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Executive Summary

NEW - Edited:

Sinte Gleska University (SGU) will have twenty (20) half time AmeriCorps members who will provide educational services within the twenty recognized communities of the Rosebud Reservation in South Dakota. At the end of the first program year, the AmeriCorps members will be responsible for 200 economically disadvantaged individuals receiving job training and other skill development services by providing an increase in GED attainment.

The AmeriCorps members will leverage an additional number of ten (10) volunteers that will be engaged in expanding the same programs to serve disadvantaged persons who are living in undeserved areas. The program will focus on the areas of literacy in education during year one. The CNCS investment of \$195,000 will be matched with \$95,484 in public funding.

Rationale and Approach/Program Design

Sinte Gleska University became chartered in 1972, and has been a strong educational force since that time. The Sinte Gleska University Adult Basic Education/GED Department operates with the belief that learning is a life-long process and adults without a high school diploma should have the opportunity to earn their GED high school equivalency certificate. Since 1972, the ABE/GED Department has been providing students with a second chance to pursue higher education or employment by receiving their GED certificate. The ABE/GED Department operates three community learning centers and two satellite sites which provide services to Todd, Mellette, Tripp and Gregory counties in South Dakota. One site is centrally located at the University campus; one site covers the very eastern edge of Tribal lands, and the last covers the northern area of tribal lands and communities. The western areas, along with the central and southernmost communities are not being served at this time. Todd County Quick Facts estimates 21% of the county's population over the age of 25 years has not graduated from High School.

SGU has managed federal funds for the past forty plus years. A previous AmeriCorps grant was awarded to SGU in 2000. This grant has been closed out and all reporting and evaluations completed positively. SGU reports to a board of directors, who operates under the state board of regents. All financial reports, requests, payments and monetary draw downs will be processed through the finance office. All financial requests and documentation will be processed through the project director's office and submitted to the finance office. Members will not have access to funding. There is a clear separation between the two offices.

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South Dakota State Department of Education documents a low graduation rate for Native American Students. The state graduation rate for the 2011-2012 school years is 49.36% for Native American students in high schools. The average graduation rate for Rosebud's enrolled students is 41%, which is almost ten percent lower than the total state. The schools which serve the Todd County, Rosebud Reservation students are Todd County School District and the St. Francis Indian School, which is funded by Bureau of Indian Education. South Dakota Department of Education reports that 97.29% of students attending Todd County School District in grades K-12 are Native American. The St. Francis Indian School reports their Native American student enrollment at 100%.

The Rosebud Reservation, the sixth largest in the United States, is located in south central South Dakota has twenty recognized communities that serve a very rural area. According to the US Census the recognized reservation land encompasses approximately 923,000 acres of land and has close to 13,000 people living there. Tribal enrollment office has a vastly different population number of nearly 30,000 tribal members living on or near the reservation. This is a very rural area and is detailed in the census report as having a population of a little over six people per square mile. The country has mostly wide open spaces, with the majority of the populations living in HUD housing clusters in the twenty communities on the reservation. US Department of Agriculture's Economic Research has assigned a Beale code of 9 to Todd County, as listed it as non-metro-completely rural, with less than 2500 urban population and not being adjacent to a metro area. The December, 2013, US Census Bureau, Small Area Income and Poverty Estimates (SAIPE) estimate the poverty level of Todd County to be at 47.9% of the total population in 2012. This compares to the state of South Dakota's poverty level of 13.6%.

Transportation is one of the largest problems due to the lack of resources to get from ones home to locations where services are currently provided, especially in the winter months. According to the South Dakota Department of Transportation, gravel roads are almost doubles that of paved roads in Todd County.

The AmeriCorps program will provide services in the communities, for those students wishing to complete their GED, instead of having to travel to and from the main campus.

From the time of boarding schools, education, and the institutionalization of education, has had negative associations tied to it. Starting with children being taken away from families and forced into boarding schools, to generational drop outs, there has not been a strong focus on the completion of schooling. The cycle of becoming teen parents, dropping out of school, drawing welfare for survival, has been an accepted way of life for generations. The culture provides a strong kinship system, with

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grandparents playing an active role in raising the children. Most households have several generations living in one unit. For the reasoning of assisting the elders with care and upkeep at the homes, many young people are allowed to stay at home and not attend school.

