

# Narratives

## Executive Summary

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Sitting Bull College proposes to have nine AmeriCorps members who will provide GED tutoring and testing services at the three Sitting Bull College Campus and sites on/near the Standing Rock Sioux Reservation in North and South Dakota. At the end of the first program year, the AmeriCorps members will be responsible for providing GED testing and tutoring to individuals 16 years and older who have not successfully completed high school to attain the GED tests and be awarded a GED certificate. In addition, the AmeriCorps members will leverage additional volunteers who will be engaged in a community project. This program will focus on the CNCS focus area of Economic Development. The CNCS investment of \$117,00.00 will be matched with \$77,718.00, \$28,500.00 in federal funding and \$49,218.00 in-kind funding.

## Rationale and Approach/Program Design

### Rationale and Approach/Program Design

The Standing Rock Sioux Tribal members are descendants of the Teton and Yankton Bands of the Lakota/Dakota Nations. The Great Sioux Nation is also called the Lakota Nation, Teton, and the Western Sioux. The people of the Sioux Nation refer to themselves as Lakota/Dakota which means friend or ally. The oral tradition of our people states that the Lakota and Dakota people were one nation who broke away and formed their own nation. The Lakota/Dakota people still practice their sacred and traditional ceremonies which encompass the seven rites of the Lakota Nation brought by the White Buffalo Calf Woman.

Today a portion of the Lakota Nation resides on the Standing Rock Sioux Reservation which is located in the south central part of North Dakota and north central part of South Dakota and encompasses the entire land mass of Sioux county in North Dakota and Corson county in South Dakota. The total land area of the Standing Rock is 2.3 million acres and of that 1,408,061 million is tribally owned. The round trip distances from the Tribal headquarters of Fort Yates is as follows: Cannonball, ND --54 miles; Porcupine, ND--58 miles; Kenel, SD --40 miles; Bear Soldier/McLaughlin, SD -54 miles; Wakpala, SD --88 miles; Little Eagle, SD --70 miles; and Rock Creek/Bullhead, SD --90 miles. According to the Standing Rock Sioux Tribe (SRST), there are 8,217 tribal members living on the reservation. Of that number, 64.95% are unemployed and living in poverty. The average per capita income is approximately, \$13,474 annually compared to a nationwide per capita income of \$27,334. The median family income is about \$30,976, compared to a national median of \$50,831 (2013-2017

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SRST Comprehensive Economic Development Strategy). One of the factors contributing to poverty and unemployment is the low education level of some in the labor force. It has been estimated that there is a 52% drop-out rate in the reservation's schools.

The SRST's major economic occupations are cattle ranching and farming. The SRST has established various industries for the Tribe on the reservation and plans to develop more enterprises. In the area of economic development, the Tribe currently operates the Prairie Knights Casino and Lodge and Prairie Knights Quik Mart, Grand River Casino, The Bay, Standing Rock Farms, and Standing Rock Sand and Gravel. There are eight communities on the Standing Rock Sioux Reservation with a local government and planning commission. Some of these communities operate small businesses and the district planning commission oversees the community businesses. The biggest employers on the reservation are the educational institutions, the hospital, law enforcement, and tribal and federal governments.

### Program Design

#### Problem/Need

It is employment hiring that leads to the current issue of stimulating this grant. The SRST passed a resolution stating they will not consider tribal members for employment unless they have a high school diploma or the general education equivalency (GED). In 2011 there was an estimated 1,830 tribal members who do not have a high school diploma or equivalency between 16 and 46 years of age. In the resolution, the tribe asked Sitting Bull College to focus on helping tribal members earn their high school equivalency. In fulfilling this mandate the current GED program is solely located in Fort Yates, ND on the Sitting Bull College main campus.

