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Executive Summary

Red Cloud Indian School (Red Cloud) proposes to have twenty-four AmeriCorps members who will provide services at Red Cloud Indian School in Pine Ridge and Porcupine, SD, to: (1) enhance students' math, literacy, and STEM (Science, Technology, Engineering and Math) skills; (2) direct the after school program; (3) organize and participate in service-learning activities with high school students; and (4) supplement Red Cloud staff as teachers, teaching assistants, student activities coordinators, librarians, and coaches. Oyate Teca Waonsekiya (OTW) (Teaching the Young People) services will be implemented at three sites: Red Cloud Elementary School (K-8) and Red Cloud High School (9-12) in the village of Pine Ridge, and at Our Lady of Lourdes Elementary School (K-8) in the town of Porcupine.

At the end of the 1st program year, the AmeriCorps members will be responsible for for improving students' achievement in literacy and math, providing after school, summer programming and service learning opportunities, and increasing the number of Red Cloud Indian School students who are college-ready. In addition, the AmeriCorps members will leverage an additional twelve volunteers that will be engaged in classroom instruction and after school support. This program will focus on the CNCS focus area of Education, specifically on improved educational and behavioral outcomes of students in low-achieving elementary, middle, and high schools and the preparation for, and prospects of success, in post-secondary educational institutions for economically disadvantaged students. The \$267,694 CNCS request will be matched with \$0 in public funding and \$386,747 in private funding.

Rationale and Approach/Program Design

PROBLEM: Red Cloud Indian School, founded in 1888, provides an education to 600 Lakota students each year at Red Cloud Elementary School (K-8) and Red Cloud High School (9-12) in the village of Pine Ridge, and at Our Lady of Lourdes Elementary School (K-8) in the town of Porcupine. Ever since its founding, Red Cloud Indian School has walked with the Lakota people through the massive cultural transition of the past century and has provided a holistic education of both the mind and the heart on the Pine Ridge Indian Reservation. The Pine Ridge Indian Reservation is home to the Oglala Lakota people who are faced with some of the most crushing economic and social realities in the nation. The Reservation is located in Shannon County, recently listed as the poorest county in the United States with 53 percent of residents living below the federal poverty line (American Community Survey, 2014). According to a recent White House report, "Native youth -- and Native education --

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are in a state of emergency" (2014 Native Youth Report). Citing several contributing factors, the report states that only 18 percent of all Native American 4th grade students were deemed proficient or above in reading on NAEP, while 42 percent of white students were proficient or above. This gap in early academic performance only grows over time, and is reflected in the numbers of Native graduates who are college-ready. According to the report, only one in four Native graduates are college-ready in math and about one third are college-ready in reading, while more than half of their white peers are college-ready in math and nearly two thirds are college-ready in reading. At RCIS, only 21% of juniors are college-ready in math, the gateway subject for most STEM degrees. Despite a strong and vibrant cultural tradition, the context of Reservation life presents many challenges for the students at Red Cloud, placing them at higher risk of dropping out or not going on to college than their non-Native peers. Shannon County is resource poor with a per capita income of only \$8,768 annually, compared to \$28,155 for the nation. Sixty percent of children under 18 live in poverty, almost three times the national child poverty rate of 21.6 percent. Generational poverty maintains its grip on the region in large part due to the low number of young adults who are pursuing higher education that can lead to meaningful employment. Only 12 percent the population over the age of 25 in Shannon County has obtained a bachelor's degree or above compared to 26 percent of South Dakota residents 25 and older and 29 percent nationwide (U.S. Census Bureau, 2013 ACS). Because our students lack mentors and role models in their lives that have obtained college degrees, they are less likely to envision themselves as college graduates than their peers who are surrounded by the expectation of college and career. Living conditions on the Pine Ridge Indian Reservation also can make it difficult for our students to focus on their studies and to believe in their ability to succeed. Six out of every ten children grow up in a single parent household (61%), making it difficult for families to meet housing and utilities expenses each month. Many live in substandard housing, often moving in with extended family members in crowded conditions. More than one in four people lives in a mobile home, which is almost four times the national rate. Children in Shannon County fare far worse than their South Dakota peers on many indicators of health and safety, including infant mortality (14 per 1,000 vs. 7), violent teen death (272 per 100,000 vs. 65), and births to single teens (21% vs. 7%) (Kids Count Data, 2014). Many on the Reservation continue their efforts to combat the alcoholism and substance abuse that impact families, while each year 4.5 million cans of beer (12,500 cans every day) are sold 10 miles from Red Cloud's main campus in the town of White Clay, NE, population 35 (New York Times, March 2012). The pervasive poverty and lack of opportunity often lead to risky behaviors, making it vital to have alternative, out-of-school time opportunities with strong, adult role models.

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NEED: Red Cloud's vision is to improve the educational outcomes for the students we serve despite their economic realities, eventually affecting change in the broader environment. However, because Shannon County and the Pine Ridge Indian Reservation are consistently designated as federal "Teacher Shortage Areas," in a remote area far from plentiful resources, it is challenging to maintain a core, quality teaching staff to mentor and support our students (U.S. Dept. of Ed). Through previous recruitment efforts with AmeriCorps (AC) members, we have been successful in hiring several full-time teachers once they completed their service. With the additional support and capacity provided by AC members through mentoring activities, an afterschool program, and expanded service-learning opportunities, Oyate Teca Waonspekiya (Teaching the Young People) AC Program enhances our ability to prepare our students, academically and socially, to pursue post-secondary education. b.

