

## APPLICANT FEEDBACK SUMMARY

### 2015 AmeriCorps State and National Grant Competition

**Legal Applicant:** Red Cloud Indian School, Inc.

**Application ID:** 15AC170309

**Program Name:** Teca Oyate Waonspekiya

For the purpose of enhancing our programs by improving the quality and quantity of applications to the Corporation for National and Community Service (CNCS), we are providing summary feedback regarding the strengths and weaknesses of this application. These comments are not meant to represent a comprehensive assessment; rather the analysis represents those elements that had the greatest bearing on the rating of the application. Please note that this feedback consists of summary comments from more than one Reviewer. For this reason, some of the comments may seem to be inconsistent or contradictory. Comments are not representative of all of the information used in the final funding decision.

### Reviewers' Summary Comments

**Strengths:**

The applicant makes a convincing case for the need for the project. It provides supporting data to document that extreme poverty, alcoholism and substance abuse levels create a negative learning environment that the program will seek to address.

The applicant offers many different interventions: in-classroom support, after-school programming, summer programs and service learning with different evidence-based ways of offering these programs

The applicant successfully describes the lack of resources available for the target population. The applicant states that the reservation is located in Shannon County, South Dakota and that according to the American Community Survey, it is the poorest county in the US with 53% of its residents living below the federal poverty level. The applicant states the average income is \$8,768 per year.

The applicant provides compelling data to support evidence of great need in the focus area of Education. The applicant states that only 18% of its 4th graders are proficient in reading, one in four Native American graduates are college ready and about one third are college ready in reading.

The applicant states that only 12% of its population receives college degrees. The applicant adds causal factors of alcohol and substance abuse as further barriers to support the lack of academic achievement within the target population.

The applicant describes the roles of its hierarchy of supervision stating the supervision order for Program Director, Site Supervisors and Direct Supervisors.

The applicant further states supervision duties for each group and states that AmeriCorps members may not supervise each other. The applicant states the Program Director will meet with the supervisors twice monthly.

The applicant states that Members may return as volunteers and at that time, they will have an opportunity to reflect on their first years' experience with new AmeriCorps members. The applicant states that this will assist new Members adjust to their new environment.

The applicant states that it uses various recruitment methods such as from the local universities and colleges, local newspaper, radio spots, posters, personal contacts with Oglala Lakota College, the Red Cloud website, and contact alumni.

**Weaknesses:**

The applicant provides incomplete data from the three target schools. Other than data on its targeted high school students, most other data is based on all Native American students rather than students from the targeted schools. Further, when the small amount of data from the target schools is presented, it is not compared to data from other schools in the state or nation, so it is difficult to determine educational need.

The applicant has weaknesses in its logic model: (a) In its need statement, it states that a problem is recruiting and retaining new teachers. However, inputs do not relate to retaining new teachers. (b) Outcomes are not stated in the theory of change section or in the logic model. (c) There is no logic model chart.

The applicant describes the member training it will offer, but does not discuss how long the orientation training will be nor does it provide information on the additional number or frequency of its additional in-service training. Therefore, it is hard to determine the adequacy of member training.

The applicant does not provide sufficient detail to assess the quality of member supervision. It does not explain how supervisors themselves will be trained or state how often supervisors will train Members.

The applicant does not discuss how its Members will engage with AmeriCorps members from other programs.

The applicant does not provide adequate information on how EAP Members will be encouraged to develop an ethic of service after the program ends.

No evidence is provided that the proposed amounts of intervention will produce the projected outcomes. Cited references included greater amounts of intervention for the outcomes produced.

The need for AmeriCorps members to supplement current efforts is not addressed.

The training plan does not include who will provide the training and addresses only prohibited activities related to AmeriCorps requirements.

Training on prohibited activities is not shown to occur after the initial orientation.

The training plan emphasizes preparation for the services Members will perform; training on AmeriCorps requirements is not clearly outlined.

Specific opportunities for interaction with fellow AmeriCorps members are not delineated nor are efforts to interact with Members from other national service programs.

Development of citizenship skills and a lifelong service ethic are mentioned as a training component in the narratives but are not addressed as a component of either the program design or training plan.

No recruitment methods are delineated for reaching the leaders of the local communities who are targeted to become Members.

The applicant does not provide enough information to definitively describe the needs of the target population.

The applicant vaguely describes the types of training events to be provided to the Direct and Site Supervisors.

The applicant does not provide detailed information regarding the training supervisors will receive as it relates to AmeriCorps program regulations, priorities, and expectations.

The applicant does not provide a Logic Model that clearly conveys the problem and inputs to be associated with the Theory of Change model.

The applicant does not indicate on-going supervision dosages to be provided by the Program Director to the Direct and Site Supervisors.