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Executive Summary

Red Cloud Indian School (Red Cloud) proposes to have 12 full-time and 17 half-time AmeriCorps members who will (1) enhance students' math, literacy, and STEM (Science, Technology, Engineering and Math) skills; (2) facilitate and support after school programs; and (3) serve as teachers, aides, librarian aides, coaches, and bus drivers on a rotational basis on limited local routes 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.

At the end of the program year, the AmeriCorps members will be responsible for improving students' achievement in literacy and math and increasing the number of Red Cloud Indian School students who are college-ready.

In addition, the AmeriCorps members will leverage an additional 3 volunteers that will be engaged in classroom instruction and after school support.

This program will focus on the CNCS focus area of Education. The CNCS investment of \$249,885 will be matched with \$0 in public funding and \$314,194 in private funding.

Rationale and Approach/Program Design

1. PROBLEM: Red Cloud, 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 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 Oglala Lakota County (formerly Shannon County), recently listed as the poorest county in the United States with 53 percent of residents living below the federal poverty line (U.S. Census Bureau, 2014 ACS). According to a recent White House report, "Native youth -- and Native education -- 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

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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 Red Cloud, only 16% of juniors are college-ready in math, the gateway subject for most STEM degrees, compared to 51% of all South Dakota juniors.

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. Oglala Lakota County is resource poor with a per capita income of only \$9,226 annually, compared to \$28,555 for the nation. Sixty-one percent of children under 18 live in poverty, almost three times the national child poverty rate of 21.6%. 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 13% the population over the age of 25 in Oglala Lakota County has obtained a bachelor's degree or above compared to 27% percent of South Dakota residents 25 and older and 29% nationwide (U.S. Census Bureau, 2014 ACS). The Pine Ridge Indian Reservation is designated a Promise Zone by the U.S. Department Housing and Urban Development and the U.S. Department of Agriculture, to support its efforts to improve education, housing and economic opportunity.

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 10 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. Mobile homes make up more than one third (34.9%) of all housing in Oglala Lakota County, which is more than five times the national rate. Children in the area fare far worse than their South Dakota peers on many indicators of health and safety, including infant mortality (17 per 1,000 vs. 7), violent teen death (262 per 100,000 vs. 55), and the percent of all births that are to single teens (21% vs. 7%) (Kids Count Data, 2015). 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 (NYT, March

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2012). 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. 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 Oglala Lakota 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, the Oyate Teca Waonspekiya (Teaching the Young People) AC Program enhances our ability to prepare our students, academically and socially, to pursue post-secondary education.

2. 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 3 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

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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 and faculty knowledge base, professional development and teacher coaching, materials, equipment, technology, and committed partners like the Toyota USA Foundation and 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. Activities offered include: greenhouse/gardening, Science/STEM, traditional Lakota drumming, Lakota hand games, archery, fitness, college prep, art, drama, 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 2014-15 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

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are serving in a teaching capacity to that classroom teaching is in alignment with the Common Core State Standards using a newly-adopted software(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, juniors to 30, and seniors complete a service project before graduating. 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, 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 combined. Classroom interventions will take place 7 hours per day for approximately 200 days, while after school interventions at three sites for approximately 2 hours per

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day, for 3 days each week at the elementary schools and four days per week in high school, for 9 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, 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 160 students, including 40 high school 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. High school students attend to work on "credit recovery" so they can stay on track for graduation. The measurable outputs from this robust set of interventions are delineated in the OTW Logic Model. The National Performance Measures 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). 3. 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

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Center model, summer programming that 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 (JESPAR)*, 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. 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." 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 academics (literacy, math, science) and includes STEM activities and field trips each week. Methodology: Used meta-analytic and narrative procedures to

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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

4. NOTICE PRIORITY: Red Cloud is applying under the priority of "Education -- improving student academic performance including STEM." The purpose of our AmeriCorps set of 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 initiated this work in 2011 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.

5. 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 materials that includes the history of AC, 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 facilitator. Red Cloud's Director of Curriculum and various certified teachers will train members in classroom management, lesson planning, Renaissance Place,

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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 and staff meetings that will prepare them for future employment such as data-driven instruction, best practices in teaching, using in-class materials to engage students, Lakota language, literacy, math and STEM-specific training.

6. 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.

7. MEMBER EXPERIENCE: Members describe the opportunity to work at Red Cloud Indian School as life-changing. Through 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 as an AC member. 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 that come to campus throughout the year to support Red Cloud's mission. Members attend retreats twice per year with other volunteers for reflection and planning time.

Recruitment: 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 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

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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. 8.

COMMITMENT TO AMERICORPS: AC members take pride in belonging to AmeriCorps beginning with Orientation. The PD provides each member with an AC lanyard that they are required to wear along with other AC gear that is provided with the AmeriCorps logo. First year members will receive an AmeriCorps t-shirt and the 2nd year members will receive an AmeriCorps sweater. 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. Members are trained to explain the program in an elevator speech to anyone who requests information. Surveys are given to students so families know the AC program and how it is affecting their children's education.