THEORY OF CHANGE AND LOGIC MODEL: According to the 2014 Native Youth Report, among the primary contributing factors to disparate outcomes for Native students are: (1) the lack of comprehensive student supports available; (2) challenges to recruiting and retaining high quality teachers; and, (3) the lack of culturally relevant curriculum, including Native language education. Targeting the nearly 600 K-12 students attending the three Red Cloud Indian School schools, Oyate Teca Waonsekiya (OTW) utilizes a set of interventions designed to address the achievement gap and to increase college readiness among the Lakota students at Red Cloud Indian School. Red Cloud's THEORY OF CHANGE for OTW is that when K-12 students are given comprehensive social supports by caring adults, high quality classroom teaching, academic supports after school, and service opportunities, they are more likely to succeed in school and be prepared for post-secondary education. Our theory of action integrates AmeriCorps members into our existing set of supports to ensure improved student outcomes. Twenty-four AC members will provide services at three sites, Red Cloud Elementary School and Red Cloud High School in Pine Ridge and Our Lady of Lourdes Elementary School in Porcupine, SD, to: (1) enhance students' math, literacy, and STEM (Science, Technology, Engineering and Math) skills; (2) direct the after school program; (3) organize and participate in service-learning activities with high school students; and (4) supplement Red Cloud staff as teachers, teaching assistants, student activities coordinators, librarians, and coaches. RESOURCES NEEDED to implement the theory of change include staff time, AC member hours, and a commitment to holistic education through a Lakota culture lens that honors Lakota values and integrates Lakota language and tradition across all classes. Our approach also honors Ignatian values by asking students to contemplate important questions of ethics and social justice, our responsibility to others, and service. Finally, additional resources we draw on are our financial resources, planning time, staff

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and faculty knowledge base, professional development and teacher coaching, materials, equipment, technology, and committed partners like the Toyota USA Foundation and several others that have committed to support our STEM Initiative. CORE ACTIVITIES: (1) The Red Cloud after school program provides a safe place for students to learn and play outside of the school day for two hours each day. In addition, students are provided bus transportation home. Many activities are offered including: greenhouse/gardening, Science/STEM, traditional Lakota drumming, Lakota hand games, archery, fitness, college prep, art, poetry/spoken word, Japanese, English, Social Studies, math, study hall, and sports. Since the implementation of the after school program in 2003, there has been overwhelming participation in each school. Average daily attendance among our students is 300 and more than 400 students participated at least once in the after school program in the 2013-14 school year. AmeriCorps members will be responsible for setting up after school programs, finding volunteers, and coordinating Saturday trips for after school student participants. Some members will support the summer school program and Lakota language camp that is open to students and their families in June of each year. (2) Red Cloud uses a combination of the Renaissance Place (RP) program, Balanced Literacy, a data-driven culture led by our Director of Curriculum and Superintendent, and math and literacy professional development and coaching to impact student outcomes. The programs include STAR Early Literacy, STAR Reading and Math Assessment, Accelerated Reader and Math practice, and Math Facts in a Flash. Since the implementation of RP, student success rates in math have increased greatly. The data in the 2013-14 school year show that 60% of students in grades 1-7 were at grade level at the beginning of the school year, but that by the end of the year, 92% of these students were performing at or above grade level in math. Reading data also show that 76% of students tested in grades 2-8 showed growth during the year, but only 23% were at or above grade level. In response, Red Cloud adopted a Balanced Literacy approach in 2013 to complement the Accelerated Reader Program and both are used in class to bolster literacy outcomes. AC members will be vital to the success of the RP program and Balanced Literacy in each classroom. Members will assist in activities including: (a) developing classroom curriculum; (b) assisting students in all grades with homework who are at risk of grade-level retention; (c) assisting students with computer-based software for reading, math skills, and testing purposes; and, (d) monitoring STAR results and implementing "running records" to address learning difficulties and modify teaching to support improvement in reading and math strategies. In addition, our Curriculum Director will work with all members who are serving in a teaching capacity to that classroom teaching is in alignment with the Common Core State Standards using a newly-adopted software

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(planbookedu). (3) Red Cloud High School has a service-learning requirement in the curriculum for all high school students. According to grade level, students must participate in a specific number of hours in service to their community. Freshmen are to commit 10 service hours, Sophomores to 20 service hours, Juniors to 30 service hours, and Seniors are required to attend a service trip before graduating. Adding this mandatory service-learning component allows students more opportunities to serve and learn about and reflect on the importance of service. Service is a strong component of the Lakota culture, known as 'wacantognaka,' or generosity. Members will work alongside high school students to provide service to the Pine Ridge community, including tutoring elementary students, community clean-up efforts, visiting the elderly, and participating in Lakota ceremonies with elders, to name a few. Members will take an active part in locating service sites and developing service opportunities with community partners, including the Oglala Sioux Tribal Council. (4) As classroom and library instructors, members will serve as necessary leaders in instructional and support capacities for students. This year, for example, members are teaching high school English, botany, and environmental education classes, and serving as aides in the Kindergarten class. Others serve as an elementary counselor and the high school student activities coordinator. As full-time substitutes, members will work each day either teaching in a classroom or aiding in a classroom. Beyond the classroom, members will coach teams, drive bus routes, attend and chaperone school events, and often spend time visiting with students and their families at their homes.

