one as a floater who will serve where especially needed, as determined by site supervisors and two Members in the Ojibwe Immersion class. Members will assist teachers' instruction, which arises from Head Start's five essential domains of school readiness: Language and Literacy; Cognitive and General Knowledge; Physical Development; and Approaches to Learning. Red Lake Head Start utilizes The Creative Curriculum® System for Preschool which has five study topics: Balls, Clothes, Trees, Buildings, Reduce, Reuse, Recycle. The curriculum uses a study approach focusing on science and social studies while promoting learning in language and literacy, math, technology and the arts. Members may use snack time to teach fine motor skills, organizing, categorizing, listing and chart making, through sorting small edible items and charting how many of each item make up the snack. Members will: assist teaching at the sand and water tables; read to students; teach students Ojibwe words for animals, numbers, actions; recruit parents as volunteers to perform fundraising activities for educational supplies; and bolster parent involvement. Head Start teachers will be able to give students one on one time, which they are seldom able to do now due to large classroom sizes. They will have funds to purchase supplies for learning activities, which are very limited right now. Parent involvement will grow

They will work with Head Start parent volunteers to conduct fund raising activities such as bake sales, rummage sales, and raffles. It is intended this volunteerism will give parents a sense of ownership in Head Start and inspire them to become more involved in their children's learning.

Red Lake Head Start uses "The Creative Curriculum for Preschool Development Continuum Assessment" to measure student progress. The assessment addresses the Head Start Early Learning Framework described earlier. Scientific evidence supports Head Start's approaches, strategies, instructional practices, and outcomes. Evidence includes results of large scale research studies and documentation of evidence informed practices. Red Lake proposes AmeriCorps members will serve in daily classrooms, assisting teachers to bring preschoolers to a high level of school readiness. The program will use the evidence-based Creative Curriculum Assessment to measure the impact of AmeriCorps service on students.

Measureable Intervention, Evidence-Based: By the end of the third program year, Head Start students

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at Red Lake who receive service from AmeriCorps members will increase their rate of progress toward school readiness by 20% over their rate of progress in the prior three years; as measured by the "The Creative Curriculum for Preschool Development Continuum Assessment" and teacher observation. AmeriCorps' investment will support the building of effective, quality education at Red Lake, where three of its four public schools are SIG schools. Members will serve in Head Start classes to help preschool children gain school readiness - invaluable for young learners' success throughout their school careers. At the end of the three year grant cycle we expect an increase in the number of children who are school ready when they enter Kindergarten.

Red Lake has planned and created, with wide community involvement, an Ojibwe language immersion school which begins within the Red Lake Head Start Program. One of the 10 Head Start classrooms will become a total immersion environment in which only Ojibwemowin is spoken. All Head Start curricula - the five essential domains of school readiness; as well as the Creative Curriculum® System for Preschool's five study topics will be presented to participating students, teachers, teacher aides, support staff, administration, and AmeriCorps members, in the language of their tribe. As each year's cohort of young language learners moves on to Kindergarten, the immersions project will grow one more grade. Within seven years, the first class of language learners will be 6th graders and fluent speakers.

e. MEMBER TRAINING: Red Lake AmeriCorps members will receive pre-service orientation to AmeriCorps by the program director, assisted by 4 or 5 alumni. At this time, the Red Lake Legal Department will present training in civic engagement. An overview of Ojibwe and Red Lake history will be presented by the Red Lake Nation College. August is the only month Head Start does not hold classes. Instead, the month is used for training, orientation, planning, and readying the classrooms for the return of young scholars on September 2nd. In August, members will participate in Head Start's annual required training. This includes: orientation to tribal employment; code of ethics, recognizing child abuse and neglect; CPR; nutrition for children; mental health; mandatory reporting; bus monitor training. Head Start staff and AmeriCorps members will also receive training for teaching children with special needs at "The Brain Conference" in Mahanomen, MN. This is a 3-day conference for regional Head Start programs. Members will receive the specified training, become better acquainted with their colleagues, learn from others' experiences and expand their understanding of pre-school education.