Organizational Capability

1. 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 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. 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, Caryna Pourier, who has served in this capacity since 2015, and oversees 3 site supervisors that are principals at the 3 site schools, and they in turn oversee 11 direct supervisors (teachers) of the AC members; (2) Walt Swan, Superintendent of Schools, will serve to oversee the budget and deliverables for the project. Walt received his Bachelor's degree from Black Hills State University and his Master's degree from Pennsylvania State University earning a fellowship from the American Indian Leadership Program. For the past 16 years, he has served Indian students as a Teacher (including at Red Cloud), Dean of Students, Assistant Principal, Principal, Director of Indian Education, Superintendent, and as an Educational Line Officer for the

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Bureau of Indian Education. (3) Maka Clifford, Volunteer Program Coordinator, a Red Cloud graduate, with degrees from the University of San Francisco and Columbia University's Teachers College. Maka'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; (4) 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; (5) Angie Yellow Boy-Stinson serves as the Comptroller and is responsible for oversight of the AmeriCorps budget and match spending, assuring compliance and facilitating drawdowns. Red Cloud partners with a range of community members and organizations in the planning and implementation of the program. The Oglala Lakota Tribal Council has been a long-time supporter of our efforts to provide a high quality education and out-of-school time opportunities, particularly those that focus on integrating Lakota culture. Red Cloud has developed partnerships with institutions of higher learning to help us meet our goals for improved academic outcomes in core subjects. Bridgewater State University (BSU) provides annual, in-kind, professional development, both on-site and technical assistance off-site. BSU has worked with our faculty since 2013 to ensure that the classroom curriculum is aligned with current standards, that our teaching staff is using best practices in core subjects, and that we maximize the impact of our learning goals. We also partner with South Dakota State University to develop and provide engaging STEM activities for our summer program students and Creighton University to work with our AC members and teachers to support students with their college scholarship applications each year. We have significant financial support for our STEM activities from several foundations and individuals, providing students with internship opportunities, equipment, materials, and travel to science competitions. Further community support ranges from individual elders that contribute to after school activities and our Lakota language summer camp to families and community members that speak to students or host them for local field trips. 2.

COMPLIANCE AND ACCOUNTABILITY: Red Cloud's experienced team makes compliance with AC rules and regulations including those related to prohibited and unallowable activities, a priority. A full-time financial officer (comptroller), is responsible for the management of funds received and for reporting financial records to CNCS. A full-time program director works with site supervisors to ensure full administration of the AC grant. With years of experience, staff understand the significant

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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 reviews the program and addresses any possible compliance issues, with clear protocols for holding staff accountable for corrections. If there is any question regarding compliance, the PD to request guidance from the AC Program Officer. If compliance issues are detected, the PD works with the team, with advice from the CNCS Program Officer, to address the issue and document the corrective action. 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. There are also grants management meetings held every 6 weeks for the entire team to review goals, progress, deliverables, and expenditures. In each school, members are supported directly by a classroom teacher or department head and they attend all faculty and departmental meetings. In our most recent close-out process of an AC grant cycle, we addressed and corrected all compliance issues, which included new enrollment form requirements and reporting of training and fundraising hours, closing out the cycle in full compliance. Americorps members' service will not duplicate, displace, or supplant volunteers, staff and/or other interns. Because Red Cloud is located in low-population, rural area, with a teacher shortage, our AC members are filling positions that are open and difficult to fill consistently. 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%, in 2014-15, 92%, and in 2015-16, retention is 96% to date, but with a replacement secured and operating at 100% of MSYs. Retention is a top priority for the PD, and requires personal attention, building a community of support for each AC Member, and anticipating member needs in order to ensure they succeed.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: Cost per MSY has been calculated at \$12,190, which is \$1,540 below the maximum allowable MSY of \$13,730. The \$249,885 CNCS request will be matched with \$0 in public funding and \$314,194 in private funding. Based on Red Cloud's experience, the budget is sufficient to carry out the program effectively. In addition resources delineated in the formal budget, Red Cloud will also utilize the support of the Director of Curriculum, Instruction, and Assessment for both training and teacher support and evaluation support for academic and other student data. The federal 21st Century Community Learning Centers grant also supports many after school activities. BUDGET PLAN: Red Cloud will meet the match requirements listed in the formal budget through funds raised by our Advancement staff that raises roughly \$13 million annually to support three schools, 16 parishes and community churches, and a museum. Red Cloud relies on a strong direct mail program

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to make sure that all operating needs are met each year, as about 95% of our funds come from individual and foundation donors. All non-CNCS match amounts are documented in the budget narrative in the application. As our logic model illustrates, Red Cloud combines a range of supports and resources to ensure students are on track to be college-ready. The benefits to individual students, their families and their community on the Reservation far exceed the budgeted expenses included in this proposal. In 2015, we celebrated an astounding 94% graduation rate, a rate that sits above the national average and soars above the 50% average for Native American students nationwide. A full 100% our 2015 graduates have moved on to post-secondary education or training.

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, Comptroller, Superintendent, and Program Director all contributed to the proposed budget.

PERSONNEL EXPENSES: Several members of Red Cloud's staff will be integrally involved in OTW and therefore a portion of their salaries is 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.

STAFF TRAVEL: Travel to Washington, DC for 2 staff to attend the Annual AmeriCorps Symposium and one additional technical assistance meeting for the Program Director to attend have been included.