In each of these roles, members will have a direct and important role in encouraging Red Cloud students to pursue their dreams while at the same time, reaching some of their own personal goals. An AmeriCorps grant to support these activities is critical to Red Cloud's work to help students overcome the many challenging obstacles on the Reservation that inhibit their ability to gain a quality education and become the Lakota leaders of tomorrow. At Red Cloud, they work hard to overcome the fear that they will always be poor and unemployed -- a message that surrounds them from a very young age. The entirety of the OTW program provides an array of activities to meet the students where they are and ensure that they acquire the skills necessary to dream bigger dreams and then go after them, recognizing their rights and responsibilities to one another, their families, and the larger society around them. DURATION, DOSAGE AND TARGET POPULATION: The core activities (RP and Balanced Literacy in class; after school and programming; and service learning) will be implemented for 10 months during the academic year and summer school. Classroom interventions will take place 7 hours per day for approximately 200 days, while after school interventions will take place at three sites for approximately two hours per day, for three days each week at the elementary

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schools and four days per week in high school, for 10 months. In addition, the Summer Program operates 6 hours per day, 5 days per week, for four weeks in June. Fridays of each week are designated for field trips, and thus generally have programming for 8-10 hours per day.

The target population for classroom interventions using RP is all students in grades 1-12 (approximately 560 students this year) and for Balanced Literacy is all students in grades 1-4, with a particular focus on students performing below grade level in reading and math. In addition, the after school interventions are for all students K-12. The Service Learning intervention is targeted to the 220 high school students. The Summer Program, which targets an average of 40 students, offers priority placement for students performing below grade level, but also targets students based on teacher recommendations and students who are high achievers, which provides a diverse range of need and ability within the program. There are also high school students attending to work on "credit recovery" so they can stay on track for graduation. The measurable outputs from this robust set of interventions is delineated in the OTW Logic Model.

The National Performance Measure that Red Cloud Indian School measure are: ED1: Number of students who start in a CNCS-supported education program; ED2: Number of students that completed participation in CNCS-supported K-12 education programs; ED5: Number of students with improved academic performance in literacy and math; ED27A and ED27B: Number of student grades K-12 that participated in mentoring or tutoring or other education programs, including CNCS-supported service learning, who demonstrated improved academic engagement.

Outcomes that demonstrate changes in knowledge/skill, attitude, behavior, or condition that occur as a result of this set of interventions are: Short-term (Improved academic performance in literacy and math for students in grades 1-12, as measured by the STAR assessment; Enhanced academic performance and social skills due to after school participation as measured by school records and student surveys (grades 1-12)); Medium-term (Improved on-time high school graduation rate; Improved performance on ACT college readiness indicators; Increased post-secondary enrollment); and Long-term (Increased number of Red Cloud Indian School students that enroll in college; Increased number of Red Cloud Indian School students that complete college; Increased number of Red Cloud Indian School graduates that obtain degree and secure employment) c. EVIDENCE BASE: OTW's theory of change relies on a combination of academic and social supports that, taken together, meet the moderate level of evidence. Red Cloud has established a set of interventions that include enhanced classroom instruction on literacy and math (RP and Balanced Literacy), an after school program based on the 21st Century Community Learning Center model, summer programming that

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focuses on literacy, math, and STEM, and a high school level service learning component. These interventions are connected to indicators that result in measurable outcomes related to academic success and college readiness, and are discussed below.

(1) Renaissance Place (Accelerated Reader (AR), Accelerated Math (AM) STAR Assessment): Large scale correlation studies have connected AR and AM to improved academic outcomes for participants. Research also supports the OTW practice of using the STAR Assessment as a data-driven progress monitoring strategy to measure reading and math skill progress throughout the school year. Using RP tools and the STAR Assessment allow ongoing data-driven instruction to be individualized by students' needs.

Report/Date: Save the Children Literacy Programs: Results from the Comparative Pilot Study 2009-10/December 2010.

Relevancy to proposed model: OTW utilizes the Renaissance Place model and STAR assessment to measure gains in reading and math in grades 1-12 and in the after school and summer programs.

Methodology: In a comparative study designed to measure the changes in performance on the STAR Reading assessment of students participating in an RP-based literacy program to changes among nonparticipating students in the same schools, the results showed that participation in the program was associated with gains in STAR Reading assessment scores. Eighteen schools were included in the study, with a total of 3,488 students in grades 2-6, with the majority reading below grade level at the beginning of the year. On average, participation in the literacy program was associated with a final score 3.8 NCEs higher than was achieved by similar non-participants. Level - Moderate

Report/Date: Nunnery, J. A., & Ross, S. M. (2007). The Effects of the School Renaissance Program on Student Achievement in Reading and Mathematics. *Research in the Schools*, 14(1), 40--59.

Relevancy to proposed model: OTW implements AR and AM in both the elementary and middle school grades at a high level.

Methodology: Quasi-experimental design to assess effectiveness of Renaissance programs in 9 elementary and 2 middle schools. The study included multivariate analyses to determine program effects, including higher achievement in reading and math. Level -Moderate

(2) Balanced Literacy (Grades 1-4): A second strategy of OTW to bolster reading achievement is Balanced Literacy, a particularly effective strategy to support the transition to the new Common Core State Standards because it ignites in readers an interest in reading through a set of engaging activities.