#### Theory of Change

Our proposed solution to this problem is to have nine tutors provide GED tutoring services at the three Sitting Bull College (SBC) main campus and sites (Fort Yates, ND, McLaughlin, SD and Mobridge, SD). Our goal is to have a minimum of 20 GED graduates per year. One full time tutor and two part time tutors will be placed at the SBC main campus and two sites. Those 16 years old and older who do not have a high school diploma will have access to GED services at three very good locations on or near the reservation for people to receive services.

We will measure our effectiveness in two ways: First, by the gross number of students successfully graduating the GED program. Second, by the ratio of students who enroll and actively participating in the GED program versus those who graduate. For the past year, GED Program statistics show the majority of students during the past year have enrolled and completed their GED program at one of

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these sites. The sites are ideal for the AmeriCorps members to be monitored for accuracy of service hours and activities.

A third factor is the new 2014 GED program is computer based and internet access is essential for the program. SBC has an excellent technology department to troubleshoot and handle any technology problem that may arise.

Our goal is for a minimum of 20 GED students to complete their GED program and attain a GED certificate by the end of the grant year. These students will commit to two hours a day for four days a week for GED prep classes and tutoring to complete their GED program.

The SRST Reservation is comprised of eight communities populated by large extended family groups. By the fact that many residents frequently move from community to community throughout the reservation it is safe to say that the reservation as a whole can be considered "community". Those family affiliations are a source of security and cultural integrity and have placed a keen emphasis on education. Many may feel as Blair Stonechild said in his book "The New Buffalo: The Struggle for Aboriginal Post-Secondary Education in Canada. "The 'new buffalo' is actually a term that was used by elders to talk about education.....When you look at traditional culture, the buffalo probably provided 95 per cent of all the things that they needed. With the buffalo gone, the question became what replaces it? .....So that is basically the concept, that the new buffalo is access to education -- not just elementary and secondary, but post-secondary as well."

SBC main campus and two satellite sites can provide the ideal locations for the nine AmeriCorps members to assist students who do not have a high school diploma, to attain their GED certificate "the new buffalo" and start on their journey to a better economic future. A total of 24 GED graduates over the past three years have enrolled in college courses at SBC (see documentation).

### Evidence Based

Prior to the 2012 CNCS grant the GED program graduated only seven graduates per year on average. In the past three years, with the assistance of the CNCS grant, there were a total of 47 GED graduates --an average of 15.67 graduates per year, a 45% increase in GED graduates. In 2014 students enrollment and attendance at the community sites were very low.

2014 GED graduates registered and received GED services at the Sitting Bull College sites. The college has a friendly and helpful family environment that promotes learning. SBC offers a generous Brighter Future Scholarship to current High School and GED graduates. Many of the GED graduates enroll in college after completing their GED program.

All official GED pretesting and official testing is computer based. Reliable internet service is essential

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for the GED services to be administered. SBC has excellent technology staff to troubleshoot any problem the program may experience to ensure computer service is available for the students' testing. Providing services at the three college site locations will decrease the travel distances for tribal members. If the need arises for students to have GED service in their community the AmeriCorps members can provide outreach work by appointment once or twice a week. Bus tickets can be provided for students to travel to Fort Yates for official GED testing. Typically, official testing is every Wednesday at the GED approved test site SBC main campus, students who need transportation will be provided with a bus ticket.

### Member Experience

Currently SBC has the only Native Community Development (NCD) curriculum in the Nation. This award-winning program was designed by Native people for Native communities. We intend to integrate the AmeriCorps experience to provide a holistic experience for our members. This opportunity will be included in the 90 hours of training each member will receive. The NCD training is focused on understanding the dynamics of community at the grassroots level. This training will allow the members to grow in understanding with and about their community to assist them in engaging in the community well beyond their AmeriCorps experience; to reflect on and learn from their service in the context of Native Community Development.

Also, AmeriCorps members will receive training in GED professional development and course content areas of Reasoning Through Language Arts; Mathematical Reasoning, Science, and Social Studies.

Native language and culture training as an option for training will be offered to the member.