Red Lake has identified 50 topics and nearly as many volunteer speakers to offer training at 45 Monday Education Days. Topics emphasize the positives of life at Red Lake, the rewards of service,

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how members are part of their community, their community's history, careers that are truly available at Red Lake, arts, discussion. Topics include: Money Management; AmeriCorps Members of Red Lake, "Where Are They Now?"; Geography of Red Lake and Careers in the DNR; Arts and Artists; Red Lake Fisheries, History and Business; Women in the Military, by a panel of women veterans - Elder and young women; Urban Indians, by the Red Lake Embassy in Minneapolis; Careers in Red Lake Gaming; Careers in Medicine at Red Lake; Higher Education Directions, by the Red Lake Nation College; American Indian Literature; Famous Ojibwe People in the world; Service in Africa, by Fr. Jerry Rogers.

During the first orientation to AmeriCorps, members will learn about prohibited services and receive printed information on those activities. At every Monday education session, the rules will be reviewed. Discussion of how to recognize and refrain for prohibited activities will be held. A question and answer session will follow.

d. MEMBER SUPERVISION: The program manager will have the overall responsibility of supervising members. The director will arrange training, keep track of hours of service, assign members to their sites, maintain contact with site supervisors and address any concerns of members and service site staff. Members will be supervised on site by designated site supervisors. The Director of Head Start will have the overall direction of members when they are in the Head Start Center, Individual room teachers will provide supervision of service performed for their students. The AmeriCorps project manager will provide training to site supervisors about AmeriCorps, the status of its members as service givers and not employees, the principals that guide AmeriCorps service. Weekly telephone contact with supervisors will maintain good communication; visits to sites by the program manager will provide the opportunity of AmeriCorps support.

e. COMMITMENT TO AMERICORPS IDENTIFICATION: During the initial orientation for new AmeriCorps members, former program directors and AmeriCorps Alumni will welcome new members and review a history of AmeriCorps at Red Lake. The program director will present an overview of the national AmeriCorps, history, programs, accomplishments, services, etc. AmeriCorps members will be honored at the first regular Tribal Council meeting after their selection and welcomed by their government leaders. A volunteers writer/editor will create an introductory profile of all 13 members; and individual profile stories for the Red Lake Newsletter and for Red Lake Net News thereafter. These will also be submitted to other area press and to Indian Country newspapers across the country. A new Red Lake AmeriCorps story will appear every month. At all six Red Lake sponsored annual powwows; an honor song will be requested and sung for present and former AmeriCorps members.

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The proposed program will purchase T-shirts and hooded sweatshirts in appropriate sizes for the members; and will have the clothing embossed with the AmeriCorps logo. The program director will check once or twice a week in person to see if members are wearing their AmeriCorps clothing. On the rest of the days, the Director will call the Head Start sites to ask if the members are properly attired. Their little students will draw pictures of them in their AmeriCorps attire. The program manager will provide service sites, members, tribal administration, Human Resources, the tribal public relations person with the AmeriCorps logo and literature. A volunteer editor/writer will prepare a press kit for distribution at media events and for use by affiliates, which will contain appropriate wording for announcements/ articles/ stories that concern AmeriCorps activities. A display table featuring AmeriCorps and staffed by members will be set up at all local conference and workshops that schedules permit. During discussions on Monday Education Day, members will report their experiences in service; giving them practice to speak to members of their community.

