

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Indian Demonstration Grants for Indian Children

CFDA # 84.299A

PR/Award # S299A160034

Grants.gov Tracking#: GRANT12174841

OMB No. 1810-0722, Expiration Date: 06/30/2018

Closing Date: May 31, 2016

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="05/27/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="466040216"/>	* c. Organizational DUNS: <input type="text" value="0919926850000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="605-455-6174"/>	Fax Number: <input type="text" value="605-455-2703"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

I: Indian/Native American Tribal Government (Federally Recognized)

Type of Applicant 3: Select Applicant Type:

*** Other (specify):**

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

*** 12. Funding Opportunity Number:**

ED-GRANTS-022916-002

*** Title:**

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Demonstration Grants for Indian Children Program CFDA Number 84.299A

13. Competition Identification Number:

84-299A2016-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Little Wound Extension Program

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="910,020.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="910,020.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Charles Cuny</p>	<p>TITLE</p> <p>Superintendent</p>
<p>APPLICANT ORGANIZATION</p> <p>Little Wound School District</p>	<p>DATE SUBMITTED</p> <p>05/27/2016</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Little Wound School District * Street 1: 101 Main St. Street 2: * City: Kyle State: SD: South Dakota Zip: Congressional District, if known:		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix * First Name Middle Name * Last Name Suffix * Street 1 Street 2 * City State Zip		
b. Individual Performing Services (including address if different from No. 10a) Prefix * First Name Middle Name * Last Name Suffix * Street 1 Street 2 * City State Zip		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Charles Cuny * Name: Prefix * First Name Charles Middle Name * Last Name Cuny Suffix Title: Telephone No.: Date: 05/27/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160034

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Little Wound School District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Little Wound School District
Abstract

Little Wound School District and the Oglala Sioux Tribe (OST) are applying as partners on (competitive priority 2) behalf of Little Wound School (LWS), a P.L. 100-297 tribal school located at the center of the Pine Ridge Reservation, in the southwest corner of South Dakota. LWS has students from seven of the nine districts on the Reservation. We meet the absolute priority to fund Native Youth Community Projects. We meet competitive priority 1 to serve a rural community as designated by NCES as a “rural remote” (43) district. We meet competitive priority 2 as the We meet competitive priority 3 of being located in a promise zone on the Pine Ridge Reservation.

The community assessment revealed the community is characterized by high poverty (55% of families live in poverty and 96% qualify for free/reduced lunch), high unemployment (about 80%), and low educational attainment (55.6% have less than a high school diploma). LWS draws students from a 50-mile radius so transportation is a barrier, especially in bad weather and school absentee rate is high (80.4%). Substance abuse is pervasive and most crimes (90%) are due to substance abuse.. Our population is affected by intergenerational trauma due to the historical trauma of the Lakota people. Conditions in the community contribute to a lack of hope in students. Due to the high number of youth suicides, the tribe declared a state of emergency in 2015 and initiated increased behavioral and emotional support services for youth.

Academically, on NWEA, only 11% were proficient in math and only 16.7% were proficient in language arts. On state standards assessment, less than 5% were proficient in language arts in grades 3-8 and only 14% of 11th grade students were proficient. In Math, only grade seven had any students proficient (2%). At Oglala Lakota College (OLC), the tribal college that will work with us, they reported 70% of students enter needing foundational (remedial) courses.

The project proposes to establish an Extension School by expanding Little Wound School to meet needs of un-served or under-served youth. Barriers will be addressed using a blended learning program to reach students who can't or don't attend school due to transportation, family obligations or other issues and provide an alternative path to complete high education and obtain college credits. Each student will have an individualized learning path and work on computers sometimes and receive individual or small group instruction at other times. Students that have dropped out or fallen behind the path to graduate can take advantage of credit recovery courses online and those that would benefit from enrichment or advanced coursework will have that available. Online programming will include career pathways and college test preparation. OLC will offer dual enrollment for college credit. Work experience with mentoring will help students develop work-related skills and explore career opportunities. We will continue to use the American Indian Life Skills program and the online program we will use allows for adapting and designing courses that incorporate the Lakota language and culture with input from OST.

Goals are to improve academic skills, improve college/career readiness and increase high school completion. Objectives are to increase proficiency on the reading and math state test by 10%, increase graduation rate 20%; decrease dropout rate by 3% or to zero, students taking the improve average ACT score to 20, increase college ready benchmarks by 5%; and half of 11-12th grade students take dual enrollment or advanced placement courses. All objectives will be within the context of increasing Lakota language and cultural pride. We will make full use of the existing programs that address these areas and add the services that will address unmet needs.

Anticipated outcomes are improved academic achievement, increased high school completion, college/career readiness, and ultimately more opportunities for youth to have improved economic status and educational attainment.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Need for Project (Maximum 15 points).

(i) The greatest barriers to readiness of local Indian students for college and careers;

Little Wound School District and the Oglala Sioux Tribe (OST) are applying as a partnership on behalf of Little Wound School (LWS), a P.L. 100-297 tribal school. The school is located at the center of Pine Ridge Reservation, a federally designated Promise Zone in the southwest corner of South Dakota. The reservation is the second largest in the U.S. and home to about 34,641 Oglala Lakota (Sioux) (HUD, 2014). LWS serves 900 students K-12 from seven of the nine educational districts on the Reservation in Little Wound School (LWS). The project was designed based on a review of a community assessment conducted by OST, information in the Oglala Lakota College Case statement, and a review of community, student and school data.