Members will meet monthly our focus will be on team building to facilitate member retention and training in adult learning and AmeriCorps program areas. We will connect our members on a yearly basis with other AmeriCorps members in North and/or South Dakota for joint trainings and celebrations offered by the ND State Commission and SD State Commission. Members will wear AmeriCorps gear that will assist in creating an identity that fosters pride in service as well as awareness of AmeriCorps service on the reservation. We award an incentive from a private donor to the most innovative and culturally relevant enhancement that highlights the AmeriCorps logo. Our way is a way of celebration and we will instill that cultural attribute in our membership as a group---even though they may be physically located at three different locations. AmeriCorps is still a fairly new concept in our world. It is important that we promote and nurture it in a good way---the Lakota/Dakota way.

### Overall Picture

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Our overall program design captures the cultural attributes/values of helping and generosity. Our members and program will be based at three college sites. The reservation is large in area but many of the tribal members are part of large extended families and the many know each other on a personal level. With this knowledge the AmeriCorps members will understand the hardships that prospective students face and the fears they may have in pursuing their GED certificate. The program will foster an environment of service that mirrors our culture and values that have been with us since we came to be as a people. The outcome will be a pride in that service and will mirror the way for future generations to want to be just like those AmeriCorps people. In doing so we create a cadre of service centered and community focused members with the tools to be successful in changing the current dynamics of poverty that all our communities face.

### **AmeriCorps Member Selection, Training, and Supervision**

AmeriCorps members will be recruited from the local area. SBC has a long history of engaging the communities on the reservation. We are seen as a safe and responsible institution that strives to meet the needs of the reservation. Our Board of Trustees is represented by members of each of the eight communities. As such, we are constantly reaching out to the entire reservation.

We will employ several methods to get the word out in recruiting AmeriCorps members. We will utilize our local radio stations (KLND, KOLY), newspapers that serve the reservation (Teton Times and Mobridge Tribune), and contacts within the school system (Standing Rock Education Consortium) to generate awareness and provide contacts to engage perspective members. We will take advantage of the communication resources SBC has a radio spot on KLND, the website ([www.sittingbull.edu](http://www.sittingbull.edu)), and the college newsletter (The Connection).

When prospective members are identified an NSOPW background check will be completed. Upon clearance, the 2014 GED Reasoning Through Language Arts official pretest will be taken and passed with a score of 150 and administered at a SBC site. The official pretest contains half the content of the official GED test content. The reason behind taking and passing the official pretest in Reasoning Through Language Arts is that the prospective member will experience the depth of knowledge the test requires and will be better equipped in preparing the GED student for the test. This will increase the effectiveness of helping the GED students succeed in passing the tests.

After passing the GED pretest we will begin the orientation of members with state and federal background checks. SBC requires a tribal background check and drug testing for tribal members who apply for any position with the college. After a cleared NSOPW check, completing the GED Reasoning Through Language Arts pre-test, required state background checks, and drug testing the members will

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have a program orientation containing the prohibited activities and an introduction to adult education administered by SBC Education Department faculty. All members will be introduced to the SRST's Education Department Director or the representative and the SBC site coordinators. The college site coordinators are not supervisory but will be the contact person at each of the three SBC college sites. Members will be supervised by the Program Director. The Program Director will be a full-time position that will have overall responsibility of implementation. The Program Director will be responsible to the Project Director--Vice President of Academic Affairs at SBC. The Project Director will devote 10% of their time to the project. The Program Director will be assisted by a part-time (20 hours per week) Management Assistant. The Management Assistant will assist the Program Director with supervision and day to day timekeeping and other critical statutory required management tasks. Full time and part time staff is selected via established SBC employment criteria and in accordance with SBC personnel policies. All Project staff is subject to background checks as mandated by AmeriCorps and CNCS statute. Training, oversight, and support of project staff is the responsibility of the Vice President of Academics--the Project Director. Training is provided to the Project staff in association with the ND State Commission and the SD State Commission. Although not required, this allows us to keep in close contact with the greater AmeriCorps community in states we service.