Organizational Capability

ORGANIZATIONAL BACKGROUND AND STAFFING:

EXPERIENCE OF THE TRIBE: The Red Lake Band of Chippewa Indians has the experience, staffing, and management structure to plan and implement its proposed AmeriCorps program, Service to Young Scholars. Red Lake administers more than seventy individual grants and contracts from federal, State, county, and private sources. A sampling includes: *U.S. Dept. of the Interior, 5 programs; *U.S. Dept. of Agriculture Animal and Plant Health Inspection Service: 9 programs; *U.S. Dept of Health and Human Services: 35 programs; *Dept of Education: 1 program; *US Dept of Energy: 2 programs; *Environmental Protection Agency: 7 programs; *U.S. Dept of Transportation: 2 programs; *US Dept of Commerce: 1 program; * EDA Waste Water Renovation Project *HUD: 3 programs; *US Dept of Justice: 7 programs.

STAFFING: Red Lake maintains an accounting department of over 20 staff including a Director of Finance, Financial Accounting Specialists, accounts payable and receivable staff; payroll specialists, bookkeepers, administrative staff. Other administrative departments of the Tribe include a Human Resources staff of six, a Management Information Systems staff of six, an economic development staff of ten, a government center staff of fifteen. All staff are qualified and experienced in their areas of work.

MANAGEMENT STRUCTURE: The Red Lake Tribal Council will serve as the Board of Directors for Red Lake AmeriCorps. The elected Tribal Chairman is the Chief Executive Officer of programs and enterprises at Red Lake. The Tribal Executive Administrator, Ms. Lea Perkins, reports directly to the

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Tribal Chairman. Most grants fund community service programs. Each program has a director who is responsible for the day to day administration of the program and who reports to the Tribal Executive Administrator. Program directors and their management staff are responsible for timely completion of goals and objectives, evaluation activities, reporting, budget oversight, and employee supervision. If funded, the Service to Young Scholars AmeriCorps program will access all administrative services of the Red Lake Band.

THE AMERICORPS DIRECTOR will be responsible for implementing and coordinating the AmeriCorps program, Service to New Scholars, for the Red Lake Band of Chippewa Indians. The Director will provide program management including: supervision of 12 AmeriCorps members; communication and coordination with service sites; procuring and/or conducting training; budget control; data collection/analysis; reporting; adherence to funded activities; timely completion of program goals, evaluation. Desired qualities in the Director include: recognizing when situations require more effort and taking the initiative to make that effort, satisfying responsibilities in a timely manner, capable to manage multiple duties while determining proper priorities and keeping tasks in perspective and balance, responsive to organizational and individual needs while demonstrating strong performance standards. This includes the ability to understand and respond thoroughly to requests. Education Level Desired: *Bachelor degree *Experience in the successful management of federally funded programs.

FINANCIAL MANAGEMENT: The accounts of the Red Lake Band of Chippewa Indians are organized on the basis of fund, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenues and expenditures. Government resources are allocated to and accounted for in separate funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The Red Lake Band of Chippewa Indians reports financial information under the modified accrual system of accounting consistent with generally accepted accounting principles. Under the modified accrual basis of accounting, revenues are recognized when susceptible to accrual (i.e., when they become both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within the current period or soon enough thereafter to be used to pay liabilities of the current period. A one-year availability period is used for revenue recognition for all government fund revenue. Expenditures are recorded when the related fund liability is incurred.

The Red Lake Finance Department can ensure that all funds awarded under this program will be

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maintained in such a manner that they will be accounted for separately and distinctly from other sources of revenue/funding. The Tribe uses Solomon GL software. Company codes are set up by program and the subaccounts have unique 10 digit coding identifying type of fund and source. Red Lake has written accounting policies and procedures and its financial management system is able to track actual expenditures and outlays with budgeted amounts for each grant and subgrant. Red Lake has procedures in place for minimizing the time elapsing between transfer of funds from the United States Treasury and disbursement for project activities. Internal controls exist to safeguard assets and ensure they are used for authorized purposes. Purchases made with grant funds are approved by the program director, Executive Administrator, and a Tribal Officer. The program director is responsible for timely and accurate reporting of grant funds. A Tribal Officer certifies on reports that expenditures were made in accordance with grant terms and utilized appropriately. If the value of a purchase is greater than \$5,000, the item is tagged and tracked internally in our Asset Keeper system. It is then reported on the balance sheet. The Tribe's financial information, internal controls, and compliance with general and specific requirements relating to federal programs are audited annually in accordance with generally accepted auditing standards and the Single Audit Act of 1984.