We meet the absolute priority to fund Native Youth Community Project as we are a defined geographic area, include a BIE school and Indian tribe as partners, are focused on college and career readiness, have past experience with improving outcomes with other funds, base our project on a community assessment and will address barriers identified. We meet the competitive priority to serve a rural community as designated by NCEES as a “rural remote” (43) district.

Of our students, 99% are enrolled in a federally recognized tribe. The school includes

Little Wound School
<ul style="list-style-type: none">• Located in a Promise Zone• 99% tribal enrollment• 96% eligible for free/reduced lunch• 11% proficient in math• 16.7% proficient in reading• 50% of students don't graduate• 80.4% attendance rate• 11% graduation rate• Only 5% meet college readiness

an elementary school, (grades K-5), a middle school (grades 6-8) and a high school (grades 9-12). Less than half of our students graduate and we see the need to provide interventions to improve that outcome. There are a number of barriers the local Indian students face in and out of school. More than half of the families live below the poverty level (55%). Of LWS students, 96% qualify for free/reduced lunch. Unemployment is high (estimated at 80%). Substance abuse is pervasive and almost every resident has a friend or family member impacted by it. The prevalence of alcohol and drug use impacts the safety of students as 90% of violent crimes are attributed to substance abuse. There is a housing shortage on the reservation that forces many families to share overcrowded housing.

The root of youth despair on Pine Ridge Reservation is the historical trauma of the Lakota people. For the past two centuries, our community has faced continuous tragedies including widespread death due to war and disease; the violent oppression of our culture, language of life, religion, and family structure; and economic marginalization. As the scientific field epigenetics now demonstrates, trauma has a the physiological impact which produces negative consequences for future generations. Epigenetics indicates that one generation's trauma makes the next generation more vulnerable to psychological stress and its consequences as well as to subsequent trauma. This physiological reality, along with continued systemic barriers, contribute to a cycle of self-destructive behavior, violence, addiction, physical illness, breakdown of the family system, high dropout rates, and low educational/professional advancement.

Along with intergenerational trauma, extremely high poverty and unemployment rates contribute to, and underpin, a great number of additional social challenges that play off of one another, including high rates of physical, sexual and emotional violence in the home; alcoholism and drug addiction; high rates of chronic illnesses; and the breakdown of social systems. All of

these factors are interconnected and put enormous stress on families and children. Conditions in our community contribute to a lack of hope in students.

South Dakota (SD) Native American students have the lowest graduation rate in the nation and approximately half of the students at LWS don't graduate from high school. Educational attainment in the community is low with 55.6% having less than a high school diploma. The limited education no doubt contributes to the high unemployment rate and high poverty.

Students face other challenges when it comes to getting an education. One challenge is the distance students travel to school. Our attendance area covers a 50 mile radius. The distance to school, especially when the weather is bad, is a significant barrier and no doubt contributes to the dropout rate (6%), low attendance rate (80.4%) and low graduation rate (11.5%).

Academic performance is low in English/language arts and mathematics. On the NWEA Map assessment used by the Bureau of Indian Education, only 11% of students are proficient in math and only 16.7% are proficient in reading. On the Smarter Balanced Assessment (SBA) that addresses the South Dakota state standards, none of the students in grades three, six and eight were proficient while in grade eleven, 14% were proficient and in grades four, five and seven, 5% were proficient. In Mathematics, the only grade with any students proficient was in grade seven where 2% were proficient.

College and career readiness is a priority for LWSD but our students are not as ready as we would hope. In addition to the low performance on the state testing, we look at performance on the ACT. On the ACT test, we have had seen some progress but still need to see more improvement. The following table shows data from the past four years giving the average score ("score") and the percentage that are considered college-ready ("Rdy"). The four-year trend is as follows:

Average ACT Average Score and Percent Meeting Readiness Benchmarks on the ACT										
Year	English		Math		Science		Reading		All areas	
	Score	% Rdy	Score	% Rdy	Score	% Rdy	Score	% Rdy	Score	% rdy
2012	11.2	3	14.6	0	14.1	58	14.6	5	13.7	0
2013	12.8	9	15.8	2	14.8	52	15.2	4	14.8	0
2014	13.1	13	15.9	5	15.6	51	16.2	10	15.3	0
2015	13.5	14	15.7	5	15.9	54	15.4	11	15.3	5

All results were well below the state and national average and indicate a need for improved college readiness. The Oglala Lakota College (OLC) is on the Pine Ridge Reservation and is chartered by the Oglala Sioux Tribe with a mission to provide educational opportunities that enhance Lakota life. The proximity and Lakota values of the college, present a great opportunity for students of LWS to attend college close to home. According to the Oglala Case Statement review, readiness is an issue. OLC gives the Accuplacer test in language arts and math and students must achieve a basic level to take college courses. 70% of entering Freshmen need to take Foundational (remedial) Studies courses to get to the basic level to enroll in college courses. Students also take longer to graduate since they stop out for family emergencies, lack financial resources, short term employment, lack of transportation and child care issues.

If students can enter not needing foundational courses, they will move through college quicker. The cost of college is daunting to students who come from high poverty backgrounds and families that did not go to college. If they were offered additional support academically and have the opportunity to take college courses while in high school, they are more likely to be interested in college and feel more confident and more successful. Further, OLC offers vocational and technical skills coursework that could prepare students for jobs. We want to

provide work experience opportunities for our students to help them gain employment skills. When students are successful academically and have employment skills, their lives can change for the better and positively impact our local community.