### **Volunteer Generation**

The needs of our reservation are great and varied. The Native Community Development classes are designed to prepare an individual to facilitate community empowerment on the reservation. The NCD program is designed to engage tribal members in meeting its needs internally and to utilize its assets to reduce the dependence on others. It is creating a path to self-sufficiency. However in order to achieve this, "guides" are needed to assist in the process. This is what the training in NCD is designed to do--to train guides. Typically when tribal members embark on this journey they take on initiatives such as, community beautification, youth engagement projects, elder and language revitalization, community organizing, and at times economic development type projects. The members will be trained to become catalyst in empowering tribal members in the varied reservation community projects.

### **Outcome Performance Measures**

Our goal is (1) have 20 GED graduates and (2) provide GED services to 70 students at the end of the grant year. We will measure our effectiveness in two ways. First, the gross number of students successfully graduating the GED program. Second, ratio of students who enroll and actively participating in the GED program versus those who graduate. History has shown us that many students enroll and few complete. Many students enroll for GED services but very few are regular in

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attendance. The 2014 GED program attendance statistics show that students who successfully completed their GED program attended a minimum of five visits. We will track and monitor the student attendance and test scores and make program adjustments as needed to maintain the integrity of tutor quality. Our effectiveness is successful GED graduates and improved student attendance and test results.

Past performance measurement target of 33 GED graduates per year was not met. Over the past three year grant the GED program had a total of 47 GED graduates which is a 45% increase in graduates. Factors in not reaching our goal are the change in the GED test in 2014 and many students enrolled but did not return for services. The new GED test has four content areas which proved to be more challenging than the former 2002 GED tests. The pretests and official GED tests are computer based and require critical thinking and reasoning skills.

These changes prompted more training for the AmeriCorps members in the GED content areas. Each member is required to take the Reasoning Through Language Arts official pretest to experience what the test includes so they will be better equipped to assist students. The program, in efforts to retain students have created ways to track studies, such as, GED site log books, a page in the college MySBC website to communicate with other tutors on student progress, telephone contact, in addition to the daily attendance sheets. Spreadsheets were created to track student test results and attendance with results available only on our college shared file access at SBC college campus and sites. This database is very useful, in that, student information will be readily available for for members for tracking students who move and start GED services at another site. All student information will be available to the program members thus a help to keep the student stay on track. We will continue to use these tools to track and help our students.

The program achieved 36% of the member enrollment 8 of the 22 slots. Three full time slots and five half time slots were filled. Eight other applicants received; four complete, two no shows for drug testing, one failed drug test, and one not approved because of background check. Eight slots of the 22 were filled for the 2014 grant year. We will greatly reduce the number of slots in the 2015 grant application and more diligent in advertising using radio stations (KLND, KOLY), newspapers (Teton Times and Mobridge Tribune), and contacts within the school system (Standing Rock Education Consortium).e perspective members. We will use SBC communication resources - radio spot on KLND, the website ([www.sittingbull.edu](http://www.sittingbull.edu)), and the college news (The Connection). Also, meet with the district/ district planning commissions to advertise tutor positions.

The member retention rate for the 2014 grant year is 66.7 % for the full time member slots and 100%

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for the half time member slots. One full time member decided to go back to school. Plans for improving the retention rate will include a well-developed interview with the potential members. Monthly training will improve awareness of the AmeriCorps organization and purpose, the GED test content and effective tutor skills, team building and discussion of issues that may arise at the service site and trying to instill in members the joy of giving back. Tutors placed at the SBC sites can be better monitored for accuracy in service hours and activities.