Report/Date: Catherine Bitter, Jennifer O'Day, Paul Gubbins & Miguel Socias (2009). What Works to Improve Student Literacy? An Examination of Instructional Practices in a Balanced Literacy

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Approach, *Journal of Education for Students Placed at Risk (JEDPAR)*, 14:1, 17-44. Relevancy to proposed model: Red Cloud has adopted Balanced Literacy in grades 1-4 to complement the AR program, and has received and continues to receive professional development and coaching on this model.

Methodology: Longitudinal classroom observation study across 2 years linked with student achievement data. Data were collected from 101 classrooms showing balanced literacy reforms and instructional practices were significantly associated with student growth in reading comprehension.

Level - Preliminary

(3) After School Program: According to an extensive review of research by the Afterschool Alliance, high quality after school programs have multiple, positive impacts including increased academic achievement, increased school attendance, improved behavior and motivation, and increased on-time graduation rates.²

Report/Date: Evers, T., PhD., Wisconsin 21st Century Community Learning Centers (21st CCLCs): August 2010.

Relevancy to proposed model: The OTW after school program is based on the 21st CCLC model, with focused academic enrichment time through both homework assistance and Renaissance Place (Accelerated Reading and Accelerated Math) and activities that build social and academic skills such as the arts, Lakota culture, and STEM. Methodology: Statewide evaluation of 44,482 students who participated in the 174 21st CCLCs in Wisconsin during the 2008-09 school year. Findings included 69% of regular program attendees increased their academic performance with 40% increasing their grades in math and 42% increasing their grades in language arts from the first grading period to the end of the school year. Level - Preliminary (4) Summer Program: Summer learning loss during the early grades can have a domino effect on a student's academic success. According to one study, "More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college."⁴ Several rigorous studies have shown the positive effects of summer programs on preventing learning loss and helping at-risk students catch up on material they may not have mastered during the school year.

Report/Date: Cooper, Harris; Charlton, Kelly; Valentine, Jeff C.; Muhlenbruck, Laura. *Making the Most of Summer School: A Meta-Analytic and Narrative Review*. Monographs of the Society for Research in Child Development, v65 n1 p1-118, 2000.

Relevancy to proposed model: OTW includes an engaging summer program that is focused on core

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academics (literacy, math, science) and includes STEM activities and field trips each week.

Methodology: Used meta-analytic and narrative procedures to integrate results of 93 evaluations of summer school. Found that summer programs focusing on remedial or accelerated learning or other goals impacted positively on participants' knowledge and skills. Level - Moderate

5) Service Learning: A major contributing factor to dropping out of school is a lack of motivation or a sense of purpose. Service learning has been proven have many benefits including attendance, academic outcomes, and self-esteem.⁵ Beyond these positive outcomes, RCIS strives to instill an appreciation for the Lakota value of generosity, and continues to see RCIS graduates return to the Reservation after college to work in service to their community. Report/Date: Scales, P. C., Roehlkepartain, E. C., Neal, M., Kielsmeier, J. C., & Benson, P. L. (2006). Reducing academic achievement gaps: The role of community service and service learning. *Journal of Experiential Education*, 29, 38-60.

Relevancy to proposed model: Low socio-economic status students who participate in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service.

Methodology: Scales and colleagues studied the effects of taking part in service-learning or community service on the academic assets of a large national sample of sixth- through twelfth-grade students. Level - Preliminary d. NOTICE PRIORITY: Red Cloud is applying under the priority of "Education -- improving student academic performance including STEM." The purpose of our AmeriCorps strategies is to significantly improve the educational and developmental outcomes of low-income, Native children and youth in one of the most distressed communities in the nation, creating opportunities for our students to excel. Grant activities focus on a continuum of impactful solutions that include classroom instruction to support reading, math, and STEM, out-of-school time opportunities both after school and during summer, and a service learning program designed to engage students in their community and in the lives of younger students who need academic support. These solutions combined contribute to an increased number of students ready to enroll in and complete post-secondary education. Our efforts have a specific focus on improving educational outcomes that impact students' ability to compete with their peers nationally in STEM-related fields. As part of our college preparation efforts, we continue to build a strong math and science curriculum that AmeriCorps members support and offer multiple STEM-related after school opportunities (e.g. greenhouse/gardening, science club, and American Indian Science and Engineering Society [AISES] club) that increase students' interest and confidence in their ability to pursue STEM degrees. We

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initiated this work just over three years ago with the support of the Toyota USA Foundation. After great strides in improving our physical resources, we are at a critical point in the effort and must continue to strengthen our academic and out-of-school opportunities.

e. **MEMBER TRAINING** Training begins at orientation each August where members are informed of policies and procedures of both Red Cloud and CNCS. Each member receives a binder that includes the history of AmeriCorps, time sheets, instructions on how to count hours, and contact numbers should the members have questions or concerns. There is also a discussion on the myamericorps portal and registering for eligible loan forbearance and the education award. Prohibited Activities are discussed in depth at orientation and made a part of ongoing discussions with members throughout the year. During orientation, the second year members share their reflections of their first year with the new members. A Q & A period among the members establishes the beginning of cooperation and understanding of the group dynamics. Member training will complement each members' service experience to bolster their personal skills according to their role at Red Cloud be it as a teacher, substitute, or after school coordinator. Red Cloud's Director of Curriculum and various certified teachers will train members in classroom management, lesson planning, Renaissance Place, and educational software programs. Some will attain a commercial drivers license in order to be able to provide bus transportation for students before and after school, and for after school programs, field trips, and athletic events. There will be training on school safety, first aid, and any specialized topic their position requires. Throughout the year, members will be required to attend in-service days of additional training. They will also attend staff meetings and professional development opportunities.