In discussions with LWS staff and reviewing assessments, we have determined that there is a population of students who may be underserved or who would benefit from a more alternative learning environment. One group is students that have not been successful in a traditional classroom setting who have difficulties keeping their focus and need self-directed, self-paced learning with supplemental and enrichment activities. Another group consists of students that are geographically remote and unable to attend regularly due to bad weather or distance. Students that have dropped out would benefit from an environment where there are additional supports and services that would help them re-engage with the education system and continue working toward graduate. Students that have physical limitations that prohibit them from coming to school could also benefit from the opportunity for alternative learning methods including online learning. There are also some students that have dropped out due to family obligations during the day including students that are pregnant. In addition to those needing academic help, we also recognize that we are not able to offer the full range of coursework that might better prepare students for college and career readiness. We have students that are capable of taking advanced coursework but we don't have qualified staff to provide that. We want to have students get a head start on college through test preparation for college entrance tests and the opportunity to enroll in dual credit classes for credit at OLC or other SD colleges. We would like to serve these students through LWS but space is limited and we need to have a larger classroom space to accommodate these students and supplement existing programs.

We propose to establish the Little Wound Extension School (LWES) that will meet many

needs that have been identified as the result of barriers our students have encountered. The Extension School would be for grades 6-12 on the site of LWS and draw from the other districts on the reservation as we do now but expand programming to help those students that have dropped out, need extra help, need advanced coursework, and need distance learning opportunities. The school will provide individualized support, enrichment, credit recovery, college and career preparation to students in the Pine Ridge Reservation.

(1) Opportunities in the local community to support Indian students; and

One of the pressing problems in the community resulted in increased services available to our Indian students. In recognition of the many challenges and conditions on the reservation, in 2012, a group representing the various tribal agencies came together to conduct a needs assessment. That resulted in a plan to address identified needs. The Oglala Lakota Plan provides a set of priorities and recommendations that reflect the community process. The priority for education is to “teach culture, build capacity---and expand ways to teach.” The path to healing is crucial to sorting out over a century’s worth of frustration for the resilient people of the region.

The plan calls for “collaboration between ongoing language initiatives to strategically coordinate and increase education efforts” that can happen with language learning software using increasing technological capacity throughout the school curricula, opportunities for youth employment, to engage youth in learning life skills and educational programs that provide venues to educate and empower youth. Some steps have been taken including the provision to schools of the American Indian Life Skills program and support for behavioral and mental health issues. Due to high unemployment, economic development is a primary concern and the superintendent of LWS participates on that committee.

Oglala Lakota College (OLC) is a tribally controlled college based on the Pine Ridge Indian Reservation and also has the He Sapa Instructional Center in Rapid City which according to the 2010 US Census has a population of about 9,000 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 and is about 3,900 square miles. 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. OLC is an open enrollment college with offerings from GED through Masters. OLC averages over 1,700 students a year of which 90% are Native American and 70% are women.

Oglala Lakota College has perhaps the most unique campus and organization of any college or university in the country. Administrative headquarters are at Piya Wiconi, close to the center of Pine Ridge Reservation, (8.5 miles southwest of Kyle, SD). Classes are offered at 11 Instructional (College) Centers (one in each of the nine reservation Districts one in Rapid City, SD and one in Eagle Butte, SD. Instructional) are staffed by a Director, one to three Counselors and one or more Tutors and have 3 to 15 classrooms, a computer center, and a library. OLC offers a Masters in Lakota Leadership and Management: Educational Leadership to educate principals, an elementary and secondary teacher education program, social work program, a substantial Foundational studies program, and a GED preparation program. They are providing Accuplacer testing at an earlier age to identify skills needed to start their 100 college credit courses sooner, not being in foundational courses. In addition they offer vocational training in a degree or certificate program. It's proximity to LWS and emphasis on Lakota language and culture provides an important asset to the students and community members.

(2) Existing local policies, programs, practices, service providers, and funding sources.

OST President John Yellowbird Steele declared a State of Emergency on February 17, 2015 due to a wave of youth suicides. The declaration called for: the continued funding of the Sweetgrass Suicide Prevention Program; the Indian Health Service to deploy behavioral health professionals to the Reservation; and the OST Health and Human Services Committee to set up a Tribal Youth Services Department to assure youth activities, jobs, counseling and tutoring. The Administration for Native Americans provided a \$300,000 a year grant for 3 years to set up Youth Councils in the 9 Districts, train 50 young adults to mentor the Youth Councils, provide culturally appropriate activities in concert with spiritual leaders, and have the Youth Councils provide safe and healthy activities including summer camps, naming ceremonies, rites of passage, and youth recognition. The OST Department of Education has \$156,000 to begin training people and implementing the American Indian Life Skills Curriculum in the middle schools. The OST Tawacin Ohokila (Taking Care of the Whole Self) substance abuse prevention program focusing building on community strengths has just been refunded. These services provide behavioral and emotional support for youth while increasing knowledge and instilling pride in their culture.