MEMBER TRAVEL AND TRAINING: Training travel has been added to allow OTW members the experience of effective literacy and STEM training opportunities through their service year. Professional development on literacy will be provided in-kind by Bridgewater State University, and STEM professional development will be supported by a grant from the Toyota USA Foundation. Training, as part of Red Cloud's match, 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 Ren Place programs in all schools, with cost shared between CNCS and Red Cloud. Supplies are provided through Red Cloud's match to enhance STEM outcomes.

STAFF TRAINING: The PD will access 2 professional development trainings that aid in the management of the AC Program.

Evaluation Summary or Plan

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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. In 2015, to help us evaluate this theory, Red Cloud contracted with an external evaluator, RMC Research, to conduct a mixed methods formative and summative evaluation to assess program impacts on Red Cloud students and AmeriCorps volunteers participating in OTW. Results from Year 1 of this evaluation will be available in July 2016. In 2016-17, the evaluation will be in its second year. There is a third year planned for 2017-18.

Outcomes of interest include: # and % of students with improved test scores in reading, math, and science among students in grades 1-8 and 9-12; # and % of students with enhanced academic performance participating in AmeriCorps member led after school programs ; # AmeriCorps members with enhanced teaching skills as a result of the program; # of high school students reporting positive impact of service-learning on their academic success.

The proposed evaluation will be guided by the following research 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?

Study Components: The design includes the use of surveys, interviews, and focus groups will provide detailed information about appropriate training and support for AmeriCorps members; perceptions of

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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 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. A strength of this approach is that it includes multiple audiences and both quantitative and qualitative data that will be assessed over a 3-year period to enhance reliability. Limitations of the plan include the small numbers of participants in targeted grades that participate in AmeriCorps activities and specifically, the limited number of students participating in STEM activities. The combination of qualitative and quantitative data collection should allow for data analysis of key questions despite small participant numbers.

An external evaluator will conduct Year 2 of the evaluation of the AmeriCorps program at RCIS beginning in August of 2016 and ending in July of 2017, and if the program is continued, is prepared to include an additional year in the evaluation. The administration of online pre-surveys to AmeriCorps members will begin in September or October of 2016, immediately following IRB approval, and online post-surveys will be distributed in May of 2017. Interviews, focus groups, and classroom/afterschool program observations will be conducted onsite in April/May of 2017. 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 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.

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

- * AmeriCorps Member Pre/Post Surveys: Pre-survey will be administered in September of 2016 and the post-survey will be administered in May 2017.
- * 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 members.

- * Student Literacy and Math Assessments are administered 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.

Qualifications of Key Staff: Project leadership and management will be from the Denver office of RMC Research Corporation. The evaluation team will consist of Linda Fredericks, M.A. serving as project director and Judith Northup, Ph.D. serving as quantitative researcher on the project. Ms.

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Fredericks will collaborate with staff at RCIS to collect all data, and Dr. Northup will assist with data analysis and report writing.

Linda Fredericks joined RMC Research as a Research Associate in 2005. She brings to her position more than 25 years in education, training, and nonprofit management. She is skilled in qualitative research and evaluation methods, project management, writing, and school-community collaborations. Since 2010, she has directed the evaluation of the Lakota Language Project at RCIS, overseeing the administration of surveys to project participants and conducting onsite visits to interview students, teachers, administrators, and family members. She also serves as Facilitator for the Native American Education Research Alliance (NAERA), a seven-state forum established by the Regional Educational Laboratory (REL) Central for educators, researchers, and policymakers to develop, research, and share efforts to improve Native American student achievement.

Dr. Judith Northup is a Senior Research Associate at RMC Research Corporation in Denver, Colorado. She leads the Task 1 -- Needs Assessment activities for the Central Regional Educational Laboratory (REL Central). She works as part of a research team that addresses Native American education issues through a REL Central research alliance and also works as part of a team that focuses on Native American issues for the West Comprehensive Center. She currently manages the evaluation of a Math and Science Partnership project for Eagle County, Colorado. Recently, she was project lead on the evaluation of the Seattle Youth Engagement Zone, a service-learning project aimed at promoting positive youth development, academic engagement, and active citizenship. Dr. Northup has skills in advanced statistical analysis, instrument development, and in conducting interviews and focus groups.

BUDGET 2016-17:

Direct Labor w/ benefits \$19,683.70
Materials and Services \$500.00
Communications \$100.00
Travel and Per Diem \$1,000.00
General and Administration \$1,864.45
Fee/Other charges - \$1,851.85
TOTAL \$25,000.00

Amendment Justification

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2016 Pre-Award Clarification Changes:

THEORY OF CHANGE for OTW is that, when K-12 students are given comprehensive social supports by caring adults, high quality classroom assistance from teachers, aides, and academic supports after school, 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. 12 FT(1700 hours) and 17 HT(900 hours) AC members will provide services at 3 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) facilitate and support after school programs; and (3) serve as teachers aides, a substitute teacher, librarian aides, coaches, and bus drivers on a rotational basis on limited local routes.