### Organizational Capability

#### ORGANIZATIONAL CAPABILITY

SBC has worked to improve the lives of tribal members; the majority is disadvantaged financially and they live on the Standing Rock Reservation. The primary mission of the college is to preserve and promote the culture of the tribal members through education. Community networks that strengthen family support through communication and collaboration of resources will focus on the needs of the clients as they strive to alleviate their situation of poverty. Hundreds of tribal members have come to SBC as first generation college students and today they are successful professionals. This type of success is what we plan to promote through the GED program we are proposing.

SBC was established by the SRST in 1973. The purpose was to preserve and promote the culture, language, and heritage of the SRST and offer post-secondary education to tribal members. The college became a fully-accredited institution of higher learning recognized by the Higher Learning Commission of the North Central Association of Colleges and Schools. The college has been continuously accredited since 1984. The latest, in 2014 approval for a Master of Science degree in Environmental Science and 10-year accreditation status was granted. SBC offers academic and career and technical education programs of study that consist of one Master's of Science, seven Bachelor of Science, five Associate of Arts, eleven Associate of Science, four Associate of Applied Science, and twelve certificate programs. . The college started out with less than 90 students and has grown to more than 300 per semester.

SBC currently employs 89 full-time administrators, faculty, and staff. The eight members Board of Trustees act as the governing body and are elected by their communities throughout the reservation to serve on the SBC board of trustees.

SBC is a tribal college, stakeholders are part of the tribe, all serve a disadvantaged population and all have a stake in improving the economic and educational status of their tribal members.

Fiscally the college currently administers over 37 grants in excess of \$9 million. The grants range from \$ 5,000 to \$ 999,690. They span a realm of funders to include federal government, state government,

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corporate support grants and private foundation support. SBC has administered an AmeriCorps CNCS grant over the past three years. To date AmeriCorps funding comprises less than 1% of total institutional funding. AmeriCorps funding would constitute less than 1% of total institutional funding. The management structure used for this project will mirror our institutional protocol. The project staff will be under the supervision of the Program Director. The Program Director will report to the Vice President of Academic Affairs who in turn reports to the President. The President and all institutional activities are under the governance of the Board of Trustees of the College.

Members will be supervised by the Program Director. The Program Director will be a full time position that will have overall responsibility of implementation. The Program Director will be responsible to the Project Director--the Vice President of Academic Affairs at SBC. The Project Director will devote 10% of their time to the project. The Program Director will be assisted by a part-time Management Assistant. The Management Assistant will assist the Program Director with supervision and day to day timekeeping and other statutory required management tasks.

The three GED tutoring sites will be supervised by the Program Director. Weekly time sheets will be verified by the site coordinators and signed by the Program Director. Site specific technical assistance will be provided by the site coordinators. Training and monitoring will be the responsibility of the Program Director with the assistance of the Management Assistant.

Our sources of support include the Bureau of Indian Affairs and SBC. The tribal government regularly looks to SBC as the main partner with regard to education issues across the reservation. The Standing Rock Tribal Education Department has shown a keen interest in stemming the degree of high school dropout rates reservation wide. We hope they will become a sustainable source of support for the program. Relationships with the reservation high schools, Temporary Assistance to Needy Families (TANF), General Assistance (GA), Tribal Court, Career Options, and Workforce Services P.L. 102-477 whose programs refer their clients to the GED program for services. This aspect will allow us to create a force of engagement on the reservation to extend our reach beyond GED education to a deeper reservation wide development.

We have engaged community leaders locally, schools based on the reservation, tribal government leaders, educators, social service representatives, elders, and business leaders across the reservation to allow us to craft a strategy that address our GED needs and to look for linkages in all the functional areas of our partners. All sustained activity on our reservation begins with trust. The trust we have cultivated over time allows us to be more proactive and longer looking in our efforts on the reservation. That trust has spilled over into this project

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SBC has proven compliance protocol. We have a long history of grant administration. We pride ourselves on our ability to conduct audits with no negative comments. We have not had a negative audit results in many years and we consistently strive to fulfill a level of excellence that is a model for all of Indian Country as well as our non-native neighbors. Comprehensive training is at the core of our success --it is our business. Our history of training excellence will be carried out to this project in particular to the area of prohibited activities. Familiarity with CNCS regulatory requirements, ability to monitor and stem problems early, and regular quarterly desk audits will help to ensure success of the program.

