PROJECT ABSTRACTS

Aaniiih Nakoda College P031D200001

CFDA 84.031D

Address: P.O. Box 159

269 Blackfeet Avenue

Fort Belknap Agency

Harlem, Montana 59526

Purpose: The mission of Aaniiih Nakoda College is to provide quality postsecondary education for residents of the Fort Belknap Indian Reservation and surrounding communities. The college promotes individual and community development by maintaining and revitalizing the indigenous lifeways of the Aaniinen and Nakoda Tribes and by preparing students to succeed in an American technological society.

Institutional Background:

Aaniiih Nakoda College (ANC) is a tribally controlled community college located on the Fort Belknap Indian Reservation in northcentral Montana. The college was chartered in 1983 by the Fort Belknap Indian Community Council, which serves as the governing body of the Aaniinen (White Clay People or Gros Ventre) and Nakoda (Assiniboine) tribes of Fort Belknap. ANC received its initial accreditation from the Northwest Commission on Colleges and Universities in 1993. Accreditation was most recently reaffirmed in 2017.

During the 2018-2019 academic year, ANC served an average of 147.5 students per semester. Ninety percent of ANC students are American Indian. Among Indian students at the college, 85 percent are enrolled members of the Aaniinen and Nakoda nations.

Project Title: Aaniiih Nakoda College Title III, Part F, Project

Project Summary:

In keeping with the goal of the American Indian Tribally Controlled Colleges and Universities (TCCU) Program, this project will improve and expand Aaniiih Nakoda College’s capacity to serve American Indian students. In order to achieve this goal, the project will carry out two activities.

Activity One: The project will strengthen Aaniiih Nakoda College’s computing systems and services in order to improve academic instruction capabilities, including facilities for Internet or other distance learning, and institutional management services.

Activity Two: The project will support the maintenance, renovation and improvement of Aaniiih Nakoda College’s instructional facilities.

Bay Mills Community College P031D15OO02

12214 W Lakeshore Drive

Brimley, MI 49715 Title III – Part A Abstract

Bay Mills Community College funds many positions through the Title III Part F program, which are vital for student success. These positions allow for comprehensive student services, including financial aid, disabilities services, student support services, college admittance and registration, and online academic support staff. Student services staff help students navigate the system from admissions to enrollment, academic advising, scheduling, attending classes, and being successful in school. The financial aid staff are invaluable to our students as many could not attend without assistance. The library will enhance their resources for students and patrons by purchasing books, periodicals, and other educational materials with this funding. Title III funds will also be used to strengthen the fiscal stability of the college by adding to the Title III Endowment Fund and matching those funds dollar-for-dollar from the general fund

Bay Mills Community College relies heavily on Title III funding to support the IT infrastructure needed for efficient and effective college operations. Title III funding provides vital day to day operations such as internet services, email, video communications, the college web page, student online courseware, student information and account management, online student services for account management, application and registration. Title III also provides tools for development of online content and lessons, asset management, campus security, student services tracking, accessibility services for students, human resource services, account management, remote faculty and staff technology support. Title III supports classroom construction, internships, a computer information systems department chair, network maintenance and management. Accreditation is supported though course assessment and tracking services. Office computers, classroom computers, and computers used by students are a necessity in today’s technologically advanced and global economy and in order to be effective, they must be kept current with regard to software and hardware. Title III funds allow BMCC to remain current with ever changing software updates and advances. In addition, hardware necessary for adequate internet connectivity, transmission, and data storage is required. Personnel necessary to oversee and manage the above supported activities is also a necessity and is supported through Title III

Blackfeet Community College P031D15OO03

Helen Augare Carlson, Title Ill Director (406) 338-5441, ext. 2760, helen augare@bfcc.edu

Dr. Billie Jo Kipp, President , {406) 338-5441, ext. 2202, drkipp@bfcc org

Blackfeet Community College, PO Box 819, Browning, MT 59417 www.bfcc.edu

Brief History of Blackfeet Community College:

Blackfeet Community College {BCC) is a tribally controlled college located in Browning Montana on the Blackfeet Reservation in northwestern Montana. BCC was chartered by the Blackfeet Tribal Business Council in October, 1974 by Executive Act ion to " ...provide post-secondary and higher education services..." to the Blackfeet Indian Reservation.

Accreditation: The Blackfeet Community College is a fully accredited two year, higher education institution with degree granting powers, sanctioned by the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU granted the Blackfeet Community College's candidacy status in December of 1979. On December 11, 1085, the Blackfeet Community College became a fully accredited institution.

Mission of Blackfeet Community College: The purpose of Blackfeet Community College is to provide the Blackfeet Nation and our "Universal Community" access to quality educational programs that prepare students for achievement in higher education, meaningful employment, basic skills instruction, and community education, while integrating the Blackfeet culture and language.

Title of Activities for Title Ill Part F Institutional Development:

1. Campus Facilities Master Plan Development

2. New Campus Construction

3. Campus Safety and Security

4. Maintenance and Custodial Support

Cankdeska Cikana Community College P031D200004

Cankdeska Cikana Community College, Fort Totten, ND is located on the Spirit

Lake Reservation and was founded in 1974 as a tribally controlled two-year community

college chartered by the Spirit Lake Nation. The college is accredited by the Higher

Learning Commission.

Contact Person: Stuart Young Phone: (701) 766-1321 Fax (701) 766-1386

Email Address:stuart.young@littlehoop.edu

The project includes five activities:

Activity 1 - Academic Programs

This activity is designed to improve students’ academic success. The activities goal

focuses on increasing student retention and persistence through the enhancement of

the college’s enrollment and advising program.

Activity 2 - Student Outreach

This activity is the enhancement of student outreach efforts targeting high school

students, those out of school, and tribal employees. Evaluative measures include

increased outreach activities.

Activity 3 - Increasing Staff Capabilities

This activity targets the increase of the number of Instructional and student services

staff that has advanced degrees, certifications and trainings. Its evaluative measure is

the comparison of staff at existing levels compared to degrees, certifications and

trainings, workshops and conferences attained and/or attended.

Activity 4 - Academic Programs

Activity Four addresses the college’s need to develop improved online\distance learning

capabilities.

Activity 5 - Library Acquisitions

This activity targets the growth of the college's library holdings. The activity would allow

the college a needed acquisition of library books, periodicals and other educational

support materials.

Management Component

This provides funding for the central administration and evaluation components of the

project.

Chief Dull Knife College P031D200005

1 College Drive, PO Box 98 Lame Deer, MT 5

Chief Dull Knife College is a public, two year tribally controlled community college and land grant institution. The College offers Associate of Arts degrees in the liberal arts, general education and in addiction studies, Associates of Science, and Associate of Applied Science in career fields. Further, the College offers certificate programs in Behavioral Health and Office Administration. Chief Dull Knife College is chartered by the Northern Cheyenne Tribe to provide higher education opportunities to the Northern Cheyenne Reservation and the surrounding communities, and is accredited by the Northwest Commission on Colleges and Universities.

The purpose of this request is twofold; first, to continue the processes already in place through previous grant cycles and to build upon them. Previous funding has allowed the College to expand quality math and science offerings by funding additional instructional personnel in those areas. This has enabled the College to engage our students in math and science research, participate in nationwide collaboration and competitions, and obtain further funding from NSF, NASA, and others enabling the College to purchase new equipment and remodel classroom and laboratory space.

The College, through previous grants funded one fulltime faculty in the Northern Cheyenne language, among our other projects, that allowed us to increase our course offerings as well as our outreach to area schools by sponsoring an annual Cheyenne language bowl. We have also hosted two Cheyenne language summits to promote the revival of the Cheyenne language.

Secondly, it is our desire to increase student success through the further development of programs available as well as the faculty and staff at Chief Dull Knife College. This grant request seeks to do this through the expansion of our Cheyenne language program, increasing educational and cultural outreach to the reservation and surrounding communities, providing for the display and preservation of archival material in our cultural center and the College/community library, increased professional development for faculty and staff, and the updating of student academic support through technology updates and best practices.