PRIOR EXPERIENCE AMERICORPS GRANTS OTHER FEDERAL FUNDS: Red Lake's AmeriCorps Program began as a summer of service in 1993. From that time until 2010, AmeriCorps members provided service to the community here. Red Lake's grant was part of Serve Minnesota, the State commission located in Minneapolis. A sampling of other federal, State and local grants administered by the Tribe is listed on a previous page.

An organizational chart has been emailed to americorpsgramts@cns.gov.

B. COMPLIANCE AND ACCOUNTABILITY: The Red Lake Human Resources Department monitors compliance of tribal programs; and has the authority to require programs and sites to come into compliance with AmeriCorps rules and regulations. Human Resources will work in cooperation with the AmeriCorps Program Director to identify any noncompliance and to address it utilizing their authority to require compliance. The AmeriCorps Director will analyze reports about their service sites from members, to discern the likelihood of noncompliance. Before the authority of Human Resources is brought to bear, the Director will meet with staff of service sites to explain and conduct any needed training about AmeriCorps rules and regulations..

c. Past Performance for Current Grantees and Former Grantees

The Red Lake AmeriCorps Program had been in existence since 1994. The model for the program was based on service learning in the tribal programs and in the schools. The final grant Red Lake

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implemented was based more in Ojibwe traditional and cultural teachings and service. It did address the identified problem and met the expectations. The program itself was loosely structured to allow for flexibility to teach and learn with the seasons. The students in the program had a different expectation based on the AmeriCorps Programs in the past. It never quite took and though the measurements were met, they were not satisfactory to the participants. We lost the Program Director in the last year which caused a little confusion in the program.

To address the needs and strengthen the Program, there needs to be a "proven" structure of service learning opportunities for participants. The strength of the program is indicative of the strength of the structure and returning to the model that was successful in the past. It is important to get the participants in a workplace, working with young students and having a set work day to help members learn to keep schedules. Though the Ojibwe traditional way of life was strenuous and timelines needed to be kept, Member participation on weekends and evenings was something they were unwilling and many times unable to do. A number of participants were parents of young children and unable to find child care. It would be in the best interest of the program to keep schedules to business hours, which will allow participants to access necessary resources offered by the Tribe.

COMPLIANCE OR AREAS OF WEAKNESS/RISK IDENTIFIED, EXPLANATION, CORRECTIVE ACTION TAKEN, PLAN FOR IMPROVEMENT.

As covered in the last section, the program had weaknesses in the areas of scheduling, participation, and loss of a director. Our weaknesses are very few, and easily corrected.

Resources for the participants are only available during business hours. Child care, bus service and building availability prevented scheduling more Ojibwe traditional service learning opportunities, such as traditional gardening, canning, fishing, sugar bush and hunting. Many of these activities can only be scheduled when they are happening in nature. Scheduling for this excellent but hard to implement service would limit our members to single, childless participants without other obligations who are able to serve long hours until an activity is complete.

There has been great interest in getting the AmeriCorps Program back in the schools and community. Past members were always seen in the community and at events. Their presence is severely missed. AmeriCorps was also an excellent feeder program for young people to go on to college right after they finished their term of service. With the new Tribal College building, expanded programming, and more opportunities, the AmeriCorps Program will be good transition for young people who have yet to decide on college. We will recruit a new director that will be qualified to take on the responsibilities. This director will attend all of the necessary trainings offered, as well as have the necessary skill set to

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lead the program.

ENROLLMENT: Red Lake AmeriCorps enrolled 100% of its member slots.