The Oglala Sioux Tribal Education Department has set standards of education for school districts that are a guide in the development of school district policies. LWS policy statements are included in a student handbook with the following statement: "Little Wound School will provide a sacred environment for students to achieve academic, Lakota language, and cultural excellence." The student handbook spells out policies including a code of conduct, consequences for absenteeism plus re-instatement procedures. Some relevant policies include:

- Tutoring: Students may receive tutoring in areas of study that may be having problems. This program is designed to improve student's study habits.
- Intervention: Strategies to improve student attendance and behavior may be made available to students. (i.e., group counseling)
- After School Program: The Little Wound High School's After School Programs are designed to improve attendance, study skills and student behavior.
- The Principal will actively pursue employment opportunities for students to assist their efforts toward economic independence and will promote development of student corporations and other entrepreneurial activities. All such activities will be structured in such a manner so as not to interrupt the learning process of students.
- Teachers shall notify the respective Counselor, Dean of Students and Principal of any student(s) showing drop-out tendencies so that resources become immediately available to the student. Every student should be counseled as soon as s/he is detected to be a potential drop-out and every effort made for retention. Every staff member is responsible for assisting students in their problem-solving efforts, should serve as a resource for students and such matters should be approached with equity and consistency.
- Advance Placement (AP) and Post-Secondary courses taken through Dual enrollment are transferable for college credit as approved by South Dakota Board of Regents.
- Little Wound School graduation requirements will meet or exceed Oglala Sioux Tribal requirements and the accrediting agency requirements.

These policies demonstrate the LWS commitment to providing services and interventions to support student success. Some other community resources and programs include the Lakota Funds that offers-courses for students in entrepreneurship and provide financial literacy

instruction. They offer a matching savings program that helps students get in the habit of regular savings deposits that are matched with \$2.00 for every \$1.00 deposited.

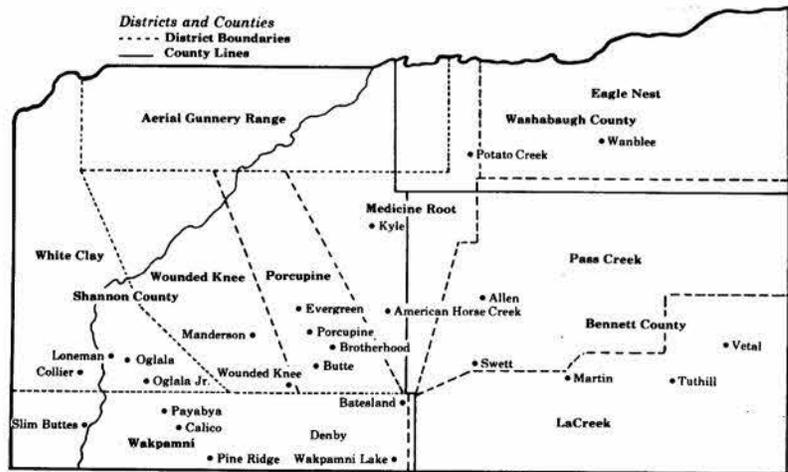
The USDA provided \$2.6 Million in Grants for Infrastructure and Economic Development Projects on the Pine Ridge Indian Reservation. Activities resulting from the grant provide opportunities for students to develop vocational/technical skills to build career readiness. The USDA also provided a farms grant that provides further opportunities. Students can get vocational training at OLC combined with work experience that will help them be employable.

Quality of the Project Design (Maximum 30 points).

(i) (Up to 3 points) The extent to which project is focused on defined local geographic area.

Little Wound School District is located in a section of the Pine Ridge Indian Reservation that encompasses the Oglala Lakota

County, and small parts of Jackson and Bennett Counties, three of the 66 counties in the state. Little Wound School District draws students from a 50 mile radius of Little Wound High School located in Kyle,



SD. The map shows the Pine Ridge Reservation districts. Students can come to Little Wound in Kyle, SD from any of the nine districts but typically come from the seven closest to LWS. Kyle’s location in the center of the reservation makes it a good location for an extension school.

(ii) (Up to 3 points) The extent to which proposed project is based on scientific research, or existing program that has been modified to be culturally appropriate for Indian students.

The Goldwater Institute (2012) conducted a study that recognized that the U.S. is failing to

ensure the American Indian students have the opportunity to receive a first-class education. They also point out that the low educational attainment common in Indian communities no doubt leads to a higher risk of poor life outcomes including unemployment and poverty. Education researchers have identified one of the challenges to overcome is teacher quality as that affects student improvement (Ladner, 2009). Like many rural areas, reservations are plagued with teacher shortages (Boyer, 2006). Moreover, reservation schools experience higher teacher turnover rates compared to non-reservation schools (Chavers, 2000; Miller-Cleary & Peacock, 1998). In LWS, the yearly teacher turnover rate is 40%. When a new teacher comes in, they have to learn not only the school curriculum and guidelines but also the students' culture and methods of learning. The Goldwater Institute recommends a solution to these barriers to be digital learning-new tools to use while maintaining cultural autonomy. This provides access to world-class instruction as well as access to courses not often available in rural Indian communities. These types of tools can support, rather than replace, traditional instruction.

When courses are not available at a school, blended learning (utilizing online instruction in addition to face-to-face instruction) can be used effectively. Heppen et. al (2009) reported on findings from a randomized control trial designed to inform decisions of policymakers considering using online Algebra courses. Results indicate that offering Algebra I as an online course to Algebra Ready (AR) students is an effective way to broaden access in schools that do not typically offer Algebra I in grade 8. Taking this course significantly affected students' algebra achievement at the end of grade 8 and increased their likelihood of participating in an advanced course-taking sequence in high school. The course had no negative effects on non-AR students' measured outcomes.