College of Menominee Nation P031D200006

ADDRESS: P.O. Box 1179

Keshena, WI 54135

TELEPHONE NUMBER: (715) 799-5600

PRESIDENT: Christopher M. Caldwell, Interim

TELEPHONE NUMBER: (715) 799-5600 ext: 3040

BRIEF HISTORY OF CMN: The College of Menominee Nation is an accredited, tribally controlled, four-year community college and land-grant institution. The College serves the Menominee Nation, neighboring tribal nations, and surrounding communities. The main campus is located on the Menominee Indian Reservation in Keshena, Wisconsin, with a second campus located near the Oneida Nation Reservation in Green Bay, Wisconsin. CMN offers four baccalaureate degree programs, ten associate degree programs, and four one-year technical diplomas. It annually serves over 400 students from over 20 different tribes.

TITLE OF ACTIVITIES:

● Activity One: Stabilize CMN's Infrastructure through further development of CMN’s Information Technology Infrastructure

● Activity Two: Stabilize CMN’s Infrastructure through improved development of CMN’s Leadership Structure

● Activity Three: Stabilize CMN’s Infrastructure through increased Grant Management

● Activity Four: Stabilize CMN’s Infrastructure through the development of CMN’s Digital Presence

Dine College P031D200007

Project Title: "Strengthening Dine College by Building Faculty and Facility Capacity"

Project Length: October 1, 2020 through September 30, 2025

Institution Site: Dine College, Tsaile, AZ

Dine College, established in 1968, is a tribally-controlled higher education institution. Dine College' s Mission is "rooted in Dine language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Dine people."

Contact Information: AUTHORIZED OFFICIAL: Dr. Charles Roessel, College President

PROJECT DIRECTOR: Leon Jackson, Director of Projects & Operations

Dine College, One Circle Drive , Tsaile, AZ 86556 Phone: (928) 724-6670 and (928)724-6860 Emails: cmroessel@dinecollege.edu lejackson@dinecollege.edu

Project Goals:

1) Construction of a science research lab wing with classrooms.

2) Renovation of existing classrooms and first floor of library to meet the health and safety requirements.

3) Strengthen the capacity of Dine College Faculty members and academic staff for excellence in professional and personal growth through academic scholarship

Project Activities:

• To build, expand, and increase research laboratories and classrooms to enhance new degree programs in the area of STEM education (i.e. agriculture, nursing, and public health.)

• To improve and address building compliance needs of the College Library (update ventilation systems and elevators)

• To engage faculty in opportunities that support increasing their knowledge, teaching strategies, and enhance credentials.

Project Budget: $2,000,000/year X 5 Years = $10,000,000

Fond du Lac Tribal and Community College P031D200008

Fond du Lac Tribal and Community College (FDLTCC) is located in Cloquet, Minnesota and was formed in 1987. It is the result of a unique partnership with the Fond du Lac Band of Lake Superior Chippewa and the Minnesota State Colleges and Universities (MnSCU) system. The college is the product of extensive consultation among tribal and civic leaders, business people, and students. The mission is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment. FDLTCC offers associate degrees (AA, AFA, AS, and AAS) as well as transfer credits across more than 30 fields of study. FDLTCC is accredited (most recently reaffirmed in 2019) by the Higher Learning Commission of the North Central Association of College and Schools, and a member since 1989 of the American Indian Higher Education Consortium. In 2017, the FDLTCC Anishinaabeg Gikendaasowinan (all American Indian credit- and non-credit programming) completed a successful self­ study and audit review to receive a IO-year accreditation from the World Indigenous Nations Higher Education Consortium. The FDLTCC nursing program became officially accredited by the Accreditation Commission of Education in Nursing (ACEN) in April 2020.

FDLTCC is seeking $584,079 from the Title III Strengthening Intuitions Program for a comprehensive project: "Preservation and Potential: Strategies for Improving Student Success." Funding is requested to fund the five components of this college wide vision and project staff.

1. Preservation of Traditional Arts Program

Preservation of Traditional Arts Program purpose is to retain and reclaim the cultural knowledge and skills of traditional Ojibwe art forms indigenous to the band, tribe and/or region and to restore these art forms in the community by utilizing the FDLTCC campus. With renewed emphasis on experiential learning, this program will target native learners in all stages of their academic career while at FDLTCC. The techniques, craftsmanship, and curriculum will then be captured visually/digitally and archived for historical use.

2. Technology/Infrastructure: The College plans to implement computer hardware upgrades for labs, faculty, and staff and academic programs. This includes mobile labs, classrooms, and resource areas. The College also plans to provide Networking Infrastructure Support critical to the operations of FDLTCC and to maintain the subscription/licensure of the software required

3. Online/Distant Learning: The College has expanded its efforts to provide online and distance education to more rural areas and even more so due to recent events. An e-Learning Specialist and an Information Technology Specialist are needed to help the campus build its capacity to provide support to student, faculty, and rural tribal communities access online learning platforms.

4. Data Collection/Compliance: Through supporting an Institutional Researcher, the College seeks to improve its ability to collect and analyze data related to institutional success, retention, and enrollment.

5. Retention/completion/wellness: Through supporting a Retention Specialist and various tutors, the College seeks to improve its retention of Native students on campus and to ensure support of area distant learners. The College seeks to maintain a Social Worker to facilitate the social needs of our students individually and to provide educational health services through on campus events. Also, the College requests funding to staff a Disability Coordinator/Advisor to coordinate the accessibility of our institution

Nueta Hidatsa Sahnish College P031D200009

Project Abstract

Recruitment and retention are two critical buzzwords in higher education right now. NHS

College has been involved in ongoing efforts to recruit and retain students for the past few years,

especially with the Achieving the Dream initiative, but our administration and the Department of

Student Services have led much of the efforts. With this funding, NHS College is endeavoring to

incorporate faculty/academics into the efforts to enforce and carryout additional

recruitment and retention efforts.

The R3: Reinforcement of Recruitment and Retention Efforts in Academics project will be

focusing on seven activities over the next five years.

1. Increase the number of American Indian/ Alaska Native students in Teacher

Education each year by 1-2 students.

2. Increase the number of American Indian/Alaska Native students in Environmental

Science and Science each year by 1-2 students.

3. Increase the semester-to-semester retention of American Indian/Alaska Native

students in Teacher Education.

4. Increase the semester-to-semester retention of American Indian/Alaska Native

students in Environmental Science and Science.

5. Increase the percentage of American Indian/Alaska Native students successfully

completing math each semester with a grade of A, B, or C.

6. Increase faculty capacity to use technology in courses to expand the ability to offer

alternative teaching approaches.

7. Improve data collection on student tutoring to evaluate its effectiveness and facilitate

improvements.

• Fort Peck Community College P031D200010

• 84.031D Project Director—Craig Smith

The Fort Peck Community College (FPCC) plans to utilize the Department of Education's FY2015 Title Ill Part F grant funds to implement the "FPCC Institution Expansion and Capacity Improvements" project that is described in this document. This grant narrative and accompanying budget are for the five-year grant period of the application solicitation, 10/1/2020- 9/30/2025. These funds will allow the college to fill instructional positions in the vocational fields that are in high demand from students, and allow FPCC to improve its capacity by facilitating professional development and community training needs, increasing the capabilities and function in several areas of the institution.

The Truck Driving/COL program at FPCC is one of the most popular vocational¬ technical programs at the institution. These grant funds will provide the salary and fringe benefits for an additional Truck Driving/COL instructor to assist the existing Truck Driving/COL instructor in providing classroom instruction and to supervise on-site construction, renovation and rehabilitation projects across the campus. These funds will also support a Faculty position in the Mathematics department and the Science department.