f. **MEMBER SUPERVISION:** Each member will have a Direct Supervisor and a Site Supervisor. No AC member will supervise another member. The Direct Supervisor will help integrated the member into the school, train them in classroom-specific processes and provide daily oversight. Site Supervisors will manage the members overall training, answer policy and procedure questions. The Program Director will train the Direct and Site Supervisors at the beginning of the year regarding AC policy, making sure they are aware of the Prohibited Activities. The PD will meet with supervisors twice a month to review members' service, rules compliance, and progression of hours being served.

g. **MEMBER EXPERIENCE:** Members often describe the opportunity to work at Red Cloud Indian School as life-changing. Through their service to the students, they hold unique positions that become an integral part of the educational system. Members' multiple points of contact with students and their families often result in strong relationships and the potential to make a real difference in a student's life. Many times, an EAP member's first contact with the Native American community is with their fellow AC

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members. The PD encourages strong partnerships between the EAP members and the local Native American members. Through their colleagues and students, EAP members experience the rich Lakota heritage, culture, and language. Returning members, either EAP or local, also reflect on their first year's experience with newcomers, helping them to adjust to the new environment. Members also are a part of a broader network of service as they live in community with other volunteers and encounter a series of volunteer service groups that come to campus throughout the year to support Red Cloud's mission. We use various ways to recruit new members: The PD and the Volunteer Coordinator each recruit from their networks, including from colleges and universities nationally and local community groups. Staff also utilize local newspapers and radio spots, posters and personal contacts at Oglala Lakota College, the Red Cloud website, and contact alumni who serve as informal ambassadors, talking to friends, associates, and classmates about the AC program at Red Cloud. The members gain basic job skills and enhance their work ethic by learning punctuality, professionalism, and fulfilling job requirements. Members are trained alongside other academic faculty and leveraged volunteers several times a year. This is an opportunity for members to access a broad range of educational opportunities, including best practices in literacy, math, and STEM, lesson planning, classroom management, Lakota language, and more. h. COMMITMENT TO AMERICORPS: AC members will learn to take pride in belonging to AmeriCorps beginning with Orientation. The PD provides each member with an AC lanyard that they are required to wear daily and the orientation binders they receive will have the AmeriCorps logo. By December of each school year, the first year members will receive an AmeriCorps tee shirt and the second year members will receive an AmeriCorps sweater. All members will have access to bookmarks and decals throughout their term. In each of the four school buildings there is a poster on the front bulletin board listing who the AC members are serving in that particular building. There is a list of all members on the door of the Program Director's Office. The members will be trained to explain the program to anyone who requests information. Surveys are sent home with the children so the parents/grandparents will be aware of the AmeriCorps program and how it is affecting their children's education.

Organizational Capability

a, ORGANIZATIONAL BACKGROUND AND STAFFING: For over 125 years, Red Cloud Indian School has served Lakota families at the bequest of the historic Chief Red Cloud. Because of the unique challenges and complex history of the students living in extreme poverty on the Reservation, Red Cloud goes above and beyond the basic curriculum to meet the complex needs of the students with a staff of 170 people including many volunteers who are a key element of our success. For over

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30 years, the Red Cloud Volunteer Program has evolved to a significant role in supporting the institution and greater Red Cloud community by providing well over 36,000 hours of service to the schools and Reservation community each year. For fifteen years, the Volunteer Program has grown through the use of AmeriCorps EAP funds and now supports 24 volunteers from across the nation. Since 2000, our staff has managed an AmeriCorps grant with fidelity and positive results. Red Cloud Indian School has a well-developed financial tracking system to support diverse development and fundraising efforts, including several federal grants from the Administration for Native Americans, the U.S. Department of Education's 21st Century Community Learning Centers, and the USDA. Key staff that will support the OTW program include: (1) The OTW AmeriCorps Program Director, Margi Bettelyoun, who has served in this capacity since 2009. (2) The Red Cloud Volunteer Program is Anne Grass, a former AC member who served at Red Cloud. Anne's responsibilities include working with the AC Program Director to recruit and interview prospective volunteers, and orienting accepted volunteers to life on the Reservation and at Red Cloud. (3) Angie Eagle Bull serves as the Vice President for Finance and manages all business operations related to fiscal oversight and management of funds for all facets of Red Cloud Indian School, Inc. A graduate of Red Cloud, Angie has a degree in Business Administration and worked for the Oglala Sioux Tribe for 23 years, with the employment and training programs. Before obtaining her current position, she was a Major Gifts Officer and oversaw the direct mail operation at Red Cloud.