CORE ACTIVITIES: Students' math, literacy and STEM outcomes will be enhanced by a combination of interventions that include the following activities: (1) The Red Cloud after school program provides a safe place for students to improve academic outcomes and play outside of the school day for two hours each day. In addition, students are provided bus transportation home. Activities offered include: dedicated time on core academic subjects using the Response to Intervention (RTI) model, homework help, greenhouse/gardening, Science/STEM, traditional Lakota drumming, Lakota hand games, archery, fitness, robotics, college prep, art, drama, poetry/spoken word, English, Social Studies, math, 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 2014-15 school year. Beginning in the 2016-17 academic year, parents will be notified if their students have been identified as being below grade level in reading or math, and encouraged to enroll in the after school and summer programs. Both residential and non-residential AC members working in the after school program will utilize the Smarter Balanced Interim Assessments to determine individual student needs and apply the Response to Intervention (RTI) to address improvement in reading and/or math. RTI is a nationally recognized, multi-tiered approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. AC members will receive ongoing PD throughout the year to ensure

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they are trained in RTI and effective interventions to impact reading and/or math achievement for students participating in the after school program and for those in the K-4 classes where AC local members are teachers' aides. AC members will be responsible for setting up select after school programs, working with students in after school programs, and coordinating field 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 currently 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. Beginning in 2016, Red Cloud is implementing a transition year from Renaissance Place and STAR testing to an approach that is more aligned with the South Dakota Common Core State Standards. In 2016, Red Cloud will begin to use the Smarter Balanced Interim Assessments, given in Fall and Spring as pre- and post-assessments and additional Smarter Balanced assessments given throughout the year to gauge students' specific academic progress in defined areas of math and reading.

The Smarter Balanced Assessment System has 3 components: summative assessments, interim assessments (IAs), designed to support teaching and learning throughout the year, and the Digital Library, designed to support class-room and after school-based formative assessment processes. Smarter Balanced allows schools to see how students are progressing on the Common Core State Standards and predict students' college and career readiness. The interim assessments will be used to track CNCS performance measures and reported in the egrants system. Both local AC members and residential members will use the Smarter Balanced assessments and RTI to support student learning, in class and in the after school program. For K-4th grade students, 12 full-time members will be trained in and use Smarter Balanced assessments to identify which students need additional assistance to reach grade level or above proficiency in reading and math. They will then work with groups and individual students using RTI to address individual student goals in reading and math. For the 17 residential members that will focus their time in after school, they will be trained in Smarter Balanced assessments and appropriate RTI methods to work individually with students to meet their reading and math goals. Taken together, the AC members will add value to classroom teacher efforts by assisting with ongoing assessments, interventions, monitoring, and evaluating student growth in reading and math.

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Clarification Summary

As of 7/25/16, RCIS is proposing changes to its application from a request of 24 FT members to 12 FT and 17 HT positions. All FT members will receive the minimum living allowance as cash stipends. RCIS is not requesting a living allowance waiver for the 17 HT positions. The HT members will receive a living allowance in the amount of \$7,660, which consists of a monthly cash stipend, plus the value of food and housing. Additional programmatic changes include: No AC member will serve as a full-time teacher; the model will consist primarily of AC members serving in the after school program; and the program will not include a service learning component. Because of space limitations in this section, full explanations that respond to pre-award information is provided in the following sections of the application: Amendment Justification and Continuation Changes. The responses below reflect our original clarifications and are now superseded by the information provided in the Amendment Justification and Continuation Changes sections.

1. The application describes members as providing service as teachers, teaching assistants, student activities coordinators, librarians, bus drivers, and coaches. Please explain how the applicant ensures that members are not supplanting, displacing, and duplicating existing staff and volunteer roles. Please confirm that members are not filling roles recently vacated by staff or volunteers. Through the Oyata Teca Waonspekiya program (OTW), each of the AmeriCorps full-time members will serve the significant educational needs of the Native students at Red Cloud Elementary, Red Cloud High School, and Our Lady of Lourdes Schools.

The members are not supplanting, displacing, or duplicating existing staff and volunteer roles. Located in a federally designated teacher shortage area, Red Cloud is consistently unable to recruit and retain highly qualified teachers and other staff due to the dearth of qualified individuals that live in or choose to move to the remote area of Pine Ridge, South Dakota. With only 13% of adults over age 25 on the reservation holding a bachelor's degree or higher, the potential candidates for teaching positions is very limited. In addition, as an independent non-profit organization, we are not able to pay our teachers and staff the salaries that other schools on the reservation can because they are largely supported by the federal government. Still, some stay because they are committed to Red Cloud's educational approach and the students' success.

Members are not filling roles recently vacated by staff or volunteers. Though Red Cloud does have

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volunteers, staff, and Jesuits in service in select positions, AmeriCorps members positions are in addition to these.

To offer some additional perspective on why we have used members in such roles: historically, staff recruitment and retention at Red Cloud has faced a number of challenges that administrators continue to systematically address. The reasons for this are many and generally related to the complex circumstances unique to life on the reservation. Extreme poverty, harsh climates, and difficult geography supported by generations of meager government services and limited employment opportunities have created a difficult reality on the reservation that reflects a daily feeling of survival. Rates of unemployment are dramatically high across the region and opportunities are scarce to earn a living for households that may include 20 members in a home with limited basic necessities such as electricity, running water, or even food. Many households rely on one or two wage earners and a myriad of government services to survive in this context. For many local residents, means of transportation, child care, and adequate education, are nonexistent and this severely inhibits their ability to work full-time at jobs with high expectations, such as those at Red Cloud. In addition, housing remains an issue on the reservation and qualified teachers and staff are often not able to find adequate housing in the immediate area. At this time, many of our staff drive at least an hour to and from work.