### **Cost Effectiveness and Budget Adequacy**

Cost Effectiveness and Budget Adequacy

Resources on the Standing Rock Reservation are very scarce. We live in a remote area of the country and distances are great. Extreme poverty is the norm. Unemployment at 64.95% is extreme and the opportunity to work is very limited. The incidence of access to corporate and philanthropic resources is dismal at best to fund the GED program.

The GED program design is supported by our budget. A resource to the project is the Bureau of Indian Affairs dollars for GED programming. The college will provide in-kind office and classroom space and office, technology assistance, and to accommodate the project at the three sites. The cost of doing business on the reservation is always more expensive. We anticipate our continued relationship with AmeriCorps will allow us to develop and demonstrate the capacity in the near future and attract more investment.

We are anticipating twenty GED graduates. This goal is realistic with AmeriCorps grant funding to train tutors to be effective in helping students, purchase testing materials, and the fee for the computer based tests. We prefer to take a protracted conservative approach to our effort. It is more important to do it right than to get the investment and run and hope for the best. It is more important to demonstrate an ability to sustain the effort and to provide the opportunity to our communities for a decade or more.

### **Evaluation Summary or Plan**

Project Evaluation

Introduction - This process evaluation plan is for the Sitting Bull College (SBC) AmeriCorps Project as conceptualized in its program application. The purpose of this evaluation is to determine the level of success achieved through the implementation of a General Equivalency Degree (GED) program at

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SBC's three campus sites which will be offered to 70 students by nine AmeriCorps members. The evaluation reports will provide data to assist with the strengthening of the implementation of the GED instructional program to further its success. Reports will be provided to the Project Director and other stakeholders as identified by the college. SBC has requested the services of an external evaluator who has an extensive background in program evaluation, tribal colleges, and Native communities. The external evaluator will be responsible for the project evaluation with input and consultation with the project stakeholders.

**Project Background** - The Standing Rock Sioux Tribal Government, which as authority for a land base nearly the size of the State of Connecticut and a major employer, recently passed a resolution requiring a minimum of a high school diploma or GED for entry level employment. This resolution impacts 1,830 tribal members (22%) who do not meet this standard of education and thus, considered unemployable. SBC intends to recruit, provide orientation, and train nine AmeriCorps members to provide GED tutoring at its three campus sites for 70 participants with a projected completion rate of 20 (29%) students thus, making them eligible for employment or college entry.

**Theory of Change** -The long-term goal for SBC is to assist its chartering government to rebuild its nation by creating an educated citizenry who are capable of employment/self-sufficiency and for making positive community contributions. The initial step in this process is to recruit, select, orient, and culturally relevant training and reinforced content knowledge for AmeriCorps members to build a team of effective tutors in the delivery of services at its three campus site. The literature strongly supports the need for culturally relevant and culturally sensitive pedagogy among Native communities (e.g., Swisher, K. and Tippeconnic, J., III, 1999; Benham, M. and Stein, W., 2003; Brayboy, B., et. al., 2012; Shotton, H., Lowe, S., and Waterman, S., 2013). SBC has also been at the forefront of identifying and developing student success strategies for Native college students (e.g., Ressler K. and His Horse is Thunder, D., 2015).

The AmeriCorps members selected will be assigned to one of three campus sites with a full-time member and two part-time members. The Project will provide an orientation which will include the purpose and intent of AmeriCorps, the goals of this project, discussion of their responsibilities and expectations; SBC degrees and programs; and teambuilding activities. It is the intent of SBC to develop a cohort i.e., sense of group, for these members to encourage support, peer assistance, sharing of successful tutoring techniques, etc. which will be reinforced at monthly project meetings. Team members will be able to take Lakota language and/or culture classes and academic content classes (e.g., math, English, science) as requested. Participants (70) will be recruited and provided tutoring

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with a goal of graduating 20 students (29%). This number is based on a previous project.