RETENTION: Since 2004, Red Lake has had an average 51.3% retention rate. Loss of AmeriCorps members is, in main part, attributable to family problems and to members moving to another location. Family problems at Red Lake are not run-of-the-mill or small. They can include factors such as loss of housing, court issues, the need to earn more money for families, family's lack of support for AmeriCorps values, dependency problems, illness or loss of a family member causing a need for an AmeriCorps member at home. This year, we have requested a far smaller cohort of members and propose to place them in a stable program: Head Start. We plan not to take them for granted, but instead to celebrate them at every chance. We will choose them carefully for their potential as well as commitment. We will hire a strong, highly qualified director to lead them. We'll trust them, and things will begin to get done again.

d. Continuous Improvement

The AmeriCorps Program Director will meet regularly with the Director of Red Lake Head Start to elicit feedback on the efficacy of the AmeriCorps project for the preschool children. Service for Young Scholars will also inquire of Head Start Teachers and Teacher Aides as to how their students are responding to the presence of AmeriCorps members and ask what areas can be improved or service added. AmeriCorps members will report on their progress in engaging parents in volunteer fund raising and discuss success and areas for improvement at the Monday Education Day session.

Cost Effectiveness and Budget Adequacy

Requested funds do not exceed the maximum cost per member service year and the amount requested is less than in former years. Red Lake received AmeriCorps funding from 1993 to 2010. As well, we received YouthBuild AmeriCorps funding. Our proposed funding request to CNCS is 1.2% of the total operating budget for programs at Red Lake. The Tribe's Grant Writing Department and Economic Development Department will provide their expertise to obtain the proposed budget match. They will plan and write grant applications to State and national foundations, corporations and individual donors. The budget match is \$99,264 in cash or in-kind services. \$88,945 is identified as in-kind. Red Lake will obtain this amount through fund raising to fulfill the required match.

Please see the budget section of the application for the detail of our proposed budget. The proposed project will be a very cost effective way to address the situation of education at Red Lake. Three of our four public schools have received School Improvement Grants due to their status as persistently low achieving. The schools have taken action to correct this situation through the SIG. Red Lake proposes

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to assist this effort by enhancing the school readiness of Head Start preschoolers. Low education attainment levels are costly over a life span, as evidenced through costs such as Medicare and welfare. The proposed project request is a great deal less than the cost that could be generated from low school achievement.

Evaluation Summary or Plan

The intervention proposed is self descriptive: Service to New Scholars. Fourteen AmeriCorps members will assist to teach the Head Start five essential domains of school readiness and The Creative Curriculum System for Preschool five study topics to 160 children at the two sites of the Red Lake Head Start Program. The outcomes anticipated are 80 children annually completing early childhood education programs; 80 children annually starting early childhood education programs; 100 children demonstrating gains in social and emotional domains; 100 children demonstrating gains in literacy; 100 children demonstrating gains in numeracy; 160 children accessing high quality childhood educational programs. These outcomes will be measured using the Head Start Child Development and Early Learning Framework and The Creative Curriculum for Preschool Development Curriculum Assessment. The results of these measurements will be compared to a baseline of the average student of gains over the past three years. The project will arrange for its access to data collected by Head Start staff such as attendance rosters and completion lists; as well as access to the counts of students making progress in school readiness. To measure program success, Service to Young Scholars will use a quantitative, process evaluation that will allow for identification of problem areas, program adherence to AmeriCorps rules and regulations; areas of success to be expanded or replicated. The results of this internal evaluation will be used for reporting both to CNCS and the Red Lake Tribal Administrator; for identifying needed changes to service delivery; and for identifying factors that impede student progress and those that bolster progress. Evaluation results will be put into a final, summative evaluation/report at the end of the project's duration.

Clarification Summary

A. Budget clarification items:

Please respond to the following items in the clarification summary field of the narrative and in the budget narrative or submit via email as appropriate.

1. Section III. Administrative/Indirect Costs -- B. Federally Approved Indirect Cost Rate: Please provide a copy of your current Indirect Cost Rate Agreement to your Grants Officer at kmitchell@cns.gov.