Located in an isolated, rural area in northeast Montana, the Fort Peck Indian Reservation lacks many of the training and educational classes that larger populations have the resources to provide to their community members. Local community capacity-building courses will be offered in response to the demand indicated by businesses, organizations, municipalities, and community members. This project investment will allow for professional development opportunities for FPCC faculty and staff to further their education and capacity by working towards advanced degrees, attaining certification in specialized training courses, and professional licensures.

Through this grant project, it will allow for the funding of the Vice President for Institutional Development for the college to coordinate and manage the construction, rehabilitation and renovations of various FPCC campus facilities to satisfy compliance standards, such as the American Disabilities Act (ADA), to allow improved access and safety across the FPCC campus. This project will also provide the leveraged resources to begin the construction of a Health and Wellness Center on the main FPCC campus in Poplar, MT. Construction of this new campus facility has been a goal in the long-range plan and the facility will address the lack of adequate health and wellness facilities for both classroom instruction and physical workout areas for a variety of physical education classes. This position has been crucial in the development and expansion of the campus facilities, and works closely with the Building Trades program at FPCC to ensure the timeliness and quality of construction, rehabilitation and renovation projects.

This project will support a Data Technician in the Institutional Development Department of the institution. An Assessment Officer position will also be partially-funded under this grant, providing the resources to analyze and assess data gathered from the surveys completed over the course of the academic year.

This project will also support an Enrollment and Retention Officer position in the Student Services Department that will be primarily responsible for activities and strategies that will improve student retention at the institution.

Haskell Indian Nations University P031D200011

155 Indian Avenue Lawrence, Kansas 66046

Haskell Indian Nations University (Haskell) is one of only two American Indian/Alaska Native-serving, post-secondary institutions, located in an urban setting which admits students from all federally recognized tribal nations. Unlike other Tribal Colleges Universities, Haskell serves an increasingly urban population of American Indians/Alaska Natives, and offers both associate and baccalaureate degree programs.

Haskell opened in 1884 as the United States Industrial Training School with twelve American Indian children and provided agricultural education in grades one through five. With approximately 750 students each semester, representing 140 different tribal nations from 40 different states, Haskell continues to respond to the educational needs of American Indian/Alaska Natives.

The Title III Part F Grant will allow Haskell to continue to build upon the University’s continuous improvement plan and enhance the University’s technology capacity. This coincides with Haskell’s Strategic Plan to fulfill its academic mission.

Haskell University has elected to redirect the delivery of instruction and co-curricular offerings for our students utilizing tools that support online classes and distance learning. We will build upon the previous Title III Part-F funding that provided the basic infrastructure necessary to continue carrying out our goal. Haskell University has now made a commitment to embrace hybrid and distance learning now and in the future as a critical tool to best serve our students and potential students. Haskell’s goal now is to lead education of American Indian/Alaska Native students through technology and traditional methods.

Goal: Haskell will enhance existing and new technology which entails hardware, software, and expertise to sustain in-person capacities for online classes and distance learning capacity within the next five years and beyond.

The Title III – Part F funds will fund two new positions to support new initiatives, including new contracts for IT positions to provide support to the campus, in particular a Website Administrator and a Programmer that will be utilized to create materials for online curriculum. Additional positions for student interns would be created to grow the student program, provide additional support to the University, and provide workplace experience while achieving their educational goals.

This funding will also be used to renew software and licenses and the expanded use of Blackboard, Microsoft, Assessment software, campus internet, wireless accessibility, and digital security. This grant would be under the direct supervision of the Office of the Chief Information Officer, with oversight provided by the Office of the President, and grant compliance provided by the Sponsored Programs Director.

Illisaġvik College P031D200012

Iḷisaġvik College is located in Utqiaġvik (formerly Barrow), Alaska, in a region roughly the size of Michigan that is known as the North Slope. The North Slope is home to the Iñupiaq people, three hundred miles above the Arctic Circle. Within the confines of the North Slope Borough, there are eight Native villages and approximately 7,800 residents with approximately sixty-five percent of those residents being Alaska Native and Native American.

Iḷisaġvik College is a federally recognized tribal college accredited by the Northwest Commission on Colleges and Universities. It provides quality postsecondary education options, including workforce training, academic education, certificates and certifications, and associate and bachelor’s degrees. The College has been in operation since 1995 and is Alaska’s only tribal college. Iḷisaġvik College’s proposed project, Facilitating Student Success, is focused on developing strategies, activities, and solutions to the challenges that Iḷisaġvik College students face as they pursue higher education.

Approximately seventy percent of Iḷisaġvik College’s Alaska Native and Native American students are first-generation college students (sixty-two percent of the total student body are first-generation college students). Additionally, most of Iḷisaġvik’s students are non-traditional college age, with sixty-six percent of students over the age of twenty-six years old. The nontraditional nature of Iḷisaġvik College’s student body and the unique location of the college (tribal and arctic) means that our students’ success needs to be fostered with a variety of holistic, place-based services that help facilitate each student’s higher education goals. Under this project, Iḷisaġvik proposes to carry out four objectives that will focus on Facilitating Student Success.

As a first objective, Iḷisaġvik proposes to foster student success via cross-departmental support in the form of five personnel positions, including the development and addition of a Behavioral Health Counselor. The other four positions include a Foundational English Instructor to teach developmental English topics and further develop the existing program; an Educational Access Coordinator to help students identify and pursue the support they need; a First Year Pathways Coordinator to help incoming cohorts of students navigate the college landscape, as well as administer the First Year Pathways Program; and an Education Technology Coordinator to provide distance learning support to faculty and students.

As a second objective, Iḷisaġvik proposes to empower career exploration in local youth with precollege programming in the form of weeklong summer day camps. Through the third objective, College will improve institutional processes for student success by implementing a new student information system at the College, which will increase efficiencies, provide more agency to students in their higher education journey, and streamline administrative processes. Finally, as a final objective, the College proposes to facilitate financial stability at the College with endowment contributions. The College will match Title III funds with non-federal funds. The project and program management of the aforementioned endeavors will also be partially funded under Title III.

These activities are developmental and innovative in nature and intended to provide targeted support to Iḷisaġvik College’s student body and holistically address the access gaps that Native and/or non-traditional students experience.

Institute of American Indian Arts P031D200013

Project Abstract

Santa Fe, New Mexico

The Institute of American Indian Arts (IAIA) was established in 1962 to serve the academic and artistic needs of Native American and Alaska Native people across North America. IAIA opened on the campus of the Santa Fe Indian School as a high school. In 1975, IAIA became a two-year college offering associate degrees in Studio Arts, Creative Writing and Museum Studies. In 1986, IAIA became one of three Congressionally chartered colleges in the United States and was charged with the study, preservation and dissemination of traditional and contemporary expressions of Native American language, literature, history, oral traditions and the visual and performing arts. IAIA moved to a permanent 140 acre campus at the southern edge of Santa Fe in 2000, and was accredited to offer baccalaureate degrees in 2001. 2013 saw the introduction of the low-residency Creative Writing MFA program.

In keeping with our mission “To empower creativity and leadership in Native arts and cultures through higher education, lifelong learning and outreach,” IAIA works to prepare our students for success and leadership that reflects Native cultures and values. IAIA also provides culturally based programs that fulfill the physical, social, emotional, intellectual and spiritual needs of our students.

As the birthplace of contemporary Native art, IAIA has educated Native American artists from across the country, and is recognized as a national center of excellence in contemporary Native arts and cultures through exhibitions, research, Indigenous exchange and other educational programs. Our over 4,000 graduates have gone on to excel on the world-wide art stage by creating new art while keeping traditional art and art forms alive. Many of the artists that pass through our halls go on to exhibit and sell their work throughout the country.