Means et. al (2013) conducted a systematic search of research literature from 1996-2009 and

conducted a meta-analysis of experimental and quasi-experimental studies contrasting blends of online and face-to-face instruction with conventional face-to-face classes. Blended instruction has been more effective, providing a rationale for the effort required to design and implement blended approaches. The authors indicated that online learning appears to be as effective as conventional classroom instruction and the overall finding of the meta-analysis is that classes with online learning (whether taught completely online or blended), on average, produce stronger student learning outcomes than do classes with solely face-to-face instruction.

In a study conducted at OLC by Asfour & Bryant (2011), the authors examined the perceptions of Lakota Native American students who were taking the Principles of Marketing online course. The author concluded that distance education, which includes hybrid and online courses, should continue to be a part of the Native American educational system as it offers an opportunity to nontraditional students to obtain higher education in various degrees.

In a meta-analysis of dropout prevention outcomes (Chappell et. al, 2015), the authors identified effective practices. These practices included school-community collaboration, family engagement, tutoring, alternative schooling, after-school opportunities, use of technology, individualized instruction, career and technical education, academic support, counseling and credit recovery (online or in person). These are all strategies we plan to use.

We plan to expand online services in addition to individualized instruction as an outreach to students that have high absenteeism, have dropped out or are falling behind to graduate as well as those in school who are not proficient can receive needed instructional support or who need advanced coursework and college and career readiness preparation. We have been using Odysseyware, a research-based program. Arizona State University conducted a study of online learning and concluded, “the research summarized here shows how Odysseyware puts into

practice the most effective and best-researched instructional applications of digital learning” (ASU, p. 35-see attachment). The program is aligned with the SD state standards as well as with the NWEA assessment that BIE schools use and will be adapted to utilize the Lakota language and incorporate information about the Lakota Sioux culture into coursework. The Odysseyware Content Authoring Tool will enable Little Wound to create Native Language-specific content by creating a single lesson, project, quiz, test or entire course. This helps student learn their native Lakota language based on how best the tribe would like the material presented. Utilizing specific cultural content including Web 2.0 Tools, Passages, Articles, Text, Videos, Animations, Games and Activities will help support the tribal importance of the Oglala Lakota language and history are all examples of components would be used to help student understand and master these important cultural educational pieces. These can all be easily imported into the Learning Management System to use for all children in the district.

The students to be served in the Extension School program may have other needs in addition to the academic needs. This may include emotional and behavioral health and college and career counseling. In addition to utilizing services available through OST, we will hire a social worker or counselor to use a strength-based approach to build confidence, self-esteem and resilience in students. This person will also work with students on college and career readiness.

(iii)(Up to 7 points) Goals, objectives, and outcomes are clearly specified and measurable.

The goals, objectives and anticipated outcomes are based on the needs we propose to address. The objectives measureable with criteria and anticipated outcomes noted.

Goal 1: Increase academic achievement results in reading and math by 10 percentage points

Objective 1.1: Student academic proficiency in reading will increase by 10 percentage points on the SBA

Objective 1.2 : Student academic proficiency in math will increase by 10 percentage points.

Outcomes for goal one include improved academic performance on the SBA by 2.5 points per year, improved progress on the NWEA benchmark assessment from first to final test yearly, increased passing grades in academic courses

Goal 2: Increase high school completion as indicated by increased graduation rate and decreased dropout rate.

Objective 2.1: Student graduation rate will increase by 20%

Objective 2.2: Dropout rate will decrease by 3 percentage points or to zero

Outcomes for goal 2 include: increased attendance rate to 95% by end of year, increased graduation rate to more than 50%, decrease in dropout rate by 1% or to zero each year, increased high school completion by 50% or more

Goal 3: Students will be college and career ready as determined by performance on college entrance tests, participation in dual credit courses and not needing developmental courses.

Objective 3.1: Students taking the ACT will improve their average score to an average of 20.

Objective 3.2 : On the ACT, the percent of students meeting readiness benchmarks will increase by 5%.

Objective 3.3: At least half of the 11th/12th grade students will take one dual credit course or advanced placement class.

Outcomes for goal 3 include more students taking the ACT, improved scores on the ACT, increased enrollment in dual credit courses, increased college enrollment after graduation and reduction in the need for remedial courses in college.

Benchmark assessment will occur to determine progress as the grant is implemented and there will be a quarterly review of data with staff and partners so that any needed program adjustments

can occur.

(iv) (Up to 10 points) The extent design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

We have identified barriers to success in school and have designed the project to comprehensively address those barriers and improve outcomes. We will build capacity to serve more students from the districts on the Pine Ridge Reservation served by Little Wound School with attention to those students that need extra support and access to alternative ways of learning. Having an Extension School will provide an environment conducive to addressing barriers and challenges. The site will serve existing students in a learning lab as well as those who have dropped out, are not keeping up with their classes, have fallen behind being on time to graduate and others that may learn better in an alternative school. The total number of students currently in grades 7-12 that will benefit from services is 450 and we expect to add an additional 150 students with the school's expansion. In addition to the site at LWS, through our collaboration with OLC, we will work with OLC to be able to have students use the regional instructional centers to utilize the technology and have access to the online programming we plan to have available. We based our project design on the logic model we developed (see attachment)

The Little Wound Extension School will house a research-based software program and web-based courses that incorporate the Oglala Lakota culture and language into a full curriculum, provide individualized learning opportunities, provide emotional and behavioral support, focus on college and career readiness and career exploration and help students be successful in school. Students will be individually assessed to determine skills they need to meet state standards and have an individualized learning path developed that can address their needs. They also can have the opportunity to take advanced placement courses that are not currently offered, have credit

recovery opportunities if they fall behind or fail a course, and take dual credit courses through Oglala Lakota College. A program director will oversee the program and a supplemental enrichment coordinator will supervise day to day programming, conduct student assessments, teach students in groups or individually and be assisted by a learning lab instructor.