b. COMPLIANCE AND ACCOUNTABILITY: A full-time financial officer is responsible for the management of funds received and for reporting financial records to CNCS. A full-time program director works hand-in-hand with site coordinators to ensure smooth administration of the AC grant. With years of experience, staff understand the significant responsibility they undertake to monitor the program and are in constant communication to prevent and detect compliance issues. At regular bi-monthly meetings sponsored by the Superintendent, staff review the program and address any possible compliance issues, with clear protocols for holding staff accountable for corrections. In there is any question regarding compliance, the Program Director is to request guidance from the AC Program Officer. The Program Director also works with the principals and the Superintendent to monitor AC activities and policies and prevent and detect compliance issues. Twice a month, the Superintendent meets with the principals and the Program Director to discuss school activities, plan events, and make suggestions for improvements in the schools. In each school, members are supported directly by a classroom teacher or department head and they attend all faculty and departmental meetings.

c. PAST PERFORMANCE: Red Cloud met or exceeded all performance measures in the last grant cycle. We tracked performance measures on program participation, gains

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in literacy and math, participation in service learning, after school participation, and demonstration of academic engagement in the service learning program. Per CNCS definition, Red Cloud measured gains in literacy and math via pre- and post-tests, with a goal of 50% of all students tested (or 248 students) showing gains. Using the STAR Assessment, 299 students made gains in literacy and 314 made gains in math. Participation and retention in RP-related programs was consistently high, with the goal of 495 students participating, and an average of 540 participants completing the intervention. After school participation was also high, with an average daily attendance of approximately 300 students, but with the number of students attending at least one after school program during the year more than 400. Service learning participation was at 100%, with 220 high school students participating in 2013-14. The only compliance issue that occurred was the omission of one criminal records check of a direct supervisor (teacher). When discovered, the issue was remedied and the Program Director worked with the Human Resources Director to establish a checklist for all staff associated with the grant so there would be a checks and balances system in place to ensure all staff required to complete the criminal records check are in compliance. While member retention is an ongoing challenge, Red Cloud continues to improve - In 2012-13, the retention rate was 76%; in 2013-14, it was 88%, and in the current year (2014-15), the retention rate is 92%, but with replacements secured and operating at 100% of MSYs. Retention is a top priority for the Program Director, and requires personal attention, building a community of support for each AC Member, and anticipating member needs in order to ensure they have the tools they need to succeed. d.CONTINUOUS IMPROVEMENT: The PD works closely with the Curriculum Director to support the AC members as Red Cloud is increasingly relying on a data-driven practice to improve academic outcomes. The Curriculum Director works one-on-one with AC members to develop curricular maps and lesson plans to implement AC interventions and to assist AC members with responding to the data. We are developing strong tracking mechanisms for service learning's impact and will initiate an external evaluation in 2015.

Cost Effectiveness and Budget Adequacy

a. COST EFFECTIVENESS: Cost per MSY has been calculated at \$12,365, which is \$1,365 below the maximum allowable MSY of \$13,730. The total budget is \$736,227, with a CNCS request of \$267,694 and a Red Cloud match of private funding of \$377,639.

RCIS will meet the match requirements through funds raised by our Advancement staff who raises roughly \$13 million annually to support three schools, sixteen parishes and community churches, and a museum. Historically, the institution has relied on a strong direct mail program to make sure that

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all operating needs are met each year, as about 95% of our funds come from individual and foundation donors. b. BUDGET ADEQUACY: The proposed budget for the OTW has been crafted to reflect our experience in administering the OTW program for the past five grant cycles and have taken into account possible increases in costs related to OTW operations. The budget allows for 24 people to perform 24 MSYs. The Vice President for Finance, Superintendent, and Program Director all contributed to the proposed budget -12 full-time EAP members and 12 full-time local members without living stipends. PERSONNEL EXPENSES: Several permanent members of Red Cloud Indian School's staff will be integrally involved in OTW and therefore a portion of their salaries are reflected in the budget at the estimated proportion of their time spent on the program. However, these proportional salary expenses will be contributed as cost share to the program by Red Cloud and are not requested from CNCS. FRINGE BENEFITS: Fringe benefits for Red Cloud employees is one-quarter of the salary, and therefore the fringe benefits identified in the program budget are calculated at 25% of the total expense of Red Cloud salaries MEMBER TRAVEL AND TRAINING: Training fees have been added to allow OTW members the experience of effective literacy and STEM training opportunities through their service year. We anticipate these trainings will be held on-site in Pine Ridge. Training also includes up to 10 members testing for their Commercial Drivers Licenses. SUPPLIES AND CONTRACTUAL/CONSULTANT SERVICES: Supplies include a standard AmeriCorps t-shirt with logo (1st yr members) or sweatshirt (2nd yr members). Funds are provided to renew Renaissance Place programs in all schools, the cost of which is shared between CNCS and Red Cloud. Additional supplies are provided through Red Cloud's match to enhance STEM outcomes. STAFF TRAINING: The Program Director will be responsible for training other staff involved in the OTW program in working with members and in AC policies and procedures. The fees for this are absorbed in the Program Director's salary and are not added to the budget. EVALUATION: OTW will engage researchers to conduct an external evaluation of the program at the end of the year, and if funding is continued, for the next two years. Year 1 (FY15) costs for evaluation will be slightly higher than subsequent years due to the cost of the initial design and the IRB process. In subsequent years, we anticipate the cost of the evaluation to be \$25,000 or less per year. The cost of this evaluation is shared by CNCS and RCIS. OTHER PROGRAM OPERATING COSTS: The budget will help support the after school and the additional transportation needed for these programs. Covers mileage and pay for each bus to function 170 days. Travel to CNCS-sponsored and Serve South Dakota meeting cost was based on past experience.