The Title III 2020 Fiscal Year funding will allow IAIA to further develop the faculty and better prepare them for in-person and online classroom instruction and to develop curriculum; purchase library books and other educational materials; acquire equipment that will strengthen the academic programs; construct, maintain, renovate and improve classrooms, libraries, laboratories, and other instructional facilities; strengthen our financial management; improve our student services with tutoring and counseling; improve our development office to strengthen or improve contributions from alumni and the public sector; and enhance our outreach programs that encourage Indian elementary and secondary school students to develop the academic skills and the interest to pursue postsecondary education. The proposed activities are necessary for the enhancing the foundation and building the capacity of the institute, the faculty and in supporting the academic success of the students.

Lac Courte Oreilles Ojibwe College P031D200014

INSTITUTION ADDRESS: 13466W Trepania Road, Hayward, WI 54843

TELEPHONE NUMBER: 715.634.4790

NAME OF PRESIDENT: Dr. Russell Swagger

TELEPHONE NUMBER OF PRESIDENT: 715.634.4790 x 138

BRIEF HISTORY OF INSTITUTION: Lac Courte Oreilles Ojibwa Community College (LCOOCC) was chartered by the Lac Courte Oreilles Tribe in 1982. It has been fully accredited by the Higher Learning Commission of the North Central Association since 1993. The college has its campus located on the LCO Reservation and maintains 4-degree sites on other reservations in northwestern Wisconsin.

TITLE OF ACTIVITIES: This award totals $3,401,115 and has a performance period of October 1, 2020 – September 30, 2025.

Activity: Allied Health $1,003,965 This activity was originally initiated in the fall of 2009 with Title III support. The program is still working to obtain its accreditation from various agencies. The department is also looking at boosting its program/certificate/class offerings.

Activity: Institutional Research (IR): $314,591 This position (1 FTE) has been fully supported by Title III and continued funding is requested to further assist in the development of that office and the professional growth of the incumbent.

Activity: Advancement $767,425 The requested support will include (1 FTE) and supplies. Funds will also be utilized for trainings and conferences to keep Advancement staff up to date on current trends and opportunities.

Activity: Institutional Facilities and Operations: $1,147,847 Continued support for an IT staffing, upgrades to campus network infrastructure, training in MIS systems for employees and the deployment of a virtual private network are supported under this application as well as the previous independent activities of Plant Enhancements and Institutional Supplies. Plant Enhancements previously included construction costs, equipment, and facility supplies.

Project Management: $167,284 Project management, with a 25% time and effort commitment, will continue to be done by existing Title III director, Kyle Kortendick, Information Technology Director.

LEECH LAKE TRIBAL COLLEGE P031D200015

6945 Little Wolf Road NW

Cass Lake, MN 56633

218-335-4200

Leech Lake Tribal College (LLTC) was chartered by the Leech Lake Band of Ojibwe in 1990 and currently has 50 faculty, staff and administrative positions and approximately 170 students. The majority of Leech Lake Tribal College students are enrolled in surrounding Minnesota reservations; however, 10% of our students are non-tribal members. Leech Lake Tribal College is committed to serving students of all racial, ethnic and religious backgrounds and to accommodating students with physical and learning disabilities.

Leech Lake Tribal College is governed by an independent Board of Trustees, and the IRS has granted the College 501(c) (3) status. The College was awarded full accreditation by the Higher Learning Commission in 2005. In 2011, LLTC was awarded 10 years of continued accreditation that is due for renewal in October 2020. LLTC has a scheduled focused visit in September 2020.

Leech Lake Tribal College currently offers nine degree programs, two vocational programs, and a wide variety of community and continuing education opportunities. The goals for Leech Lake Tribal College directly support its mission and are tied to its strategic plan.

The Leech Lake Tribal College goals for the 2020 - 2025 academic years include:

• Sustain the Nando-Gikenjigewigamig (Learning Center) mission to provide support that aids illuminating pathways to success; enrich students’ post-secondary experiences through group study sessions, workshops, and one-on-one tutoring with both peer and faculty tutors.

• Develop a strategic plan with elements for virtual engagement promoting generational digital literacy with inclusion and involvement across generations.

• Strengthen college mission to preserve and restore Anishinaabe lifeways, language, history and social practices.

• Provide professional development for faculty and staff. To include the continual development of the Bezhigoogahbow Library and Archive.

• Support the LLTC endowment.

Little Big Horn College P031D200016

8645 S. Weaver Dr.

P.O. Box 370

Crow Agency, MT 59022 Ph: 406-638-3154

PD: Letha Gun Shows P031D200016

PROJECT ABSTRACT

Little Big Horn College (i.e. LBHC) is a public two-year Tribally Controlled Community College located in Crow Agency, Montana, on the Crow Indian Reservation. Little Big Horn College completed five-year Development Project funded by the Title Ill and we are now in the third five-year phase. Little Big Horn College is requesting funds for the following six major activities.

(1) Academic Improvement; (2) Faculty Development; (3) Library Enhancement; (4) Administrative Management-Staff Development; (5) Administrative Management-Institutional Support; (6) Student Services, focusing on Student Retention, mentoring and tutoring. The Faculty Development Activity will be a consistent source of faculty development support. Financial support will be used to meet the cost of attending professional workshops, receiving continuing education credits, conducting curricular research, and writing grants which such involvement or membership, can be demonstrated to improve or maintain the quality of instruction to LBHC students. The Administrative Management Activities will focus upon Staff Development and Institutional Support, while the improvement of Academic Programs Activities will address both student development programs.

Little Priest Tribal College P031D200017

Chartered by the Winnebago Tribe of Nebraska, a sovereign nation, Little Priest Tribal College, in the heritage of respect, integrity and self-reliance, seeks to fulfill its mission to “Be Strong and Educate My Children” (Chief Little Priest, n.d.). Little Priest Tribal College prepares its students to succeed in a multicultural world, emphasizing quality education of the highest level, humanistic values, and life skills by:

(1) defending the understanding of Winnebago and HoChunk history, culture and language;

(2) preparing students to succeed in their personal and professional lives;

(3) enhancing critical thinking skills and preparing students to act as informed global citizens; a (4) providing certificates and two-year degrees that prepare students for the workforce and for pursuit of higher degrees.

Census reports list a poverty rate of 38.22%. A population of just under 800 (88% Native), 26 %

attended some college, while 16% earned associate degrees, 6% bachelor, and 4% graduate. The remaining 48% of the population is comprised of those whose education was not reported due to age (too young for this reporting), those who attended some primary and secondary education and some who graduated high school.

Open to all students and currently employing seven full-time faculty and nine adjunct faculty, Little Priest Tribal College infuses culture into six programs of study—Liberal Arts, Business, Teacher Education, Early Childhood Education, Native American Studies, and Indigenous Science Studies. Though a homogenous student population, 89% of enrolled students are Native American, while 6% are Black and 5% White. Additionally, 73% of our student body are eligible for and receive Pell grants. Most incoming freshmen lack proficiency in critical reading and writing and struggle with academic success skills (i.e., note-taking and time management),

as noted by a 42% failure in developmental courses and 28% in the college success course.

Little Priest Tribal College seeks to serve all students, not discriminating on the basis of race, creed, color, gender, national origin, religion, age, disability, sexual orientation, gender identity, veteran status, or any other protected basis as defined by the State of Nebraska or under federal law, periodically amended into meet growing diversity and self-identity of all its students. To affectively fulfill its mission and in alignment with its strategic initiatives, Little Priest Tribal College proposes to continue to grow and improve its services by providing the college resources necessary to strengthen student services (Center for Learning and Academic Student Success), strengthen enrollment management and administration, and strengthen professional development for faculty, staff and campus administrators

Navajo Technical University P031D200018

Abstract

Much of the 2020-12 Title III, Part F proposal is driven by two factors: 1) the covid-19 forced closure of NTU and 2) plans to reopen for the summer and/or fall semesters. The major goals of the project are as follows:

I. To strengthen E-Learning systems and operations to the degree that they fulfill the majority of needs created by the covid-19 crisis.

II. To continue to develop NTU’s web presence, strengthening the information and tools available, particularly to students, faculty, and staff, in a way that helps with the delivery of E-Learning. peer-tutoring, and Student Services and helps the NTU community to strengthen safety protocols, aiding in the eventual opening of the campus.