The structure of the AmeriCorps program allows us to recruit and retain qualified volunteers because they are guaranteed stable environments that include the benefits of housing, food, transportation, along with the additional incentive of student loan forbearance, an Ed award, or small monthly stipend. Red Cloud has seen significant success with our model of including both local service members, primarily filling teachers' aides positions while often attending the nearby tribal college, and a broad range of service members from across the nation, who serve as ambassadors of higher education to our students. Without these tools to recruit these talented, educated human resources, it would be very difficult to maintain many of the schools' activities.

2. The Executive Summary has been revised in the Executive Summary section to conform to the requirements specified in the 2016 AmeriCorps State and National Notice of Funding Opportunity.
3. The applicant appears to propose to use 5% of teacher time to supervise members. This amount of

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time and description of the supervision plan do not seem sufficient to provide members with high quality guidance and support from their supervisor. Please fully describe how the applicant will ensure members receive high quality guidance and support from their supervisor in order to provide effective service.

Red Cloud has implemented this method of supervision for AmeriCorps members over several grant periods, and has found it to be sufficient supervision to support members. In addition to the Direct Supervisors' weekly one-on-one sessions with members to discuss lesson plans, classroom management, student progress, and member needs or concerns, the Site Supervisor is available on a daily basis to respond to AmeriCorps members' needs as they are located in each school building where members are in service.

Red Cloud also provides extensive, embedded professional development, led by the Director of Curriculum, who works with Site Supervisors, Direct Supervisors, and all AmeriCorps members to ensure they are oriented and trained on the data-driven curriculum, use of diagnostic tools, clear and measurable expectations for student learning, and best practices in the classroom and after school. AmeriCorps members work alongside their peers to improve the instructional offerings at Red Cloud, with the specific goals of improving academic outcomes in core subjects.

Members that serve as teachers' aides work in tandem with classroom teachers during all of their service hours, receiving additional support and guidance through this partnership. All members are included in school-wide professional development, Lakota cultural events, Lakota language trainings, and on-going mentoring and coaching offered by the Director of Curriculum.

The Program Director is also integral to ensuring AmeriCorps members share successes and challenges, and can respond to any requests that members present. A priority for the Program Director is to ensure that AmeriCorps members are retained and complete their service hours. The daily support provided by the Program Director to members complements that of the oversight of the Direct and Site Supervisors.

4. The applicant proposes utilizing members as bus drivers at the school, but does not describe a compelling need for this service activity. This activity may duplicate existing services or displace

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existing staff or volunteers. Please clearly describe the need for members to serve as bus drivers and how members will not duplicate existing services or displace existing staff or volunteers.

AmeriCorps members are currently needed to fill the gap in bus drivers at Red Cloud at the beginning and end of the school day and, in some cases, for the After School Program, which provides scores of students each day with a safe, structured environment after the class day ends for two hours each day. Since the program's implementation in 2003, there has been overwhelming participation in each school due to the lack of opportunities for youth on the reservation. AmeriCorps members are responsible for setting up after school activities, finding volunteers, and coordinating weekend trips for participants.

Transportation assistance from AmeriCorps members is necessary for a number of reasons. First, there is no public transportation that could replace the need for the driver positions. Second, for the families that do own cars, many cannot afford to drive the long distances themselves each day to ensure their children's attendance at school or participation in after school programming. Third, our students cannot walk to and from activities due to the harsh environment, rural environment with a lack of sidewalks and supervision, and many miles between their homes and school.

Additionally, trying to identify individuals in the community who may be qualified but who would want to drive a bus is also difficult because trained individuals often look to public schools for higher paying positions. These positions require a clean criminal history, the ability to complete the necessary training and testing to be a driver. Drivers also must be reliable to meet these duties on a daily basis, and for many people on the reservation, the daily survival demands in their own lives do not allow for a consistent ability to be present as needed in a bus driving position. In addition, a high rate of alcoholism and drug abuse on the reservation simply does not allow for Red Cloud to entrust our transportation needs to a high percentage of people. Finally, outside the local community, people interested in these positions would have an hour drive one-way to Red Cloud and this cost in time and gas for them makes these kinds of positions undesirable.

5. The applicant's budget appears to propose providing a housing allowance (titled "Residential Member Support") rather than a member living allowance for 12 full-time members.

As described above, Red Cloud has both local and residential members in our program. Local members receive a living allowance and health insurance is provided by Indian Health Services. Non-

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residential members support provided to each residential member includes onsite housing, food, access to a car for transportation, a stipend or modest living allowance that averages \$2,333 per member over a 10-month period, an annual travel allowance of about \$600 to visit their families off site, and a severance payment of about \$1,000 to help them relocate at the end of their service time. This has been our method to pay residential members since our first AmeriCorps grant more than 15 years ago.