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Evaluation Summary or Plan

EVALUATION REPORT: Over the course of the last three-year grant cycle, Red Cloud staff used the built-in assessments in the RP program to track student progress in literacy and math. Use of this data indicated, that while there was significant growth in math achievement across grade levels, and particularly in the elementary grades (1-8), growth in literacy achievement was not as significant. For example, in the 2013-14 academic year, 88 percent of students demonstrated gains in math, while 76 percent of students demonstrated gains in literacy, according to the STAR pre- and post-assessments. In addition, sixty percent of students scored above grade level in math at the beginning of the year, but 92 percent of students scored above grade level when tested at the end of the school year, a tremendous improvement, and far surpassing initial targets set for this measure. However, there was no growth in the percent of students scoring at or above grade level in literacy, and just 23 percent of elementary students scored at or above grade level at the end of the school year on this measure.

These findings informed Red Cloud that additional measures to enhance literacy skills needed to be a top priority for the school, and as such, Red Cloud has embarked on a new data-driven initiative that included enhanced professional development on literacy and the adoption of a Balanced Literacy approach, which has been deemed optimal to address the new State Common Core Standards. We concluded that while the RP program and STAR assessment are valuable tools for improving math achievement and for measuring math and literacy achievement, our students needed additional, targeted interventions to ensure literacy success.

To measure the service learning component of the OTW, the AmeriCorps Director conducted a survey to measure impact on and perceptions by high school students. One question that was asked of 9-12 grade students was, "Do you feel your service hours helped you to experience the Lakota value of generosity (Wakȩhȩtȩgnaka)?" Seventy-five percent of respondents (147 out of 196) said yes. Thirty-six percent of student respondents said they wanted to find service opportunities after they graduated, fifty-one percent were unsure, and thirteen percent said they would not participate in service. This survey was issued at the end of the school year, but going forward will be a pre- and post-test to better inform planning for service projects.

Finally, additional measures were tracked to gauge college readiness and college enrollment, as

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improving academic achievement and social competence are core to the goal of increasing the number of Red Cloud students that go on to pursue college degrees.

EVALUATION PLAN: Red Cloud's Theory of Change for the OTW program is that when K-12 students are given comprehensive social supports by caring adults, high quality classroom teaching, academic supports after school, and service opportunities, they are more likely to succeed in school and be prepared for post-secondary education. To help us evaluate this theory, Red Cloud will contract with an external evaluator to conduct a mixed methods formative and summative evaluation to assess program impacts on Red Cloud students and AmeriCorps volunteers participating in OTW.

Research questions: The proposed evaluation will be guided by the following questions.

1. What is the impact of the after school program facilitated by AmeriCorps members on students' academic progress in acquiring literacy, mathematics, and Science, Technology, Engineering, and Math (STEM) skills?
2. What is the impact of the after school program facilitated by AmeriCorps members on students' social and emotional development?
3. To what extent are AmeriCorps members receiving adequate training and support to be able to fulfill their roles as teachers, mentors, coaches, and/or counselors for the students?
4. What is the impact of service-learning activities on AmeriCorps members and high school students?
5. What are the strengths associated with the involvement of AmeriCorps members in the school environment, and how can those strengths be enhanced?
6. What are the challenges associated with involvement of AmeriCorps members in the school environment, and how can those challenges be addressed?
7. To what extent is the project making progress toward reaching its goals?

Design: The use of surveys, interviews, and focus groups will provide detailed information about appropriate training and support for AmeriCorps members; perceptions of relevance, quality, and impact; program satisfaction; factors that facilitate and impede success; and areas for improvement. Survey, interview, and focus group protocols will be developed in conjunction with Red Cloud staff and used to collect data from students, AmeriCorps members, and administrators. A selection of classes taught by AmeriCorps members as well as after school activities will be observed each year to

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provide additional information about effectiveness of implementation and impacts on students. Test score analysis (both formative and summative) will be conducted on literacy and math assessment data collected during after school activities and provided by the school. These data will include various tools, including but not limited to Renaissance Place test scores, running records, and Smarter Balanced test scores that reflect the recently adopted State Common Core Standards. In addition, data will be collected to assess the impact of STEM activities on students' academic performance and interest in STEM fields.

An external evaluator will conduct Year 1 of the evaluation of the AmeriCorps program at RCIS beginning in August of 2015 and ending in July of 2016, and if the program is continued, is prepared to include two additional years in the evaluation. In the first three weeks of August 2015, the evaluator will work with Red Cloud staff via e-mails and conference calls to review program goals and the associated logic model/theory of change. Evaluation questions will be refined, the evaluation design will be finalized, and data collection instruments will be developed and revised as needed. The administration of online pre-surveys to AmeriCorps members will begin in September or October of 2015, immediately following IRB approval, and online post-surveys will be distributed in May of 2016.

Interviews, focus groups, and classroom/afterschool program observations will be conducted onsite in April/May of 2016. All data will be analyzed between June 1st and 30th, with the draft of the report given to school staff by July 15th. After Red Cloud staff has reviewed the draft and provided suggestions for changes, the annual report will be submitted by on July 30th. A similar schedule will be utilized each subsequent year of the project. At the end of the project, a summative report will be prepared to review findings over the length of project activities. We welcome input on our design and approach from the evaluation staff at CNCS, through their technical assistance efforts. Red Cloud will abide by all human subjects protections in the federal law, seeking passive parent consent and student assent for student participation and consent for all other study participants, minimizing risks for all subjects, ensuring confidentiality, and submitting the research protocols for approval by the local school district as needed.