To address high absenteeism and distance barriers, we will purchase a van so that the social worker/counselor can pick up students that can't find a way to school and get them to school. S/he will call students that have unexcused absences or drop out and see if they need transportation or other support to come back to school and persist to graduation. S/he will make home visits to talk with parents about the importance of school attendance. When there are family issues or emotional issues, the social worker will refer them to the appropriate agency to receive additional support. We will also make arrangements for distance learning if there is an ongoing medical or weather issue that makes attendance not feasible for any length of time.

To improve graduation rates, we will provide counseling, offer credit recovery courses, have work experience in combination with coursework to help students see a reason to stay in school and will implement the Odysseyware program courses for students that have difficulty attending on a regular basis, have fallen behind in classes or who want to take any advanced course not being offered. In addition we will give incentives to students for good grades, good attendance and staying on track to graduate. We will provide interim benchmark assessments and identify areas of need for students to complete courses and stay on track to graduate. The coordinator assisted by the learning lab instructor will work with students to focus on the skills needed to continue their progress and improve proficiency. We will also provide positive incentives for attendance and passing grades and credit recovery for students that need to repeat or make up a course.

To meet the need to improve college and career readiness, we will offer work experience, dual credit courses, mentoring, college visits, speakers about career opportunities and provide information about college requirements. The Odysseyware courses include college and career readiness options including college test preparation, and over 80 CTE courses that introduce students to a variety of possible career paths and begin equipping them with the specific skills necessary for success in those fields. The social worker/counselor will also work with students to identify college and career goals. Research has shown that when students receive helpful college and career counseling they are more motivated to do well in school, feel more connected to their school, get along better with others and see their school as a more civil and safe space (O'Brien, 2013). The social worker/counselor will work with students to learn about college and career opportunities and set postsecondary goals. The tribal police department and school district provide internship/work experience opportunities for students to work in clerical areas under the supervision of an employee who will also mentor them. The tribe is working to add employment opportunities within the community and we will work with them to increase work experience opportunities as they come available. We will coordinate with the Oglala Lakota College to inform students about the vocational/technical opportunities at the college that are tied to the work experience opportunities.

To improve academic achievement, students will work on needed skills in the instructional learning lab where they can work independently and have the support of an instructional lab instructor to monitor their progress and provide individualized instruction. Students will be able to earn points which, in turn, they can use to “purchase” incentives. We will offer after-school, evening and summer hours for tutoring, use of the Odysseyware assessment and individualized learning path for instruction.

To address intergenerational student trauma and other emotional/behavioral needs, services provided by the social worker/counselor will be strengths-based. When strength-based counseling is used, it will develop an outlook that positive things can happen and that the individual can direct good things happening in their life (Smith, 2006). Wellness-based counseling provides the opportunity for adolescents to discuss influences on their lives and themselves and can discover discovering personal strengths leading to feelings of competence and an increase in self-esteem. (Townsend, 2013). A focus on building self-esteem is important as it can be a predictor for future success (Trzesniewski , et. al, 2006) and linked to academic success (Clay et. al, 2005; Dubois et. al, 2002).

Improved self-esteem can result in resilience (Baumeister, et. al, 2003). There will be a focus on building resilience in students. Recommended practices in promoting resilience include caring relationships, high expectations and opportunities to participate and contribute (Morrison & Redding, 2007). The social worker/counselor will promote a caring relationship where the student contributes to setting high expectations for themselves and contributes to a plan for their future. Research has shown that teaching from a strengths-based resilient perspective is important in promoting resilience in students (Jefferson, 2010). The Social Worker/Counselor will provide professional development to school staff on how to nurture and support reliance in their students and to focus on strength-based educational programming.

Since students are faced with stressful, unsafe, and unstable surroundings off-campus each day, the counseling service will operate on the understanding that internal and external behaviors are often a result of trauma that has likely been unaddressed. Studies have shown that youth who have experienced trauma may be more likely to demonstrate disruptive behavior (Storr, et. al, 2007). The definition of "trauma" is broad; "trauma" and "traumatic" experiences can range anywhere from the stress of living in poverty to being homeless, to being exposed to gang violence. Even a parent's

divorce can be considered a "traumatic" experience. Trauma affects behavior and has both inward and outward manifestations. Self-destructive habits such as drug use and participation in other risky behaviors often come from a place of pain from past events. The social worker/counselor will create a safe and supportive environment where students can feel comfortable in addressing the trauma they have faced or are facing in their life. A trauma-informed service provided by the social worker/counselor and staff will incorporate an understanding of trauma into their work as a result of training to aid them in understanding how students' various symptoms and behaviors may be representative of traumatic experiences.

Parent involvement is important and the social worker/counselor will make home visits where needed, work individually with parents, make appropriate referrals for support, and provide workshops at the school on topics of interest to parents. The school will offer open houses and invite parents to come and utilize the computer courses to update/increase their own skills if interested.