III. To continue development and improvement of the Engineering and Information Technology programs, so they meet student needs inside the covid-19 crisis.

IV. To fully assess what is going right and places where NTU needs to improve during the E-Learning and campus opening phases of dealing with the covid-19 crisis.

V. To continue the construction of the academic building throughout the Title III fiscal year, making it possible to open the new building on schedule.

VI. To provide additional help to the Finance office so that it operates more effectively throughout the NTU organization.

VII. To continue to develop NTU’s technology infrastructure to meet the current crisis needs, ensuring that this work strengthens NTU’s long-term future.

Positions called for in the proposal include funding for an E-Learning Director, a Web Master, student peer-interns, an Academic Advisor, and a Career and Interest Advisor. These positions will be working to serve students both online and, if the students are allowed back to campus, on campus or at instructional sites. An important component of the effort to serve students during the time are two Data Assessment positions that will provide data and analysis to help NTU improve its educational performance during a time when education has been thrown a curve ball.

The proposal continues development of the Engineering and Information Technology programs since NTU those efforts are important to the future. It calls for hiring a new expert in the Jenzabar suite of financial and management system to help resolve financial problems that were uncovered when the President made a change in financial management during the 2019-20 university-year.

Essential also is continuing with the development of the Academic Building in Crownpoint as well as the long-term effort to invest in the NTU Endowment Fund.

Nebraska Indian Community College P031D200019

PO Box 428 – 1111 Highway 75

Macy Nebraska 68039

Phone: (402) 494-2311 extension 133

Justin Kocian, Title III Director

Direct: (402)-241-5981

ABSTRACT

The Nebraska Indian Community College was founded in 1973 as the American Indian Satellite Community College. In June of 1981, the North Central Association of Colleges and Schools (NCA)approved the college for accreditation at the associate degree granting level. The institution was granted a charter by each of the three Nebraska Indian Tribes. A Board of Directors governs the college. To reflect its independent status, the Board renamed the institution the Nebraska Indian Community College.

Today, NICC serves the Omaha Tribe of Nebraska, at the Macy Campus, and the Santee Sioux Nation, at the Santee Campus, and maintains a campus site in downtown South Sioux City, Nebraska. The mission of the college is “The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umonhon (Omaha), Isanti (Santee Sioux) and all learners.”

The project under this grant program devotes considerable time and resources to undertake, and carry out activities to improve and expand the Nebraska Indian Community College’s capacity to serve Indian students. The five primary areas that are being undertaken with this program are to

1) renovate and improve instructional facilities;

2) undertake academic instruction in disciplines in which Indians are underrepresented

3) funds management;

4) administrative management; and

5) the improvement of the development office to increase contributions from alumni and the private sector.

Northwest Indian College P031D200020

Northwest Indian College will utilize Title III Part F to implement two institutional priorities, Strengthen

Institutional Effectiveness and Strengthen Student Services. NWIC has identified the following objectives

to focus efforts within the 2021-2025 grant cycle; Strengthen support services to students at extended

campus locations, strengthen the NWIC strategic enrollment plan, implement effective recruitment

strategies to support NWIC SEM plan, implement effective and adequate library resources and services,

implement effective and adequate media center services, develop the capacity of NWIC students and

faculty to conduct research, strengthen leadership development for institutional management,

strengthen student success and completion by mitigating financial barriers, strengthening institutional

management by providing assessment and institutional data for planning purposes, strengthen

information services to provide technology services to NWIC staff and students, and strengthen

institutional sustainability through development of public information strategies to promote the college

to the public in a positive way. All strategies, activities and objectives will be tracked through smart

objectives and meaningful data measures.

Oglala Lakota College P031D200021

Institution Address: Box 490 Kyle, SD 57752-0490

Name of President: Thomas Shortbull

Telephone Number: 605-455-6020 E-mail: tshortb@olc.edu

Brief History of Institution:

Oglala Lakota College is a tribally controlled college on the Pine Ridge Indian Reservation in southwestern South Dakota. The reservation is home to about 17,000 Oglala Lakota (Sioux) (HUD, 2020) on 3,468 square miles which is larger than Delaware and Rhode Island combined. Oglala Lakota College also has the He Sapa Instructional Center in Rapid City which according to the 2010 US Census has a population of 12,000 Indian people (mostly Lakota) and the Cheyenne River Instructional Center in Eagle Butte, SD on the Cheyenne River Indian Reservation which has about 14,600 Indian people. Cheyenne River has the poorest and Pine Ridge the 3rd poorest areas in America (US Census 2016).

OLC was chartered in 1971 by the Oglala Sioux Tribe to provide higher education on the Reservation and preserve and teach the Lakota language and culture. Oglala Lakota College was founded by the elders of the tribe in 1971 to counter the bleak statistics and to preserve the Lakota identity, culture and values. Until 1983 OLC operated under agreements with the South Dakota University system and offered mostly associates degrees. In 1983 OLC was accredited by the North Central Association at the associate’s level, in 1988 at the Bachelors level and in 1993 was allowed to offer a Masters in Lakota Leadership/Management. OLC currently has 1,300 a students a semester whom 65% are women and 95% are Native American. OLC has averaged over 150 degree graduates a year since 2010.

Although OLC is classified as a 4 year institution we offer degrees from Associates through Masters based on the needs of the Reservations and the Lakota people in western SD. OLC has an extensive GED program and operates the Pine Ridge Reservation Birth-5 Head Start Program at the request of the Oglala Sioux Tribe. OLC is a "communiversity" which strives for our vision " Rebuilding the Lakota Nation through Education."

Title of Activities

1. Academic Quality

OLC has a large and scattered student body. Our key objectives for Title III D over the next five years are to:

1 Increase enrollment by 1% a year.

2. Increase retention by 2% a year.

3. Increase persistence by 2% a year for 5 years (10%).

4. Increase the completion rate by 2% a year. Strategies for this include better communication, an early alert system, strengthening advising and mentoring including orientation, collecting and analyzing data, improving teaching methods, clarifying instructional programs and degrees for clear student expectations, improving the scheduling process, implementing and upgrading distance learning, providing faculty development in all areas, and reviewing and upgrading all course syllabi to be more effective and user friendly for distance learning.

We are a dispersed campus serving a large part of western SD. Our faculty travel to 11 instructional centers to teach courses so that our students do not have to travel far from their communities. Besides poverty our students work to overcome rural isolation, the digital divide, distances, cultural dissonance, poor academic preparation, dismal area health statistics and prevalence of substance abuse in families and communities. OLC is based in the communities and the culture and brings higher education to students who would have little change of attending college otherwise.

Salish Kootenai College P031D200022

Salish Kootenai College (SKC), the tribal college of Confederated Salish and Kootenai Tribes located in Pablo, Montana on the Flathead Reservation, has developed a five year strategic plan, updated and revised annually, to guide new program development, program improvement and support fulfillment of our mission. This Tribally Controlled Colleges and Universities Program will assist SKC in efforts to develop new and innovative programs, improve current programs and expand institutional capacity to better serve Indian students in fulfillment of the strategic plan, mission and the purpose of the TCCU Program, Part F. The focus of this Part F program will be personnel to develop, pilot, evaluate and refine new programs. Salish Kootenai College has three improvement goals:

Academic Programs

• Indigenous Wellness

• Culture and Language Programs

• Master's Degree Exploration

Student Services

• Instructional Innovations

• Online Student Services Conversion

Fiscal Stability / Institutional Management

• Streamline Institutional Procedures /

Management

• Risk Management and Compliance

As Promising Programs 2.0 was underdevelopment throughout the Winter / Spring of 2020, Salish Kootenai College, like all other colleges and universities in the nation, was working diligently to strategically shift to fully online instruction, student services, and institutional operations. Our previous Title III Grants afforded an infrastructure that made this pivot, while imperfect and a work in progress, possible. Prior to COVID-19, SKC had a deep commitment to development of services in Allied Health, along with a campus wide commitment to wellness and wellbeing informed by the cultural lens of the Séliš, Ksanka and QÍispé people of the Flathead Nation. Now, more than ever before, this commitment must inform new academic programs, and the renewal of our high quality existing programs to maintain the quality, academic rigor, student centered responsiveness, and culturally renewing and sustaining practices that are the hallmarks of SKC.