The basic assumptions in this initiative are:

- \* Education content meets academic standards to complete the GED ;
- \* Education content and/or pedagogy is culturally relevant and sensitive to the Lakota/Dakota participants;
- \* Jobs are available for graduates.

The critical intervention is for those individuals who have opted out of high school, GED tutoring will be provided as an alternative means of achieving the required minimal level of education for employment by SBC's AmeriCorps Project.

### Key Research Questions

1. Is the Project's orientation and training of the AmeriCorps members completed as projected?
2. Is GED tutoring being delivered in a culturally appropriate manner?
3. How can student participation be improved?
4. Will the Project reach its goal of 20 students graduating?

Evaluation Design-There has been no previous evaluation of similar programs at SBC. This evaluation design will include both a process and summative component in order to improve the program and determine the degree that the goal is being achieved. The evaluation will use a mixed methods process and draw upon the Indigenous Evaluation Framework developed by Dr. Joan LaFrance and Mr. Richard Nichols (2009). According to these researchers, drawing upon research methodologies in evaluation has created problems for Native American communities. This framework is guided by six principles (p. 4 and 5) including: American Indian tribes have ways of assessing merit or work based on traditional values and cultural expressions; responsive evaluation uses practices and methods from the field of evaluation that fit our needs and conditions; evaluation should respect and serve tribal goals for self-determination and sovereignty; evaluation is an opportunity to learn from our programs and effectively use information to create strong, viable tribal communities. Written and oral feedback will be provided with a summative report at the end of the project. Sessions will be held with stakeholders to discuss findings and application for the improvement of the project. This is a process evaluation and there will not be a comparison or control group. SBC does not require IRB clearance for grant funded projects of this nature.

### Data Collection Methods

Research Question What is collected and how? From whom and data sources? When data is collected and by whom? Data Analysis

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Is the Project's orientation and training of the AmeriCorps members completed as projected?

- a) Orientation Agenda and materials provided
- b) Evaluation of the orientation
- c) Training/classes requested by members
- d) Workshops/training topics provided by Project
- e) Self-assessment of cultural awareness and sensitivity
- f) Assessment of a sense of team

Project Director

Evaluator

Lists provided by Project Director

Topics addressed and evaluation of the sessions

From individual AmeriCorps members through interviews by evaluator

Same as above. Evaluator will collect upon completion of orientation.

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Upon completion of orientation by Evaluator

3rd and 6th month of Project

3rd and 6th month of Project

By 3rd month of Project

By 3rd month of Project Content reviewed with regard to goals of project.

b) c) and d) Evaluation responses compared with regard to project goals.

Observations and Interview content assessed cultural knowledge and application in tutoring.  
Is GED tutoring being delivered in a culturally appropriate and sensitive manner?

a) See above e) and f)

b) Students assessment of cultural awareness and sensitivity

From GED students through interviews by evaluator

By 6th month and 11th month Compilation of student self-reports with specific examples including suggested improvements

Is the projected student participation following previous patterns and how can it be improved?

a) Attendance Logs

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b) Tutor Hours

c) Student Interviews

d) Students who have dropped out (selected sample) Provided by Project Director

Interviews conducted by evaluator Quarterly

By 6th month Definition of attendance patterns and tutors accessibility.

Compilation of self-reports with examples of effective retention strategies and reasons for dropping out.

Will the Project reach its goal of 20 students graduating? a) Number of tests completed by participants  
Provided by Project Director By 6th month and 11th month Status report.