By offering an extension school program staffed with a program director, a supplemental enrichment coordinator, social worker/counselor and learning lab instructor, students in the school or who have had difficulty attending or succeeding in traditional courses from throughout the reservation can have access to extended hours programming, expanded course offerings, credit recovery, individualized instruction and incentives to stay in school and complete courses with good grades. S

Students will enroll in one of three ways: application (students from LWS or other districts), referral from a teacher, counselor or school staff member that believes the student would benefit from the extension school or pre-emption to dismissal due to absenteeism-rather than being dropped, they will be enrolled in the extension school. Students will enter on probationary status to make sure that they will benefit from the program and likely to be successful. A home visit with the parents will be made to ensure the program is working for the student and an individualized program will be

developed.

Students, parents, students and staff will agree to a stringent set of behavioral and academic expectations. Students will have a set schedule which may include working from home some of the time and will be held accountable for keeping the schedule. Academic progress will be expected and the school will provide the social and academic supports to make sure all students make adequate progress. As the program expands and more students from LWS enroll, in addition to the initial staff, LWS staff may be moved to the Extension school to support the program.

Odysseyware will serve as the foundation of the extension program which we have been using on a limited basis with good success. Students will not be expected to spend all their time on it, but rather as supplemental enrichment activities to equip students with technical and professional experiences. The software provides career exploration and career pathways in addition to academic instruction, advanced placement and coursework and other courses that may not be available in the school.

(v) (Up to 7 points) The extent to which services provided involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

The Oglala Sioux Tribe and LWD with support from the Tribal college will collaborate to improve student outcomes. LWS will provide educational services and outreach to bring students who have dropped out to return to school, offer extended learning time to students and former students from any of the surrounding districts to have the opportunity to obtain a high school diploma and start a college career. By offering courses not currently available, students will have more opportunity to expand their academic learning as well as gain college credit through dual enrollment and advanced placement courses.

The Oglala Sioux Tribe will continue to provide support through the American Indian Life Skills program, Indian Health Services, behavioral/emotional support services and will work

with LWS in adapting the Odysseyware software to incorporate the Lakota language and culture. The Tribe is working to expand employment opportunities for the community and will work with LWS to provide more work experience opportunities for students. This has been initiated with internships with the police department and clerical services.

The Oglala Lakota College will provide dual credit opportunities for those enrolled in Little Wound School at no cost so that students can obtain college credits while still in high school. They will also provide speakers and counseling support to those students preparing to go to college. They will work with students on career interests and opportunities to gain vocational and technical skills through OLC coursework.

This collaboration among the three entities covers a broad range of services for students on the Pine Ridge reservation to complete a high school education in the context of the cultural heritage and to gain skills to be college and career ready. Ultimately, with these entities working together, outcomes for the entire community can be improved.

Quality of Project Personnel (Maximum 10 points).

It is the policy to Little Wound School District to give preference to qualified tribal members and Native Americans. The policy states the following: “In accordance with the provisions of federal statutory and case law, Little Wound School shall give preference in employment and training opportunities to qualified tribal members and Native Americans. In determining level of qualification, Little Wound School shall assign a weighted point factor selection system that assigns a value to the Indian status of the applicant, if the applicant chooses to self-identify as such”. The weighted point factor selection is as follows: 10 points for an enrolled member of the Oglala Sioux Tribe or 8 points for an enrolled Indian who is a member of a tribe other than the Oglala Sioux Tribe. An individual must be capable of proving their membership in a federally-

recognized Indian tribe by providing an enrollment number, enrollment certificate, or other acceptable means of showing membership as established under tribal law. In addition, through an agreement with the Oglala Lakota College, student teacher interns work in the Little Wound School for a teacher's salary.

The Director of Human Resources at LWS will act as hiring manager, and post the developed job description within the first week of receiving news of award. LWS will advertise in the Lakota Country Times, on our website and other schools' websites, on the South Dakota Teacher Placement Center, and on BIE positions. We will also advertise on Kili, the major radio station on Pine Ridge Reservation. The LWS HR Director will also attend job fairs at regional teaching colleges: Black Hills State, Chadron State, and Sioux Falls. Interviews will be conducted by Superintendent Charles Cuny, Business Manager Paula Pourrier, and Counselors Warren Pourier and Edwina Brown Bull. Superintendent Cuny will make the final selection, and obtain Board approval for his choice. LWS gives Indian preference in all hiring practices, and will do so for the Project Manager position. We propose filling positions in the first month of the program while beginning activities initially under the direction of the superintendent. Despite the challenges of hiring on the Reservation, LWS has a track record of doing so quickly: the average time it has taken to fill new positions over the past several years is 3 weeks to a month.

The Superintendent of Little Wound School, Charles Cuny, will serve as interim project director until the position is filled. He has 13 years of experience in school and non-profit administration. Prior to joining Little Wound School as Superintendent, he was principal of Loneman Tribal Grant school on Pine Ridge Reservation. He has a Masters of Administration dual Principal and Special Education licensure from the University of Northern Colorado as well as a Masters of Science in Kinesiology from California Baptist University. Since we need to hire

a project director, the superintendent will take the lead initially in implementing the project, hiring personnel and initial budget expenditures.

(i) Qualifications relevant training and experience, of project director

Given the size of the project, we will hire a new full-time Project Manager to take the lead on implementation and reporting and to administer the project. The *program/project director* will have a minimum of a master's degree with a Ph.D. or Ed.D. preferred, have a SD Principal's certificate or ability to get one, have supervisory experience and knowledge of the Pine Ridge Indian Reservation, the people, culture and traditions. Experience in grant management/implementation is preferred. The program director will have responsibility for oversight of the project implementation and project budget, monitor budget expenditures and objective progress, ensure reports are completed on time, coordinate with the project partners, schedule and participate in partnership meetings, and supervise project staff. Other requirements include: proven working experience managing complex projects; excellent organizational skills including attention to detail and multi-tasking skills; experience motivating, inspiring, and managing teams; excellent client-facing and internal communication skills; strong written and verbal communication skills; and knowledge of the Lakota language and culture and Pine Ridge Reservation services and values.