Based on the guidance in the CNCS memo dated 4/14/16, Red Cloud would like to request a waiver of the requirement to provide the full living allowance to residential members in the form of cash payments. Please consider this our request. If there are additional requirements to complete this request, please let us know.

Pursuant to Section 140(a)(5) of the NCSA, Red Cloud Indian School is requesting a waiver with regard to paying the full \$12,530 living allowance to residential AmeriCorps members, as (A) the minimum living allowance is inconsistent with the objectives of the program in that a payment of the full \$12,530 living allowance would provide an inequitable payment situation among the 24 AmeriCorps members. Local members receive a \$12,530 living allowance during their service, but do not receive housing, food, transportation, stipend, travel funds or a severance payment at the end of their service as residential members do. If Red Cloud were to pay residential members the same living allowance as non-residential members, it would in effect be paying them significantly more than local members receive, creating an inequitable situation; and (B) the amount of the living allowance that will be provided to each full-time participant is sufficient to meet the necessary costs of living (including food, housing, and transportation) in Pine Ridge, South Dakota, located in the poorest county in the United States. The cost of living in Pine Ridge and Porcupine, the two program sites, is very low relative to any other community in the nation. Residential members have all housing costs covered during their time in service at Red Cloud, including utilities and repairs. Each participant has access to daily breakfast and lunch at the school cafeterias during the week, and each participant receives a food allowance of \$125 per month, that is pooled with other participants' funds to purchase food to prepare in the communal housing.

6. It is unclear how the applicant determined the costs associated with the After School Program Transportation line item. Please explain why the school or current programs are unable to provide the

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transportation costs associated with after school programming.

Red Cloud Indian School's After School Program operates at both Red Cloud's main campus in Pine Ridge and the Our Lady of Lourdes School in Porcupine. The program runs six buses every day with three from each school to transport kids home after the program ends. There are five paid bus drivers and either a volunteer or AmeriCorps member to drive the additional bus.

Every year, Red Cloud Indian School must climb a daunting financial mountain and raise almost \$14 million to keep the lights on, pay the salaries of teachers, bus students 500,000 miles a year to and from school, keep the buildings heated, provide healthy meals and snacks, and everything else that is needed for the students to realize their potential. Red Cloud also operates a museum and Catholic parish system across the reservation.

In addition to that annual need, we must continually be looking to the future to ensure that we are able to expand and enhance our activities to provide the students the skills they need to remain competitive with their peers across the country. Currently, more than 95% of its \$14 million operating budget is raised from individual donors and grantmakers each year. This reality results from operating in an area with few local financial resources -- there are simply no local sources of substantial financial support, and even the minimal annual fee that is charged (\$100/child or \$200/family) is often waived. Through individual and foundation support, Red Cloud provides daily bus service across the vast terrain of the reservation, including the cost of purchasing new vehicles when necessary, and maintenance and repair of all vehicles on the Red Cloud's Pine Ridge campus. In addition, daily summer program transportation is funded by a combination of a 21st Century Community Learning Center grant and individual donations to Red Cloud. Still, there is a gap in funding each year to ensure daily after school transportation.

The equation below covers the mileage costs and driver pay for the 10 months of After School Program operation.

Red Cloud Elementary School:

$\$1.00/\text{mile} * 12,000 \text{ miles over 10 months} = \$12,000$

Our Lady of Lourdes:

$\$1.00/\text{mile} * 12,000 \text{ miles over 10 months} = \$12,000$

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Red Cloud staff costs:

3 drivers X 18 bus runs X \$60 per run X 10 months = \$32,400

OLL staff costs:

2 drivers X 8 bus runs X \$50 per run X 10 months = \$8,000

Red Cloud mileage: \$12,000

OLL mileage: \$12,000

Red Cloud staff costs: \$32,400

OLL staff costs: \$ 8,000

Total Costs: \$64,400

7. Red Cloud Indian School has decreased its MSY to \$10,412.

8. Red Cloud Indian School is not making a No-Cost MSY request.

Budget Clarifications:

All budget clarifications were also included in the Budget Narrative, but below is further clarification on some items.

2. Section C - Travel is for the Program Director to manage the program at the site in Porcupine, SD. This includes visits to meet with supervising staff and members, and respond to any issues or concerns with members at that site.

5. Section H - See below for explanation of General/Administration and Fees/Charges. IRB is included in materials.

EVALUATION BUDGET 2016-17:

Direct Labor w/ benefits \$19,683.70

Materials and Services, which includes the IRB renewal application \$500.00

Communications \$100.00

Travel and Per Diem \$1,000.00

General and Administration \$1,864.45, which reflects the federally approved indirect cost rate for RMC Research.

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Fees/Other charges - \$1,851.85, which includes 8% of total contract to cover loan interest for payment to staff before reimbursement, other indirect costs, and profit.

TOTAL \$25,000.00

8. Source of Funds -- Please indicate if each source of match is secured or proposed.

Personnel -- \$40,267 is included in Red Cloud's FY17 budget to meet this portion of the match and will be funded by private donations to Red Cloud. Proposed.

Personnel Fringe Benefits - \$18,067 is included in Red Cloud's FY17 budget to meet this portion of the match and will be secured by private donations to Red Cloud. Proposed.

Supplies -- The \$7,000 match is secured by a grant from the Toyota USA Foundation. Secured.