Families also move from community to community causing children to transfer from one school to another throughout the school year. This causes students to lag behind, yet they are promoted on to the next grade and never really comprehend the basic foundations of Reading and Math. The end result of all the listed conditions is that students give up and drop out of school.

Sinte Gleska University expects to expand on their Adult Basic Education program, by recruiting students from the identified residents who have not had the opportunity to pursue their GED. These are the young adults, who have dropped out of school, or those who will not graduate from High School, and the older adults who have given up, along with those who are incarcerated or in homeless situations.

The AmeriCorps members who will be tutors for these programs will not only be able to help the GED students with their studies, but they will also be mentors who can testify to the positive aspects of life with an education, by continuing on to an institute of higher learning, or by being employed. These factors have helped them to grow as individuals and contribute positively as members of the community. Most of the members will be Sinte Gleska University students who are majoring in Education. A traditional student at Sinte Gleska University is not the traditional student as compared to national standards. The average student at Sinte Gleska University has a median age of 26 years, is a parent, and has had some employment history. These members will be able to build rapport with the people they are tutoring, because they more than likely will have been in the same situations previously.

We will also work to recruit students with the populations that are usually forgotten with regards to educational programming at the post-secondary level. An example of this would be the Adult Correctional Facility, The women and children's shelter, and the overage students who will drop out when they are too old to enroll in schools, which is at age 21. There are approximately 40 students enrolled in high school who are so far behind with credits earned, and will not graduate before they age out at 21 years. These students and the other adults who will be enrolled into the GED program have been out of school for such an extended period of time, or have missed out on the basics of Math, Reading and Writing skills. For those persons who are in the GED program, this will be the focus of the tutoring. Once they realize they are able to read and do basic math, they can build on this foundation to increase their learning. This will build their self-confidence to get to the point of being

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able to study for and pass the GED exam. They will be the focus for recruitment into the GED program.

AmeriCorps members will be recruited from the Education Department at the University and placed in their community of residence. Dr. Spera's study has found that volunteering is associated with 27% higher odds of employment. The AmeriCorps members will be able to use the volunteering in their resumes after graduation from SGU. This will help the program excel as the AmeriCorps members will know the communities and the families. The trust factor has already been built in because the community members will already know who the mentor is. We will also focus on the AmeriCorps members either being a Lakota speaker, or being able to understand the language. The members will recruit in their assigned communities. They will have pre-organized recruitment materials to share with drop outs. This will include information on how lives are improved after receiving a GED; what opportunities are opened up, such as employment, college or vocational school enrollment, becoming a role model to the youth, and feelings of accomplishment in their personal lives. Each of the reservation communities will be positively impacted by having persons who have gained self-respect and a positive outlook on their futures.

Two hundred economically disadvantaged students studying for and receiving their GED certificates will be the target. The first year baseline data will be based on the number of students who have currently signed up for the GED through the SGU Adult Basic Education Program, but have not continued on to complete. These statistics are based on the last four years. The measurement of success will be based on the number of students recruited to complete out of this group. The AmeriCorps members will also recruit in their own communities to locate and enroll anyone who is in need of a GED. The Rosebud Sioux Tribe has completed a census from which the numbers were calculated. From these numbers, a comparison will be made to track the number taking the pre-test, the Test of Adult Basic Education (TABE), which will assist the members in knowing what each individual needs to study for the GED final test. The TABE test scores will be used as the baseline for Reading and Math scores. The final GED test will be the post test, to measure the gain in each of these areas. The percentage of students retained with continued attendance will be tracked throughout the year. The final measurement will be the comparison of students enrolled versus the number who test/complete the GED.

It is estimated that each of the twenty members will serve ten students throughout the first year. The target number of students served will be two hundred. The target number of GED completions is based on fifty percent or one hundred. This number is expected to increase each year of the grant by

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one hundred students.

Each of the twenty communities has a building that is used for community events. Each community will make this space available four days per week for the AmeriCorps tutors. These will be specified in the Memorandum of Agreement signed by SGU and the community chairperson. The communities charge between one to three hundred dollars per day for the use of the building space. For the purpose of this grant, the average amount is being used for the in-kind donation at two hundred dollars per day. This amount includes the space, all utilities, internet where available, security, and kitchen areas where available. The community security will be responsible for opening the building, and locking up at the end of the day. All cleaning and purchase of supplies will be the responsibility of the community.