The mission of Salish Kootenai College is to provide quality postsecondary educational opportunities for Native Americans, locally and from throughout the United States. The College will promote community and individual development and perpetuate the cultures of the Confederated Tribes of the Flathead Nation.

Sinte Gleska University P031D200022

Sinte Gleska University is in its 11th year of operating as an institution of post-secondary education, serving the Rosebud Sioux Tribe in south-central South Dakota. Sinte Gleska is one of the oldest tribal colleges in the nation, and was the first tribal college to offer the Bachelors and Masters degrees. SOU is fully accredited by the Higher Learning Commission. The Title III funds from the U.S. Department of Education have been, and remain, a positive force in strengthening the institution and in the delivery of educational programming to serve the tribe.

Over the years, the Title III funding has been instrumental in supporting curriculum and staff development, facilities, technology infrastructure, and opportunities for students to learn, grow and serve the larger tribal community.

The current mission statement (developed in spring of 2019, and approved by the Board of Regents in June of 2019) states that:

Sinte Gleska University strives to build a healthy tribal nation and sustain cultural identity by developing critical-minded lifelong learners who promote dialogue and analysis, value diversity and provide leadership.

In order to achieve this mission, the strategic planning team also developed 5 measurable objectives that would contribute to realizing the mission, as well as 7 strategies serving as means to reach those goals. The objectives included: finance (stable funding, with no deficit); recruitment (increase the number of incoming, new students); retention (improve student success, retain students from year to year); expand career/workforce engagement of students (return on investment); and expand communication with staff and implement a staff recruitment plan. The seven strategies designed to address these objectives are:

1) improve marketing/branding communication,

2) implement staff development and staff recruitment plans,

3) increase competitive grants and general fund resources,

4) develop and implement a business partner program,

5) improve the use of data to impact programs and student success,

6) increase collaboration with the Rosebud Sioux Tribe, and

7) develop and implement a master facilities plan and a long-range technology plan.

At the time of writing this Title III proposal (April, 2020), the nation and the world is experiencing the COVID-19 pandemic. Both the Part A and Part F proposals will contribute to SGU's development of new alternative learning environments for students. Part F, in particular, is squarely focused on distance education and the role of technology vis a vis expanded student learning opportunities. Having a long-range strategic plan in place allows the university to continue with focus on long-term goals and strategies, while also adjusting near-term practices to deliver instruction via alternative means. This Title III proposal accomplishes this support by including funds for faculty and staff to design and implement new pedagogical methods, to increase students' access to online learning and communicating, to develop plans and curriculum to address new needs, and to evaluate and assess the efficacy of the new initiatives.

Sisseton Wahpeton College P031D200024

12572 BIA Hwy 700

Agency Village, SD 57262

Fax Number: 605-742-0394 Telephone: 605-698-3966

President: Lane Azure Telephone: 605-742-1125

Email: president@swcollege.edu

Sisseton Wahpeton College was founded in 1979 and received full accreditation in 1994. We are an autonomous entity of the Sisseton Wahpeton Oyate (Tribe). The primary goal of this project is to strengthen the Sisseton Wahpeton College’s infrastructure in order to provide high quality secondary education to the members of the Sisseton Wahpeton Oyate and others living on the Lake Traverse Reservation. As a small tribal college without direct financial support from the Sisseton Wahpeton Oyate or State government, resources are very limited.

Through the support of this project SWC will implement aspects of the Academic Plan that are consistent with the goals of the Department of Education for this program. The primary focus is to improve the quality of instruction at SWC. This effort includes the revision and expansion of existing courses. The replacement of out-of-date programs with new ones, particularly certificate programs addressing workforce development, that are desired by our students and provide the skills needed within the reservation community.

A major effort is to secure HLC accreditation to expand allow the offering of baccalaureate degree programs, including a Business Administration program, Elementary Education, Early Childhood, and Dakota Studies. Later efforts may include a degree in the Social Services field. However, in order to accomplish this the College must improve its infrastructure and capacity to offering more advanced classes. Adding a Student Success position focused on recruitment and retention is crucial to the advancement of the college.

A related initiative is the effort to improve the transfer of students to other institutions offering baccalaureate programs in areas that are not supportable at SWC due to institutional resources. Therefore, it is critical that both our faculty and the level instruction at SWC are at, or above, accepted standards. As a result the College has begun a process to assess each degree program for both quality and fiscal sustainability. This program will be vital in these efforts and to expanded targeted areas. The Education Assistance Program is also critical to ensure all faculty, along with key staff, have the requisite skills and degrees. This program will help faculty achieve master degrees and/or national or industry certification in order to improve the quality of course content and delivery.

Sitting Bull College P031D200025

Sitting Bull College (SBC) 9299 Highway 24, Fort Yates, ND is one of five original tribally­ controlled colleges and is located on the Standing Rock Sioux Indian Reservation (SRSIR). Dr. Laurel Vermillion is the president of the college. The college's purpose, expressed in our mission, is broad and takes responsibility not just for education but also for support the preservation of our culture and language and to the improvement of economic development: "Sitting Bull College is an academic and technical institution committed to improving levels of education and training and economic and social development of the people it serves while promoting responsible behavior consistent with the Lakota I Dakota culture and language."

Founded in 1973, SBC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and serves more than 300 students each year. The College offers a broad range of transfer and technical Associate degree programs, certificates, and seven Bachelor's degree programs. Academic and other support services further meet our students' needs.

SBC's students are a diverse group with a number of at-risk characteristics. The majority of SBC students are Native American, older than average, female, low-income, first-generation, and underprepared for college work. Our faculty is dedicated to helping them succeed; ninety-two percent of all faculty have earned Master's or Doctoral degrees and serve SBC's students at a ratio of 1:9.

The Standing Rock Indian Reservation is uniquely located in southern North Dakota and northern South Dakota. The land area is approximately 2,300,000 acres of which 1,408,000 acres are under federal and tribal jurisdiction. This Indian Reservation is larger than the States of Rhode Island and Delaware and approximately the size of Connecticut but with fewer than 4 persons per square mile as compared to 4,845 persons per sq. mile in Connecticut. The primary land use is ranching and dryland farming.

The activities will fall under the following authorized activities:

• Develop academic support services, including advising and mentoring students.

• Deliver new or improved methods to student services, including counseling, tutoring, and instruction in basic skills.

• Provide new technology or methodology to increase student success and retention or to retain accreditation.

• Collect, access, and use information about the institution's operations for improved decision making.

• Faculty development that provide faculty with the skills and knowledge needed to maintain current within their professions.

• Eliminate the distance and high cost associated with providing academic programs and academic support.

• Purchase of library books, periodicals, microfilm, and other educational materials, including telecommunications program materials.

• Establishing community outreach programs that encourage Indian elementary school and secondary school students to develop the academic skills and the interest to pursue postsecondary education .

Southwestern Indian Polytechnic Institute P031D200026

SIPI is a federally-operated, land grant postsecondary institution established in 1971. It is one of the 37 tribal colleges/universities in the United States and is located in Albuquerque, New Mexico. The college is funded by the U.S. Congress through the Bureau of Indian Education. SIPI offers certificates and associate degrees to members of federally recognized tribes throughout the U.S. An enduring commitment to student success is the hallmark of SIPI’s operations

1. Improve Cross-Institutional Dialogue: Develop and implement a comprehensive plan of action that promotes and nurtures cross- functional relationships and conversations between faculty and student services staff.