STEM supplies -- The \$3,000 match is secured by a grant from the Toyota USA Foundation. Secured.

STEM Professional Development - The \$2,000 match is secured by a grant from the Toyota USA Foundation. Secured.

Evaluation -- The \$5,000 match is included in Red Cloud's FY17 budget and will be funded by individual donations. Secured.

Residential member support costs - The \$150,360 is included in Red Cloud's FY17 budget and is a combination of cash and housing support. The funding will be provided by individual and foundation gifts to Red Cloud Indian School. Secured.

Commercial Drivers License Training -- The \$1,850 match is included in Red Cloud's FY17 budget and will be provided by individual donors to Red Cloud Indian School. Proposed.

Literacy Instruction for AmeriCorps members - \$900.00 match is secured and provided in-kind by Bridgewater State University. Secured.

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Other program operating costs match including background checks and after school transportation costs -- The match of \$44,663 is included in the FY17 budget and will be provided by individual donors to Red Cloud Indian School. Proposed.

Corporate fixed rate match -- This match of \$54,796 is included in Red Cloud's FY17 budget and will be provided by individual donors to Red Cloud Indian School. Proposed.

Section II.B. FICA is paid on all payroll expenses, including the \$2,333 average annual stipend, \$1000 moving allowance, \$600 travel funds, and \$125/month food allowance for 10 months, but not on other living allowance expenses such as housing, use of vehicle, or use of cafeteria for breakfast and lunch during the school year.

Living Allowance: See below for full explanation and request for guidance.

Response to pre-award item: Red Cloud Indian School has reviewed the member benefits provided to residential AmeriCorps members, and recognizes that the total amount provided does not meet the minimum of \$12,530 required in the Notice of Funding Opportunity. As such, Red Cloud Indian School seeks guidance from CNCS to ensure that we are providing the appropriate level of support.

Current member benefits vary depending on year in service, and are delineated below:

1st year AmeriCorps members:

Stipend (\$216.60 per month X 10 months): \$2,166

FICA (.0765): \$165.70

Workers Compensation (.0056): \$12.13

Food Allowance for monthly communal meals: \$1,250

Weekday meals provided by school cafeteria (180 meals X 2 meals/day): \$1,270

Separation pay (one time payment at end of service): \$500

Housing (rent and utilities/annual: \$400 X 10 months): \$4,000

Tuition for local college class (not all members utilize): \$378

Total member support: \$9,741.83

2nd Year AmeriCorps members

Stipend (\$270.75 per month X 10 months): \$2707.50

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FICA (.0765): \$207.12

Workers Compensation (.0056): \$15.16

Food Allowance for monthly communal meals: \$1,250

Weekday meals provided by school cafeteria (180 meals X 2 meals/day): \$1,270

Separation pay (one time payment at end of service): \$1,000

Housing (rent and utilities/annual: \$400 X 10 months): \$4,000

Tuition for local college class (not all members utilize): \$378

Total member support: \$ 10,827.78

Red Cloud also provides a \$600 annual allowance for travel for 1st year members and \$800 annual allowance for 2nd year members to see family during the year, but based on the provided guidance, we did not include in the breakdown listed above as this may be considered "during term travel." This amount is to ensure that members have funds at any point in the year in order to travel home for holidays and are not required to save their monthly stipend in order to travel home, which can be very expensive for many who are not from the region. Please advise as to whether this amount can be included as a member benefit.

Red Cloud is committed to ensuring that the all members are provided with the required living allowance. We would like to discuss how best to meet this requirement with our Program Officer.

Continuation Changes

2016 Pre-Award Clarification Changes, continued:

(3) As teachers' aides and librarian aides, 12 FT, local AC members will serve as necessary leaders in math and reading instructional and support capacities for students. Teachers' aides will be supervised by classroom teachers and building principals. 4 local full-time AC members will serve as teachers; aides in grades K-3 at Red Cloud Elementary and 1 will serve as the elementary librarian aide. At Our Lady of Lourdes Elementary School, 5 members will serve as teachers; aides for grades K-4 and 1 as a librarian aide. At Red Cloud High School, 1 FT member will serve as a full-time substitute teacher to enable Red Cloud staff to attend professional development or to implement their substitute plan when they are absent. Red Cloud hires no staff substitute teachers, so this position is not displacing or duplicating an existing staff role. The 2 AC members will serve as a librarian aides will be supervised by the full-time staff librarian. Beyond the classroom, all AC members will coach teams, attend and chaperone school events, coordinate field trips, support college application preparation, and often

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spend time visiting with students and their families. The 17 HT AC members will serve in several capacities, including after school support, professional development, supporting student activities, field trips, and summer school programming. Supervision will be provided by principals at each school, which oversee after school program operations. HT AC members will also drive buses on a rotational basis for only 2 to 3 hours per week. Because families often cannot afford to drive long distances to transport their children to and from after school programs, Red Cloud's buses are a critical component to ensuring consistent after school participation. Among half-time AC members' core activities, bus-driving hours are minimal compared to hours dedicated to other core activities. AC members' bus routes are the shortest local routes in the Pine Ridge area for which buses begin the day at the Red Cloud campus and are returned to campus each day. Red Cloud is unable to hire bus drivers to cover these shorter routes due to the limited number of available, credentialed bus drivers that are willing to accept these routes. For longer routes that cover hundreds of miles across the reservation each day, three bus drivers are employed at Red Cloud that park their buses at their homes each night.