The AmeriCorps members will follow up with students who complete the program. These will be measured by the Post-Secondary registration, or self-reporting on employment. The AmeriCorps members will document successes on follow up forms provided by SGU.

After the students receive their GED certificate, the AmeriCorps mentors will work with them to assist with getting enrolled in vocational school, college, scholarships, and career readiness.

Ruby Payne discusses the problems associated with financial literacy and management with her statement, "One of the biggest difficulties in getting out of poverty is managing money and just the general information base around money. How can you manage something you've never had? Money is seen in poverty as an expression of personality and is used for entertainment and relationships. The notion of using money for security is truly grounded in the middle and wealthy classes.

Ruby Payne discusses the fact that persons, who have lived in poverty for so long, do not understand how to manage money due to never having it. When supporting a family on less than a thousand dollars per month now able to earn many times that amount, will be given direction on how to plan for their futures. In the following years after attaining their GED, the clients will receive information and mentoring on how to be a volunteer in their communities. Like a, pay it forward, the students will become the role model for families to follow. Utilizing SGU business major students, the GED recipients will receive financial literacy classes, be helped to set up a budget, go to the bank to set up banking accounts, and learn about credit and credit reports. Utilizing Lakota Studies students, and the Nursing department, and Human Services department students, the GED recipients will also learn about self-care.

It is expected that the AmeriCorps member recruitment will begin in July, be advertised the full

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month, with selections beginning in August. Background checks will be conducted in August with the approved members starting their service the first of September. This will begin with five days of training. The training will include: Team building, AmeriCorps history and information, basics of the program, detailed responsibilities of each member, cultural information, SGU and ABE information, Reporting responsibilities, "What if" scenarios, Education awards and living allowances, TABE training, and reviewing of MOA for each community they are working in. The members will also be required to attend monthly training and will be recognized for their achievements throughout their service year. For every client that receives their GED throughout the year, the AmeriCorps member will receive an AmeriCorps logo item to celebrate their success and recognize the dedication put forth to make this happen.

First in-service training will be one week prior to starting any direct services. We will be using the guidelines from the Starting Strong, a Guide to Pre-Service Training on the knowledge network. Monthly in service training will be held throughout the year.

Organizational Capability

Sinte Gleska University has operated since 1972 under local board of regents. Sinte Gleska University currently manages grants from the US Department of Education, Title III, Indian Professional Development, US Department of HHS, SAMHSA, NSF, Department of Labor, USDA and contracts with the BIE. The university has previously been awarded an AmeriCorps grant. The program Director has previous experience with AmeriCorps grant management.

Cost Effectiveness and Budget Adequacy

The budget line items have been developed under the concept of being reasonable and necessary to meet the program goals. The program will hire a Project Director who will be expected to have a Masters level degree and have experience with AmeriCorps programming, staff supervision, and grant program Management. A Project Assistant will also be included in the budget. This person will need to have experience in working with the communities, data collection, and basic office duties, and be able to work with Microsoft Office programs to design reports.

The fringe benefits for the staffing are estimated to be 32% of the total salary, with the breakout being, 7.65% for FICA and MED, 2% for Retirement, 1.08% for Unemployment taxes, and 21.27% for Health Insurance.

Local Mileage is estimated to be approximately 20,000 miles, for site visits to communities, for staff using their privately owned vehicles. The round trip community boundaries stretch 100 miles north

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and south, and 240 miles east and west.

Supplies for program operation are estimated to be approximately \$100 per month for basics.

Computers for the Project Director and the Project Assistant have been purchased with the Planning grant funds, and will not be needed in this budget.

Staff Training is estimated to be held twice with AmeriCorps National. This is figured with 1 person attending 2 times throughout the year at \$2,000 per person for Air fare, lodging, per Diem, parking and mileage to an airport. It is almost two hundred miles one way to get to the airport from the University location.