2. Implement a Common Student Success Vision: Develop and implement shared goals between academics and student services to improve online learning for students, faculty, and staff.

3. Offer Staff/Faculty Development: Support and host faculty and staff professional development. Provide training focusing on distance education for on-line teaching in order to adapt to the technology changes that affect our students in higher education.

4. Improve the Campus Environment: Improve the physical environment and conditions of the campus for students.

5. Institute a Development Office: Establish and improve a Development Office to create engaging programs that bring SIPI eagles together.

Stone Child College P031D200027

The Rocky Boy's Indian Reservation is the smallest reservation in the State of Montana. The reservation suffers from chronically high unemployment rates due in large part to our detachment from mainstream corporate America. The Chippewa Cree Tribe of the Rocky Boy’s Indian Reservation is home to over 6,800 enrolled tribal members, with approximately 4,000 residing on or near our reservation. According to the Montana Department of Labor and Industry, as of November 2019, the unemployment rate on the Rocky Boy’s Indian Reservation is 10.3%, compared to 3.4% for the State of Montana, and 3.3%, for the United States. This is triple the unemployment rate for the state and nation. The median family income of $31,678 is less than half that of the nation at $70,850 and the State at $68,843. The poverty rate on the reservation (38.7%) is nearly three times that of Nation (14.6%) and State (14.4%) These economic factors weigh heavily upon a student’s success in the classroom.

SCC enrolls predominantly American Indian students. Of our total enrollment, 93% of our students are identified as American Indian. In addition, 99% of our student body are American citizens, with the remaining 1% being from Canada; additionally, 40% of our student body are male and 60% are female.

With Title III Part F funding Stone Child College will hire a full time counselor to provide mental and behavioral health support for the student body. SCC will pay for a full time faculty member with a Master’s degree that has endorsements as a reading specialist; and is trained in teaching the students to meet the needs of children needing remedial education. SCC will hire an academic coordinator that also serves as an athletic director and plans and participates in student engagement activities. SCC will hire a retention officer to serve as Learning Center Coordinator for students needing assistance completing their degrees to include provide tutors, mentors, engagement activities and placement tests. Also paid for by this Title III Grant are three (3) part time employees, one (1) coordinates the Johnson O’Malley (JOM) program and the other two (2) work in the facilities / maintenance department. With this funding, SCC students have been provided with tutors for classes they are struggling in

With academic support funding, SCC provides engagement activities and academic enrichment opportunities. SCC is also redesigning the model used for advising, orientation and early alert.

Title III funding has allowed Stone Child College to make improvements to the campus and to expand as the student population has expanded. SCC has identified projects to complete over the next funding cycle to maintain a safe environment for the students and staff. The projects are found in more detail in the narrative section of this application. Without this funding, many of the services we provide to our students and community would not be possible.

Tohono O’odham Community College P031D200028

Project Abstract

Honoring Yesterdays to Build Tomorrow

Title III Part F funding will be used to build a new building on the Main Campus, the Arts and Sciences building. This is a 7,950 square foot building that will house 3 classrooms, a science lab, and an art room. There are 7 offices, a conference room and a covered patio included in the build. This much needed space will provide more offices for instructors and classrooms for instruction. One of the classrooms will be multi-use and include a MAC lab specifically for the art classes.

This project has been started and now the building will be expanded to include bringing administration, human resources and finance to the Main Campus. This will enhance business for everyone as it is difficult to conduct business with parts of the college on different sites. This expansion will also bring the president to the Main Campus. It is estimated at a 7,000' addition.

The Title III Part F funding has allowed TOCC to make substantial progress in moving forward with the dream of the Nation and promoting the value of education. Honoring Yesterdays to Build Tomorrow proposed projects will allow TOCC to move forward in its plans for the new campus while still honoring the students, staff, instructors , and administrators here at Tohono O'odham Community College

Turtle Mountain P031D200029

Turtle Mountain Community College (TMCC) is a tribally controlled two-year college by the Turtle Mountain Band of Chippewa Indians and accredited by the Higher Learning Commission. The College provides an environment that reinforces the rich Chippewa cultural heritage while maintaining academic quality and offering opportunities in career and technical education training.

The student population served by TMCC is mainly from the Turtle Mountain Band of Pembina Chippewa Indians Reservation located in the wooded Turtle Mountains of northern most North Dakota; seven miles from the Canadian border. Despite its natural beauty, this geographically­ isolated area suffers from multi-generational trauma; low academic achievement; high poverty and unemployment, and other poverty driven factors. With a land base encompassing a 6 x 12 mile area, the Tribal membership living on and around the Reservation approximates 16,000; making Turtle Mountain one of the most densely populated reservations.

The US Census American Community Survey (ACS) reports median household income for Turtle Mountain Reservation residents at $27,796 compared to $53,046 for the US. Additionally noted is that 21% of reservation families and 18% in surrounding Rolette County families live on less than $10,000 annually according to American Community Survey.

Attending college can be a challenge for many students clue to the high incidence of pove1iy, low educational achievement, rural isolation and distance to travel to alternative post­secondary institutions. However, Title III continues to have a positive impact on the college ability to serve and expand the higher education needs of the Turtle Mountain Reservation community and the surrounding area. The 2019 fall semester enrollment was 531 and the spring 524. The college totaled 171 graduates this academic year; 120 graduated in the spring with 51 more after the summer session. (This number is accountable directly and indirectly to both Title III programs and their committed staff and faculty.) TMCC continues to have a high Native American enrollment at 99%, an average student age of 26 years old of which 58% are female. OVERALL GOAL: To strengthen Student Suppo1i Services to better serve all TMCC students. OBJECTIVE: 1) The College Social Worker, Institutional Finance Counselor, and Out Reach and Placement Coordinator will provide service opportunities to all TMCC students. 2) The Ed. Tech Coordinator, Distance Delivery Coordinator and Computer Tech/repair areas are charged with addressing on-line response to instruction; brought on by the COVID-19 epidemic. 3) The Safety Compliance Office is charge with the health and safety of all students and faculty/staff; in light of the COVID-19 epidemic. 4) A Grant Specialist shall organize and write institution grant applications. 5) The Academic Success and 5 tutors will provide service to all TMCC students requesting academic help. 6) Content area Tutor area will provide tutoring for Career and Technology Education students.

United Tribes Technical College P031D200030

Established in 1969, United Tribes Technical College (UTTC) is one of the oldest of the Tribal Colleges and Universities (TCUs) in the United States. UTTC is owned and governed by the five Tribal Nations located wholly or in part in the State of North Dakota: Sisseton-Wahpeton Oyate, Spirit Lake Nation, Standing Rock Sioux Tribe, Three Affiliated Tribes (Mandan, Hidatsa, and Arikara), and Turtle Mountain Band of Chippewa Indians. Since UTTC’s inception as a workforce training center, UTTC has evolved to serve as an important source of educational services and a forum for intertribal discussion of program development aimed at the perpetuation of Tribal rights and promotion of economic development in Indian Country. The college offers certificate, diploma, associate and baccalaureate level programs of study and is regionally accredited by the Higher Learning Commission and is fully approved to offer programs of study online.

The overarching goals in this project are to increase student enrollment through development of new program options, to improve decision-making by enhancing the institution’s ability to collect, access, and use institutional data, to create smart learning spaces for students through the integration of computer technology to improve retention and completion rates, and to improve contributions from alumni and the private sector by strengthening development office functions.

The project activities are:

1. Provide faculty development and faculty fellowships to assist in acquiring skills and knowledge needed to develop instructional methodologies designed to strengthen academic quality of the institution;

2. Strengthen administrative management that will improve the institution’s ability to collect, access, and use information about the institution’s operations for improved decision making;

3. Develop new academic programs or new program options that show promise for increased enrollment;

4. Renovate and improve classrooms and other instructional facilities by integrating computer technology into institutional facilities to create smart buildings;

5. Improve facilities for Internet and distance learning academic instruction capabilities; and

6. Strengthen the College Relations office to improve contributions from alumni and the private sector.

Achievement of these activities will be monitored through specific performance measures designed to increase college access, quality, and completion by improving higher education and lifelong learning opportunities for youth and adults (DOE GPRA). The performance measures will be indicators of increased technical capacity and intellectual capital in teaching and learning, increased capacity and effectiveness with data use and decision-making, expanded program offerings and options, improved resources and access for student learning, and improved contribution management at UTTC.