DURATION, DOSAGE AND TARGET POPULATION: The core activities (RP, Balanced Literacy, Smarter Balanced and Response to Intervention (RTI) in class; RTI in after school and summer programming) will be implemented for 10 months during the academic year and summer school combined. Classroom interventions (limited to the 12 local AC members) will take place 7 hours per day for approximately 200 days, while after school interventions (for both local and residential AC members) at three sites for approximately 2 hours per day, for 3 days each week at the elementary schools and four days per week in high school, for 9 months. After school support for each AC member averages 8 hours per week. 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, generally have programming for 8-10 hours per day.

The target population for classroom interventions using RP, Smarter Balanced, and RTI is all students in grades K-4 at OLL and K-3 at RCES (approximately 175 students this year) and for all students in grades 5-12 that have been identified as performing below grade level in reading and math (approximately 220 based on 2015-16 data). In addition, the after school interventions are open to all students K-12, but students in classes with AC members as teachers' aides are counted in total in order to avoid duplicating the student count. The Summer Program, which targets an average of 160

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students, including 40 high school 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. High school students attend to work on "credit recovery" so they can stay on track for graduation. The total number of students impacted by the combination of interventions is an estimated 395 during the school year, with an additional 10-20 students in the summer program that were not participants during the school year, for a total of approximately 400 students.

PERFORMANCE MEASURES: The measurable outputs from this robust set of interventions are delineated in the OTW Logic Model. The National Performance Measures 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; and ED5: Number of students with improved academic performance in literacy and/or math. Red Cloud's ED5 measure will track improvement in literacy.

An additional change made in response to the pre-award clarification request is that AC members do not now oversee Red Cloud's service-learning requirement. Thus, service learning is no longer a core element of our programming that is supported by AC members.

COST EFFECTIVENESS: Cost per MSY has been calculated at \$12,190, which is \$1,540 below the maximum allowable MSY of \$13,730. The \$249,885 CNCS request will be matched with \$0 in public funding and \$314,194 in private funding. Based on Red Cloud's experience, the budget is sufficient to carry out the program effectively.

BUDGET CHANGES:

Section I:

- 1) Program Director Travel: In the originally proposed budget, this line item was included in CNCS share. In the revised budget, this line item is part of Grantee share.
- 2) Standard Service Gear: Based on the increased number of AC members (17 half-time and 12 full-time), this line item increased to include AC members and the AC Program Director, from the original 25 items to 30 items.
- 3) Volunteer Appreciation Day Supplies: Based on the increased number of AC members, this line item

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increased from supplies for 24 AC members to supplies for 29 AC members.

4) STEM Professional Development: Red Cloud Indian School has increased its focus on STEM professional development, and increased the number of days of training in this area from 4 days to 6 days, increasing the line item from \$2,000 to \$3,000, as part of Grantee share.

5) Commercial Drivers Licensing: This line item increased from 10 AC members driving on a limited basis to 14 half-time AC members. While each of the 17 half-time AC members will serve in this role on a rotational basis, 3 of the AC members are returning AC members, who already have a commercial driver's license.

6) Background Checks: This line item increased based on the additional AC members that are required to have federal background checks in place before serving as AC members.

7) Living Allowance: Residential Member Support only includes the value of stipends, housing and food for the living allowance amount for HT members as Grantee Share. The total member support for each member is \$7,715, and includes:

Stipend (\$331 per month X 10 months - cash): \$3310

Food allowance for monthly communal meals (\$125/month X 10 months - cash): \$1,250

Weekday meals provided by school cafeteria (180 meals X 2 meals/day; Breakfast (\$2.86); lunch (\$3.56)): \$1,155

Housing (rent and utilities/annual: \$200 X 10 months): \$2000

Housing costs include fair market rent for room with shared communal space, cost of propane, cost of property insurance, and cost of telephone service. Cost of water and electricity not included as these expenditures are subsumed in broader campus expenditures and cannot be separated to estimate AC member housing share.

Total member support: \$7715

Section II

1) FICA for members increased due to increase in number of AC members: 12 Members * (\$12,530 * .0765) = \$11,503 and 17 Members (\$3,310 X 17 X .0765) = \$4,305 (stipend) + \$1250 X 17 X .0765 (food) = \$1626; Total = \$5,931 + \$11,503 = \$17,734.

2) Health Care decreased because HT members' health insurance premiums cannot be included in grantee match. 12 FT members fully covered by Indian Health Services or RCIS.

3) Workers Compensation increased due to increase in number of AC members: Worker's Compensation: 12 full-time Members (\$12530 * .0056) = \$842 and 17 half-time members (\$3310 *

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.0056) = \$315. Total: \$1157

4) Corporate Fixed Rate adjusted based on Section I and II total changes. CNCS Share Sec I and II or \$237398 *.0526 = \$12487; CNCS share (\$12,487) plus CNCS and grantee Sec I and II or \$512799

*.1 = \$51,280.

Grant Characteristics