The AmeriCorps member living allowance is based on the allowable costs for a half time member. This is calculated times 20 members, and the FICA is based on 7.65% of this total. Workman's Compensation is calculated at \$140 per member, and the drug testing, background investigation fees are assumed to cost approximately \$200 per member. Clothing costs for AmeriCorps t-shirts and jackets are estimated at \$100 per member. The members qualify for Indian Health Service health care, so this is not included in the budget line items. Each member will have a line item for supplies which will cover their tutoring supplies and record keeping materials and equipment. This is estimated to be approximately \$200 per year per member. The cost for training each month is estimated to be \$100 per month times 12 months. Each member will be expected to drive to the communities they are assigned to. It is planned that the recruitment for members will be from each of the larger communities and they will also serve the smaller communities near to their home. This will assist in keeping the mileage costs lower. Each member will also be required to attend training and submit monthly reports during the first week of each month. Mileage is based on an average of 20,000 miles for AmeriCorps members using their privately owned vehicles. The monthly living allowances will be distributed when the reports are submitted monthly.

Evaluation Summary or Plan

The program evaluation will be based on surveys. The AmeriCorps members will be requested to complete a survey for their training and a survey on program improvement.

The participants will be requested to complete a weekly survey on the services they receive, along with a survey with suggestions on program improvement.

The members will be evaluated on their reports submitted for hours provided, and quality of services.

Clarification Summary

Application #14TN161425

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Additional Clarification: 6/13/2014

1. Programmatic Clarification for dosage for beneficiaries.

The participants in the program, who are school drop outs, will be given the Test of Adult Basic Education (TABE), which is comparable to the knowledge needed for the GED test itself. From the scores received on the TABE, participants are assigned workbooks which are aligned with the TABE test. These will assist them in learning the lessons they missed in the TABE. Each participant is different, and some will only need a few lessons, in one or two areas, while some may need to complete all the workbooks, in Reading/Language Arts, Science, Math or Social Sciences. The participants work individually in their own workbooks, with the member providing tutoring assistance as needed for each one. When the participants complete the workbooks, they will re-take the TABE, verifying they are ready to take the actual GED at a state approved testing site.

The AmeriCorps members will have study stations set up at each of the community buildings, with 10 participants there working on their assignments. The tutoring will be available for all 10 participants four hours per day, four days per week for a total of 16 hours per week for 48 weeks a year. The participants will receive a total of 868 hours of tutoring/mentoring services.

After the participant completes the GED, the member will then work with them to provide them with financial literacy, employment skills, and post secondary education assistance. This would include financial aid, application submissions, and goal setting.

The remaining 32 hours for members will be in training and reporting.

Budget Clarification:

The community buildings use are in-kind match from the communities themselves. The communities usually charge between one and three hundred dollars per day for the use of the buildings. There will be no charge to the AmeriCorps program for the use of these spaces, or for the utilities, supplies, etc. that are used daily. The community officials will ensure the buildings are prepared, opened and locked up daily, with a contact person available if needed. (\$115,200 listed as in-kind match)

A Memorandum of Agreement is ready to be signed and put into place to validate these items listed above, when the notification of funding is received. At this time, we have a verbal agreement with the Community Chairpersons group, which has a representative from each of the 20 communities. The \$95,484, is Sinte Gleska University's contribution to the program.

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Additional clarification items: 6/12/2014

Budget:

1. Moved the member background checks to other program operating costs.
2. Emailed a copy of the indirect cost agreement to KMitchell.
3. Match amounts set in Budget section 3.
4. Staff background checks have been added in to the budget items, along with the member checks.

Program:

1. The executive summary budget numbers have been changed to reflect the budget included.
2. The supervision for members includes the following:
 - a. A 5 day in service and training prior to beginning services.
 - b. A monthly training/submissions of reports/ follow up Q & A.
 - c. A monthly on site visit to each of the communities. Weekly contact with each member.
 - d. Site visit and assistance as needed, if problems arise.
 - e. Adobe connect and skype availability for person to person contact.
3. The AmeriCorps members will be SGU students who will be on the University campus during the week, so support can be given on a daily basis as needed.
4. Each participant will be given the Test of Adult Basic Education (TABE), which is a placement test to assign the needed tutoring areas for each participant. A workbook that is aligned to each of the subject areas is used in conjunction with the TABE. The members will score and assign the areas needed to each of the 10 participants they are responsible to. They will continue to check off the completed workbooks, until they have mastered the assigned work. At this time, the participant will again take the TABE, and know if they are ready for the GED. When they are prepared, the participant will attend the state approved GED testing site.