Time Line - The time allotted for this project is 12 months. In addition to the time indicators in the above chart, a meeting will take place with the Project Director upon the award of the grant to finalize the evaluation process and determine the timing of key activities (i.e., orientation, target date for AmeriCorps member selection, start date for tutoring, etc.). A process evaluation report will be compiled and submitted in the sixth month of the project and a summative report at the end of the project year. Additional meetings will be conducted as needed with the key stakeholders in the effort to insure success.

Budget -The budget amount is \$5,000 for the year-long evaluation.

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### Clarification Summary

b. Programmatic clarification items. Please address the following programmatic clarification items directly in the ¿Clarification¿ section of the application narrative in eGrants.

i. Please provide additional information regarding how program participants will be recruited and selected for the GED program.

The GED program will post availability of services in each of the communities on the Standing Rock Sioux Reservation and in Mobridge, SD to recruit students. Advertisement of the GED services will be on the Sitting Bull College website and weekly college radio program. The program receives referrals from the State Temporary Assistance for Needy Families (TANF) program, Bureau of Indian Affairs General Assistance (GA) program, Standing Rock Sioux Tribal Court system, Tribal 477 program, Community Options program, and the local high schools refer students to the GED program. The program has specific forms for the students younger than 18 in respect for tribal law requiring these students to be attending school. The paperwork includes a letter from the student, a letter from the parent or guardian, a referral from the high school last attended, and completion of the GED Reasoning through the Language Arts official pre-test. We encourage the young people under 18 years to stay in school, if possible.

ii. In addition to the 90 hours of community training, members will receive GED training. Please

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provide additional details regarding the content of the GED training and staff responsible for providing member GED training.

The Native American Community training has been furloughed from the Sitting Bull College coursework. The program will not be using the courses and our focus will be on gaining more insight into the GED program test. The GED training will include a workshop from the one of the GED materials publishers on how to teach/tutor in the GED content areas of Mathematics, Reasoning through the Language Arts, Science, and Social Studies. The 2014 GED Program educator training in content areas and teaching strategies that will be used as training at the monthly meetings. Sitting Bull College faculty and staff will be recruited to help with relevant training sessions.

iii. The applicant states that the GED training content has changed as a result of changes in the GED test. Please explain how the GED member training has been modified. .

The new 2014 GED testing program is computer based and has four (formerly five) content areas. Knowledge of how to navigate the computer is necessary in order to successfully answer questions that include multiple choice, drop-down, and a variety of technology-enhanced items. The new GED testing measures critical thinking and problems solving skills identified as critical in success in college and careers. The training has been modified to align with the four content areas of Mathematics, Reasoning through the Language Arts, Science, and Social Studies. The program focus will be to become thoroughly familiar with the new 2014 GED educator program to help the GED student pass the Official GED tests. All members will take and pass the official Pretest in Reasoning through the Language Arts thus experience the rigor of the test. The official GED Pretest is designed to determine if the student is ready to take and pass the official GED test.

iv. As a way to improve member retention, the program plans to utilize a new member interview tool. Please provide additional information on the content of the interview tool and how this new tool is expected to improve member retention.

A well-developed interview process with appropriate questions will help the program to identify members who are more apt to fulfill their contracts. Through the interview process the potential

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member will gain insight in the member responsibilities and get their questions answered. Thus they can be better informed to decide if they will be able fulfill the contract hours and perform the responsibilities. The program will have a selection committee composed of the program director, vice-president of academics, college counselor, and college faculty. Part of the application process will include taking and passing the GED Reasoning Through Language Arts.

v. The Program Director is listed as the staff member charged with member supervision. Given that the nine members will be split in groups of three across three different college sites, please describe how the Program Director will be able to provide effective member supervision and support.

Access to the program director is readily available via telephone and/or email. The program director is located on one campus site and will visit the other two campus sites on a weekly basis or more often if necessary. Member training will also be invaluable to the program ensuring the members contact the program director when running into problems. Quality training will help the members acquire knowledge and skills that will help them to find make good program decisions when needed.

### **Continuation Changes**

N/A

### **Grant Characteristics**