Clear and Measureable Quantitative and Qualitative Data Collection: Proposed data collection instruments are summarized below.

* AmeriCorps Member Pre/Post Surveys: The pre-survey will be administered in September of 2015 and the post-survey will be administered in May 2015, with a similar schedule in subsequent years of

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the grant.

* AmeriCorps Member Focus Groups will be scheduled at each school site near the end of the academic year.

* Student Pre/Post Surveys: will be administered at the beginning and end of the academic year to all Grade 5-12 students involved in afterschool programs to gauge school engagement and perceptions of academic, social, and emotional progress. Pre/post surveys will also be administered to 9-12 graders to gauge the impact of participating in service learning.

* Student Focus Groups will be organized and scheduled by school staff in each site and will gather impressions of AmeriCorps member instruction and support.

* Administrator Interviews/Focus Groups will be conducted near the end of each academic year to solicit information about perceptions of strengths and challenges in the work of AmeriCorps volunteers.

* Student Literacy and Math Assessments are administered by AmeriCorps staff three times a year. STAR Assessment scores will be collected by staff and shared with researchers for analysis and inclusion in the annual report.

* Observations of Classes and After School Programs will be conducted at the main Red Cloud campus in Pine Ridge as well as Our Lady of Lourdes Elementary School in Porcupine.

EVALUATOR QUALIFICATIONS: Evaluator must have extensive experience in qualitative research and evaluation methods, project management, writing, and school-community collaborations. Experience with research efforts that assess educational improvement is required and experience with evaluations that support Native American student achievement is highly desirable. Evaluator must be adept at advanced statistical analysis, instrument development, and in conducting interviews and focus groups.

BUDGET:

Category Year 1

Direct Labor w/ benefits	\$23,940.45
Materials and Services	\$500.00
Communications	\$100.00
Travel and Per Diem	\$1,000.00
General and Administration	\$2,237.34
Fee/Other charges/IR	\$2,222.22

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TOTAL \$30,000.01

Amendment Justification

N/A

Clarification Summary

B. Budget Clarification

3. d) Red Cloud Indian School confirms that no single supply item in the Volunteer Appreciation Day and STEM after School Supply line items exceed \$1,000.

g) Calculation for the Evaluation/line item budget:

Direct Labor w/ benefits \$23,940

Materials and Services \$500

Communications \$100

Travel and Per Diem \$1,000

General and Administration \$2,238

Fee/IRB approval \$2,222

TOTAL \$30,000

i) Criminal history background checks that meet AmeriCorps requirements are required for all staff (15 on project) and paid for by Red Cloud Indian School.

j) FICA - is provided for all 24 members.

k) Health Insurance - All full-time members have access to health care. For those local members enrolled in the tribe, they have access to health care through Indian Health Services, but if a member is not a member of the tribe, Red Cloud provides health insurance pursuant to its personnel policy for full-time employees.

C. Performance Measure Clarification

1. The assessment instrument for ED5 is now defined in the Performance Measures section.

2. ED2 Output Completion is now defined in the Performance Measure section, and specifies that for students to have completed the activity, they must participate in Accelerated Reading and Math for a

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minimum of 120 days during the school year.

3. ED27A is clarified in the Performance Measures section, and while approximately 200 high school students will participate in service learning, the target for improved academic engagement is 120 students.

4. Non-duplication: Red Cloud Indian School follows student level data with unique identifiers that ensures that we can compare data sets to report only once per student for any output or outcome. Both Renaissance Place and Infinite Campus (Red Cloud's school district data) rely on individual student data tracking to measure attendance, participation, and assessments. For example, though students participate in both reading and math interventions, for ED5, when reporting the number of students that had improved academic performance in math and/or reading, we count each student only once, even if there was improvement in both reading and math by an individual student.

5. Red Cloud Indian School does not have a tutoring component, but only provides some homework assistance during after school hours. Our services are primarily in-class teaching, mentoring, and homework assistance. The wording has been changed in the narrative to more accurately reflect our program's work. We do not run a tutoring program pursuant to 45 CFR 2522.940.

6. For ED27A, the instrument is now described in the Performance Measures section.

7. For ED27B, the amount of gain is now described in the Performance Measures section.

8. The output targets for ED1 and ED2 have been revised in the Performance Measures section to reflect realistic, but ambitious targets for completion of the program.

D. Strategic Engagement Slots

1. We are not requesting strategic engagement slots. Red Cloud's 24 proposed slots are open to anyone with disabilities. We welcome participation from anyone who can meet service requirements. That said, we are not planning any targeted recruitment of members with disabilities. In an area where only 12% of the population has a bachelors degree and 89% of people are unemployed, the effects of poverty here are extreme. As we have shared in the past, it is difficult for us to find members who are willing to live in our remote location, and/or have the education and experience needed to serve, and/or have reliable transportation to come to campus.

E. MSY with No Program Funds Attached:

Red Cloud is not requesting additional no-cost MSYs.

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A-133 Audit - On April 13, 2015, Red Cloud Indian School provided a copy of its audit for the years ending June 30, 2014 and 2013 to the state program officer at Serve South Dakota. This audit includes the A-133 review, beginning on page 27 of the audit.

Continuation Changes

N/A

Grant Characteristics