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A copy of the 2014 Federally Approved Indirect cost Rate for the Red Lake Band of Chippewa Indians has been emailed to kmitchell@cns.gov.

2. Section III. Administrative/Indirect Costs --Source of Fund: Please enter a brief description of the Source of Match, the amount, the match classification (Cash, In-Kind, or Not Available) and Match Source (State/Local, Federal, Private, Other or Not Available) for your entire match.

Member training @ \$400/day X 50 days. Volunteer trainers from surrounding community on 50 topics presented on Monday Education Day. \$20,000.00 In Kind Private

The Director of the Head Start Program will direct Members for work assignments, training, quality of performance, and will ensure collection of data for evidence base Creative Curriculum evaluation.

Director: \$60,549 @ 25%: \$15,137 \$15,137.00 In Kind Federal

10 Head Start teachers will provide Member supervision in classrooms day to day. 10 teachers @ \$43,472/yr/ea: \$434,720 X 5%: \$21,736. \$21,736.00 In Kind Federal

The Head Start Administrative Assistant will provide time and attendance records management, contact point for AmeriCorps Director, phones. 43680/yrX5%: \$2184 \$2,184.00 In Kind Federal

Daily meals provided to Members, breakfast and lunch. \$4.41/day X 180/days: \$10,319 \$10,319.00 In Kind Federal

Office space and utilities provided at \$250/mo X 12/mos: \$3000 \$3,000.00 In Kind Private

Meeting space for Monday Education Days: \$250/day X 50 days: \$12,500 \$12,500.00 In Kind Private

Red Lake grant writing department will obtain \$14,388 from foundations: the Bremer, Cargill, and Blandin. Red Lake Grant Writing has raised approximately \$20 million in the last 10 years through grants and will be able to procure \$14,388. \$14,388.00 Not Available Not Available

Subtotal \$99,264.00

3. In the application, you noted that match funding as forthcoming. Please clarify how much of the proposed match the organization has secured to date and provide detailed information on how you will raise the remaining match in time for the program start. How certain are that you will be able to secure this match in order to implement the program during year one and in subsequent years?

Please see the description of the last item in the above summary of matching funds.

B. Programmatic clarification items:

Please respond in the eGrants narrative field labeled "Clarification Summary"

1. Please revise the proposed project period on the cover page to one calendar year, as grants are funded in one-year increments.

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This has been done.

2. Please revise the Executive Summary in your application so that it contains the required elements specified in the 2014 AmeriCorps State and National application instructions.

This has been done.

3. Please discuss how, in their roles members do not displace, duplicate, or supplant current staff or any existing services, as is stipulated in 45 CFR 2540.100. Please discuss how member roles and responsibilities are different from the Head Start teachers and teaching aids or other staff and volunteers at these service locations.

Red Lake Head Start teachers are highly trained; each has an Associate of Arts Degree in preschool education. Most have over 20 years experience in Head Start instruction of preschool Children. Proportionately, Red Lake has a high population of young children. One village, Ponemah, has the highest rate of young and very young children in the state of Minnesota. Even with one classroom aide to assist each teacher, the amount of time needed to provide instruction, model behavior, attend to special needs children, prepare classrooms, etc. is significantly insufficient for both teachers and aides. Small students do not receive the one-on-one attention they need. Members will not displace, duplicate or supplant any Head Start staff or services; but will be a welcome addition at the service locations. Their role as AmeriCorps classroom assistants will provide: modeling of good attitudes toward learning, Ojibwe word learning practice, additional one-on-one attention to students while teachers and aides address others; expansion of curriculum items that can be presented.

4. Please discuss why a full-time service type was selected and how member roles and responsibilities will provide them with sufficient service opportunities to complete a 1,700 hour commitment.