Each member will spend 4 hours per day - 4 days per week providing the tutoring services during this year.

Please reduce your budget to a figure at or below the funding and MSY for which you are under consideration.

The budget changes have been made in the budget and the budget narrative portion of the grant application on egrants.

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II. A. Budget Clarifications:

1. 1. As your application was submitted with cost/MSY significantly higher than the published amount and you did not provide a justification for the cost/MSY requested, please discuss why your program is unable to meet the published cost/MSY maximum of \$13,300.

The MSY cost has been reduced to meet the acceptable amount of \$19,500 per MSY. Financial resources are scarce in this reservation area. The land base is very rural and spread out over unpaved roads. The mileage alone for members and staff is budgeted at \$20,000. The salaries for staffing the program are at a reduced rate compared to what would be offered in a similar situation throughout the state. We have cut many of the costs in the grant, but still are unable to make the match for the MSY at \$13,300. We are requesting an increase in the CNS share to meet the MSY at \$19,500.

2. 2. Section I. -- Program Operating Costs-F. Contractual and Consultant Services -- Please explain why the proposed match amount of \$115,200 is so high. Does the rental include the entire building? The \$115,200 cost is based on a four day a week use of community buildings, averaged at \$200 per day. This is the average rental cost the Communities receive for the use of their buildings. There are 20 communities being served during these 4 days, for a total of \$9,600 per month at 12 months.

3. Section I. -- Program Operating Costs-H. Evaluation: Please provide a breakdown and an hourly rate.

I understood the NOFA to state the program must have an outside program evaluator to provide an assessment on meeting the goals of the program. I found the average paid to persons locally for these services.

4. Section I. -- Program Operating Costs-I. Other Program Operating Costs -- Office space utilities: Please provide an itemized breakdown of the proposed cost of \$10,000.

Program operating costs for office space is calculated at \$500 rent per month, \$250 Electricity per month for 12 months and phone/fax costs estimated at \$1,000 per year.

5. 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.

The approved indirect cost agreement is already on file from the planning grant application.

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6. 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.

The entire match for the grant is the use of the Community buildings at \$115,200. The other in-kind match will be services from local providers as the community needs are identified and met.

7. The budget does not include costs for criminal background checks for staff. Please explain how these costs will be covered. You may revise the budget to include these costs, if necessary, but may not exceed the level of funding for which you are under consideration.

The program staff cost for background checks will be provided by the University as part of their indirect services. The member background checks are included in the budget.

B. Programmatic Clarifications:

1. 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.

The executive summary has been revised.

2. Please discuss how, in their roles, members will not displace or duplicate any existing staff or volunteers.

Currently, the University GED program has 2 staff persons in outlying communities. There are over 400 persons who have signed up for tutoring services, but have never received these services. The members will not be replacing, or duplicating the services that are currently provided; they will only be targeting the students who are not receiving the needed services.

3. Please describe in detail your member supervision plan. Given that members will be serving in their communities and will be spread out throughout a large geographic region, how will the program ensure that they receive regular support and supervision to be effective and successful in their service?

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Supervision for the members will be provided by program staff conducting site visits each month to review services and reports. They will visit with the students, process the evaluations conducted at each site, and monitor the weekly/monthly reports submitted. The members will meet once a month for ongoing training and addressing any problems or issues that arise during the previous month.

4. Please discuss how you will train members and volunteers in AmeriCorps regulations and to avoid prohibited activities. Please discuss how members will be trained in the tutoring and mentoring interventions.

The members will receive a full week of orientation/training during their first week of service, prior to providing services to students. Each member will also receive a handbook detailing all the training sessions. They will be asked to sign a statement agreeing to these activities. Prohibited activities are a part of this training. The training sessions will also be recorded and available for review by members at any time during their service time. The members will have training specific to the tutoring and mentoring, along with how/when to use the educational materials provided for the students. This includes scoring of the TABE tests and placement in the correct levels of workbooks.

5. Please discuss how your program will promote AmeriCorps identity.

AmeriCorps members will be provided with T-shirts and supplies with the AmeriCorps logo and as part of the orientation and training will be advised on utilizing these for AmeriCorps promotion, and when/where it is necessary to wear and display them. These are listed in the budget and the budget narrative.