White Earth Tribal and Community College P031D200031

Title WETCC Academic and Curriculum Development Proiect

Institution White Earth Tribal and Community College

White Earth Nation, Minnesota

Location 2250 College Road

Mahnomen, MN 56557

President Loma J. LaGue

Institutional Description Established in 1997 as the first tribally controlled college on the White Earth Reservation, White Earth Tribal and Community College is a two-year liberal arts college chartered by the White Earth Tribal Council. White Earth Tribal and Community College is affiliated with and accredited by the Higher Leaming Commission of the north

Central Association of Colleges and Schools.

Length October 1, 2020 to September 30, 2025

Project Activities The White Earth Tribal and Community College Academic and Curriculum Development Project activities will include:

1. Create Relevant Campus-wide Assessment and Evaluation.

2. Strengthen Institutional Policy and Procedures.

3. Enrich and Expand College Capacity. 4 Develop Academic and Non-Academic Programing.

5. Increase Student Success and Engagement

Total Funds Requested $500,000.00

Keweenaw Bay Ojibwa P031D200032

Keweenaw Bay Ojibwa Community College (KBOCC) is a rural two-year college chartered by the Keweenaw Bay Indian Community in 1975. KBOCC's mission is to provide post­secondary education rich in Ojibwa culture, tradition and beliefs that supports life-long learning. To support this mission, KBOCC is seeking funding to strengthen and increase the college's capacity to serve students through the following main objectives: l) facility improvements; 2) program review and development; 3) increase services and use of the library and wellness center; and 4) enhance technology infrastructure, support, and use.

KBOCC facilities improvements are intended to improve the learning environment and overall occupancy comfort on campus. The first activity under this objective is to provide upgrades to the science lab. This will allow KBOCC to increase the number of science courses offered. The second activity will be to install an elevator at the KBOCC Arts & Agriculture Center. This will allow for maximum use of the facility, providing second floor accessibility for all occupants. The third activity will be to install solar panels at the Wabanung Campus. Incorporating the use of renewable resources will increase self-sufficiency while providing long-term cost and energy savings.

To support the academic integrity of programs offered at KBOCC, the department chair of each program must complete a comprehensive review on a rotational basis. Grant activities of the second objective will include a minimum of one comprehensive review per year. Other activities will include the development of new academic programs. This will require thoughtful planning to include conducting community needs surveys, capacity assessment, and curriculum development.

The third objective seeks to increase services and use of the library and wellness center. Each of these programs support student academic achievement and success. Activities for this objective will include increasing the number of educational materials and resources available, enhancement of career readiness services, increase the number of wellness activities offered, and increase alumni relations.

Technology fluency and access to technology packages are critical needs for students, including Internet access and computer-based learning. The final objective seeks continuously expand the student information system to improve delivery of services to students. Activities will include increased training opportunities for faculty and staff as well as accessibility options and support for students.

Saginaw Chippewa Tribal College P031D200033

SCTC will continue its project “Strengthening SCTC’s Administrative and Governance

Infrastructure for the Future” and its three key components: improve, strengthen, and expand its

current capacity to serve Native students. By establishing set goals and objectives at the

administrative and governance level, this will allow the institution to provide better servicing to

the students and assist them to meet their own educational goals.

The Title III grant will allow the institution to continue funding key positions at the

administrative level, thereby improving self-sufficiency within various areas of the organization.

Having acquired individuals with the necessary skills has decreased the institutions dependence

on staff members that were once working multiple positions within the institution while trying to

fulfill other obligations required by outside agencies. These positions allow the institution to

continue satisfying its mission by completing the development, implementation, and evaluation

of policies that include incorporating cultural relevancy into every priority, goal, and objective.

Administrative staff continues to represent the institution with outside agencies as

required or suggested by relevant organizations to remain consistent with area institutions and

other tribal colleges. Professional development outreach will allow the institution to remain

consistent and build upon the administrative and governance infrastructure.

The Saginaw Chippewa Tribal College has realized that there are still areas of service

that the institution is lacking in. This new project will hopefully incorporate new positions to

assist in better servicing the student needs, as well as the needs of granting agencies, the

college’s accrediting agency, and other required reporting organizations. In this application, the

Grants and Special Projects Coordinator has included a small portion of these proposed positions

for future reference. These positions are still awaiting approval and the Grants and Special

Projects Coordinator will reach out to the college’s Program Director (Steve Sniegoski) for

approval on that end.

Red Lake Nation College P031D200034

Title III Part F funding will be used entirely to support personnel costs for business office,

maintenance and security, and student success staff in order to efficiently and effectively manage

funds, secure and maintain college facilities, and support Red Lake Nation College students in

achieving an exceptional education grounded in Anishinaabe culture and values. These funds are

instrumental in providing fiscal stability for RLNC, allowing for sustainability of programming

and progress toward academic and other institutional goals. Providing access to higher education

and career opportunities to the members of the Red Lake Nation is paramount to reducing chronic

poverty and unemployment on the Red Lake Indian Reservation. The mission of RLNC is to

provide excellent higher education that is grounded in the Ojibwe language and culture of the Red

Lake Nation. RLNC strives to produce graduates who will use their skills and education to meet

their academic and career goals and help the Red Lake Nation grow and prosper.

Title III Part F funds will support business office staff, including the Chief Financial

Officer, Grant Writer/Manager, Senior Business Office Specialist, and two Business Office

Specialists, who administer funds and manage financial resources of the college to support the

efficient use of funds for operational effectiveness and improved decision making. These funds

will also support facilities and security staff, including the Maintenance and Security Director,

Campus Security Officer, and Maintenance Technician, who provide facilities cleaning and

maintenance and campus security to support a clean, secure, and well-maintained learning

environment. And, Title III Part F funds will support Student Success staff, including the Director

of Student Success, Director of Recruitment and Outreach, and a Student Success Counselor.

These staff members work with faculty and students to support student success, retention, and the mission of the college.

We are nearing the completion of the four-year accreditation process with the Higher

Learning Commission (HLC). The final HLC visit was scheduled for April 2020, but has been

postponed until September due to the COVID-19 outbreak. We are excited to meet with the HLC

reviewers to showcase our accomplishments to complete this final accreditation step.

College of the Muscogee Nation P031D200035

Public Education (Math and Science) Facility and Exhibit/Lecture Hall Project

Abstract

The College of the Muscogee Nation, located in Okmulgee, Oklahoma is seeking funds which will contribute to the funding package for construction of the Public Education (Math and Science) Facility which includes an Exhibit/Lecture Hall on campus. The facility plan is designed with Native American students in mind to provide additional classroom space to create a positive learning environment critical to student success. In order to enrich our mission, the college seeks to add the Public Education (Math and Science) Facility and Exhibit/Lecture Hall to accommodate three new degree programs with an emphasis on math and science.

Construction funding from Part F will allow us an opportunity to add classrooms and office space. The facility would provide additional classrooms, an instructional lab, offices, and lecture hall. Although the majority of the space will be utilized for classroom space, we plan to include offices in the design to accommodate the increasing numbers of students, faculty, and staff of CMN.

The development of this instructional space will provide an enriched and supportive learning environment for students. The collaborative effort of this construction project includes funds from the Housing and Urban Development (HUD), Muscogee (Creek) Nation, and United States Department of Agriculture (USDA) to build this needed facility for the tribal college. This cooperative effort is an excellent example of the emphasis on student success, positive support for faculty/staff and dedication to higher education.