Full time service is selected in order that members can provide service during the entirety of the Head Start school year (September to July); and to include time for members to receive training and education sessions. Red Lake Head Start holds class Monday through Friday and provides an opportunity for more than the 1,700 hour commitment.

5. Will all students enrolled in the Head Start program be the beneficiaries of the AmeriCorps program or will the program target some students for interventions? How are the interventions that members will be providing to the students different from what Head Start is already offering?

All students enrolled in the Red Lake Head Start Program will benefit from the AmeriCorps Program. The curriculum used by Head Start is The Creative Curriculum and the regular Head Start curriculum. Members will assist in this provision. Their service will differ by providing learner role modeling, Ojibwe language practice sessions, Ojibwe culture based teachings about community and

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practices.

6. Please clarify the total duration of member pre-service orientation/training and discuss how it is sufficient to adequately prepare members for their service.

In August, Red Lake AmeriCorps members will receive a full week of pre-service orientation. The first day, the AmeriCorps program director, assisted by 4 or 5 alumni, will provide education sessions on national AmeriCorps, AmeriCorps at Red Lake, and expectations of members, with time set aside for any necessary paper work. On the second day, Red Lake Legal Department will present training in civic engagement. The third day will see an overview of Ojibwe and Red Lake history will by the Red Lake Nation College. Day four will be a session on Head Start and sessions about preschool children development. The fifth day will include tours of Head Start and Kindergarten sites. In August, members will participate in Head Start's annual required training. This includes: orientation to tribal employment; code of ethics, recognizing child abuse and neglect; CPR; nutrition for children; mental health; mandatory reporting; bus monitor training. Members will also assist teachers to prepare classrooms for the start of school. Head Start staff and AmeriCorps members will also receive training for teaching children with special needs at "The Brain Conference" in Mahanomen, MN. This is a 3-day conference for regional Head Start programs.

Red Lake has identified 50 topics and volunteer speakers to offer training at each Monday Education Day. Sessions will run around two hours for presentation and another hour for discussion, questions, and demonstrations if any. Education days will also include planning by members, discussion of their service and how to expand or improve it, further information they need or areas of training they would like to have.

7. Please describe the typical day-to-day schedule and activities of an AmeriCorps member in your program.

Head Start bus pickup begins at 8 AM. Classroom time runs from 8 A.M. to Noon on Mondays; and from 8AM to 2:30 PM, Tuesday through Friday. Members will assist teachers to ride the little Head Start bus and put the small students in their seats. Every classroom has its own schedule which will include learning names, ABC's, hygiene like brushing teeth and washing hands, provide extra instruction as needed by students, cutting with scissors, writing, talking, family style meals of breakfast, lunch, bus again to home.

8. As members are not employees, please clarify the need for them to participate in the "Tribal employment" orientation at the beginning of their service.

Narratives

Tribal employment orientation for AmeriCorps members will include orientation to the different services available for members at Red Lake and the services available to their students; expectations of employees and volunteers such as respectful behavior, punctuality, and participation in training.

9. You indicated that in the previous program, members engaged in traditional service-learning opportunities, such as gardening, canning, fishing, sugar bush and hunting. Please clarify whether this is something the members will also be doing as part of this program design and discuss how these activities relate to the core member roles and responsibilities and how they are appropriate as AmeriCorps service.

In 2014, AmeriCorps members will provide service at the Head Start sites. If Head Start teachers or administration or the new Ojibwe language immersion class require any Ojibwe culture based activity such as mentioned, members will provide as requested.

10. As the plan to improve retention was not sufficient, please provide more details on how you will ensure that members who enroll in the program complete their service.