6. Please describe in detail your plan to ensure compliance with AmeriCorps regulations and to successfully address any instances of noncompliance, as is requested in the NOFO.

The orientation and ongoing training, along with the weekly monitoring of members will identify any noncompliance, and allow the program director to address these immediately. This will also be addressed in the member agreement and noted in the member handbook.

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7. Please discuss how your program is a cost-effective approach to addressing the identified community needs.

This program is cost effective in being able to utilize junior and senior level university students who will receive teaching/mentoring experience prior to going into a school to provide the same services. The university would be unable to hire ten full time staff to provide the services offered, and the long lasting changes made to the communities and the reservation as a whole will be ever sustaining, as more people become educated and employable.

8. Please discuss how you will use feedback from internal and external stakeholders and how you will use data to inform continuous improvement for your program.

Feedback will be received weekly from the students and monthly from the members. The communities will receive a report on how many of their members received services and the University will receive a monthly report on services provided. It is expected that baseline data along with continuous service numbers will be provided to the stakeholders. Any noted improvements will be addressed during the presentations of service data to each community representative.

9. Please provide additional information to demonstrate that your organization has sufficient capacity to administer federal funds and to successfully implement the AmeriCorps program.

Sinte Gleska University has operated since 1972 under local board of regents. Sinte Gleska University currently manages grants from the US Department of Education, Title III, Indian Professional Development, US Department of HHS, SAMHSA, NSF, Department of Labor, USDA and contracts with the BIE. The university has previously been awarded an AmeriCorps grant. The program Director has previous experience with AmeriCorps grant management.

10. Please describe the dosage, duration, and intensity of the proposed interventions, especially those related to GED prep, as was requested in the logic framework.

The members will provide services to students 4 days per week for 4 hours per day. The members are also provided with 2 hours to complete paper work, record management and make up hours during the week. It is estimated that the members will complete 18 hours per week, with the exception of the first week of the month, which will include 4 hours of ongoing training. A member calendar has been

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developed to provide members with a way to stay on track with their hours to complete the necessary 900 hours within the 12 month period. It is expected that each member will work with 10 students for GED completion.

11. Tribal and organizational support for the administration of the proposed program is critical to successful program implementation. Please identify, as applicable, the department within the tribe or organization that will oversee the proposed AmeriCorps program. Please describe the supervision structure for employees working on the AmeriCorps program. Does the proposed program have the support of the Tribal Council or tribal leadership?

Sinte Gleska University is a tribally chartered institution of higher education that networks with tribal and local agencies..

The AmeriCorps Program staff work directly with the Community Chairmen's Program, so that each community is represented in the service areas by providing verbal and data reports on services provided in the communities as outlined in the MOA agreed upon. This group reports directly to the Tribal Council and the Tribal President.

The AmeriCorps Program Director is supervised by the University Adult Basic Education Director, who is under the supervision of the Vice President of Academic Affairs, who is supervised by the President of the University, under the board of regents.

The AmeriCorps project assistant will be supervised by the Program Director, as will be the members.

C. Performance Measure Clarification Items:

Please make the following changes in the Performance Measures screens in eGrants:

As the performance measures selected for your program do not align with your program design, please revise them based on the following recommendations and please provide additional information as is requested below:

We will use the O2 to track the number of individual working toward the GED. As the student complete their tutoring and are ready to take the GED test, it will be given at the state approved testing site at Sinte Gleska University by the state approved testing staff. The members will not have to work on this area, but the University does maintain the test score records. These scores will be used to compare the students first scores from the Test of Adult Basic Education (pre-scores) to the GED

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scores in reading and math to see the gains made. The number of students receiving tutoring will be compared to the number of students who achieve the GED completion certificate.

Continuation Changes

Sustainability for this grant will be provided by the longstanding presence of the Sinte Gleska University Adult Basic Education Program, and the AmeriCorps members presenting themselves as role models to students. Not only in the tutoring aspect of the program, but also in volunteering in their communities, and modeling behaviors of an educated individual. These students will then recruit others in their families and communities to further their education, gain reliable employment and become productive citizens of the reservation communities.

Grant Characteristics