Since 2004, Red Lake has had an average 51.3% retention rate. Loss of AmeriCorps members is, in main part, attributable to family problems and to members moving to another location. Family problems at Red Lake are not run-of-the-mill or small. They can include factors such as loss of housing, court issues, the need to earn more money for families, family's lack of support for AmeriCorps values, dependency problems, illness or loss of a family member causing a need for an AmeriCorps member at home. This year, we have requested a far smaller cohort of members and propose to place them in a stable program: Head Start. Red Lake will hire a strong, highly qualified director to lead them. The director will be responsible to establish and keep good contacts with the service organizations at Red Lake in order to connect any member in need of assistance with the appropriate help. This will include: shelter and supportive services for homeless persons and for victims of domestic violence; court advocacy services located at the Tribal Court and in programs such as shelter programs and chemical health programs; referral to chemical dependency assessment and treatment if necessary, referral to mental health services, Tribal College assistance with financial aid needs, and other service - Red Lake has a wide range of service organizations at which the AmeriCorps Director can find assistance for members in need.

Red Lake realizes how invaluable AmeriCorps members are and have always been. We plan not to take them for granted, but instead to celebrate them at every chance. We will choose them carefully for their potential as well as commitment. We'll trust them, and things will begin to get done again.

Narratives

11. Please provide details on the dosage, intensity, and duration of the intervention, as it relates to individual students or groups of students receiving the early childhood education interventions delivered by members.

Red Lake Head Start utilizes trademarked, The Creative Curriculum, to provide education interventions to students. This curriculum is used every day, permeating the entire time a student attends Red Lake Head Start. As well, the national Head Start Child Development and Early Learning Framework is utilized every day.

12. As the organizational chart that was submitted is incomplete, please resubmit a complete chart that illustrates how the AmeriCorps program fits within the Red Lake Tribal Council structure.

A revised organizational chart has been emailed to kmitchell@cns.gov.

13. Please clarify what percentage of their time members will spend fundraising and overseeing others in fundraising activities.

AmeriCorps members will spend part of the afternoons of Monday Education Day in planning, meeting with parents about fund raising and in conducting the fund raising events. Possible, a planned rummage sale or meal for sale event will occupy members on a Saturday. About 5 to 10 percent of members' time will be spent in these activities

14. Your funding history indicates that you were required to submit an evaluation report. Please provide a copy of your evaluation report via email. If you did not conduct an evaluation, please provide an explanation in the clarification summary field in eGrants.

The last service year for Red Lake AmeriCorps was directed by Ms. Roxanne May who is no longer with us; but recently passed on. The final report of that last year was prepared by her sister, Ms. Lori May. An evaluation document was not found, however, Lori May could, perhaps, not have been aware it was still needed. At this time, no evaluation report for the last year of service has been submitted. This office will contact Ms. Lori May to inquire if she is able to locate any evaluation documents.

15. Often unexpected expenses or costs beyond what are budgeted are necessary for program operations, please describe your ability to raise additional resources as needed to support costs associated with the proposed program.

Red Lake, through its Grant Writing Department, has raised approximately \$20 million in the last 10 years through the creation, submission and funding of various grant applications. This resource is available to the Service to Small Students AmeriCorps Program. As well, the Red Lake Tribal Council

Narratives

has in the past shown extraordinary support to the AmeriCorps program here by providing funds from its general account for needed match amounts. These two sources can provide additional resources to support costs associated with the proposed program.

JUNE 13,2014 ENTRY CONCERNING MEMBER TRAINING

Red Lake has identified 45 Mondays that will serve as Monday Education Day. This takes into account 5 holidays and two winter weather days over the course of the year. Monday Education Day will consist of 4 hours of education/training and 4 hours of meeting, discussion, and team building activities conducted by the program director. Fifty volunteers have been identified who can speak on these days.

In all, member training will consist of: 40 hours of in-service training during the month of August (August will also include time spent assisting teachers to ready the classrooms, equipment, yard, lesson plans, handouts, schedules, etc.); 8 hours of orientation to AmeriCorps and the Tribe; 24 hours at the scheduled Brain Conference in Mahnomen, Minnesota; and 180 hours of Monday Education Day education/training. This totals 252 hours, or about 15% time spent in training.

Continuation Changes

NA

Grant Characteristics