Duties include: development and implementation of a detailed project plan to monitor and track progress using appropriate tools and techniques (including creation and maintenance of comprehensive project documentation); management of all project related expenses and close collaboration with LWS Business Manager to ensure all project activities are properly accounted for and delivered within budget; coordination of project activities performance of risk management to minimize project risks; and overseeing outreach and troubleshooting support for all project activities to ensure high-quality program implementation.

(ii) Qualifications, including relevant training and experience, of key project personnel.

The *social worker/counselor* will have a minimum of a Bachelor's degree in Human Services or equivalent field required with a Master's degree in social work or counseling preferred, two years experience preferred in social work or counseling, knowledge of the Pine Ridge Indian reservation and knowledge of the Lakota culture and language preferred. The social worker/counselor will work with students who have academic, behavioral, emotional or physical problems, provide counseling, consult with parents and recommend available community services using a strengths-based approach. The social worker/counselor will provide individual or group counseling for students who need support, make home visits and contact students that have chronic absenteeism or who have dropped out to help them return to school. We are using the option of either a social worker or counselor due to difficulties in recruiting to the reservation and with knowledge that the skills and experience of the person is the most important consideration

The *supplemental enrichment coordinator* ("*coordinator*") will have as a minimum a bachelor's degree, S.D. teaching certificate, Indian preference will be considered. This person will have the daily responsibility to providing instruction, designing meaningful tasks for students, ensure that interim assessments occur and review progress, adapt instruction to meet student needs, incorporate technology into instruction, confer with supplementary teachers (special education, gifted/talented) regarding progress, IEPs and instructional direction of students. The *learning lab instructor* will have an A.A. degree or minimum of 60 credit hours. Indian preference is considered. This person will assist and work cooperatively with the teacher in planning, preparing and presenting instructional activities to students.

(iii)Extent to which applicant/ partner, demonstrates capacity to improve outcomes relevant to project focus through experience with programs funded through other sources.

LWS has demonstrated capacity through experience with other grants. LWS was awarded a SERV Grant, through the Department of Education, for SY 2014-2015, a grant to address the high suicide rate in the school population. This grant has provided emotional and behavioral health support for our students and suicide prevention curricula and training. The suicide rate has dropped dramatically since the inception of the grant even though it is in the early stages. We have also seen a significant reduction in the suicide ideations by students as well as a decrease in counseling referrals. The SERV grant created new classes that take place during block periods, and provided training for teachers and students. All reporting activities have been successful. LWS also recently received a Title 7 grant from the DOE totaling \$141,000. We are using this funding to support a variety of afterschool and summer activities.

We also have implemented a school improvement grant and have seen a significant reduction in the dropout rate (from 24 to 6%) and increased average scores on the ACT testing (13.7 to 15.3). We do benchmark testing so that we can track student progress throughout the school year and have put some systems in place to identify students' needs. This grant would supplement funds available and build on the foundation we have established to increase outcomes further.

Adequacy of Resources (Maximum 10 points).

(i) The relevance and commitment of each partner to implementation & success of project.

The partners in the grant are the Little Wound School District and the Oglala Sioux Tribe. The school will provide the educational support, academic instruction, access to web-based programs, outreach to other districts to enroll students that will benefit from the program. The Tribe will provide social and mental health services to students referred, provide the Life Skills

curriculum, have leadership team meetings weekly where school administrators will get together, work experience activities, college and career readiness activities, student travel for college visits and materials and support for Lakota language instruction. The Oglala Lakota College will provide free enrollment in dual credit courses, college and career readiness support, college visits where students can tour the college and provide information about college requirements and financial aid. A community partnership with our credit union offers financial literacy activities to our students to help them learn how to manage money. The LWS is relevant to the project as we are the district in the center of the district and it is a reasonable distance for most student on the reservation to travel to our site. We have experience in implementing other grants and know how to build capacity. The Oglala Sioux tribe is relevant because they represent the tribe from which our students come, have the knowledge and resources on the language and culture of our students, and provide supportive services throughout the reservation. The Oglala Lakota College is relevant as it is the college on the reservation that has Lakota values and provides relevant coursework and support for the students from our district. They provide dual credit courses that will enable our students to begin a college career. With the combined experience of these entities, the students that come to LWS Extension School will have a full range of services rooted in their culture.

(ii) Costs are reasonable in relation to number served and anticipated results and benefits.

The costs are reasonable because they will help us build capacity to serve approximately 700 Indian students a year and have a positive impact on our community for years to come. Our community is one where 55% of the population has not completed high school. Students have dropped out for a number of reasons but could return to school if we have an extension program with expanded hours and access to instruction online. The impact on our community by raising

the economic and educational outcomes is enormous. Students in the school will have access to individualized instruction from the enrichment coordinator and instructional lab instructor as well as access to many courses online including advanced placement and dual credit courses, taught by highly qualified teachers. When students are able to take dual credit and advanced placement courses prior to high school graduation, they are more likely to go to college as well as to enter without needing developmental coursework which will save them money.

Quality of the Management Plan (Maximum 30 points).

(i) (14 points) The adequacy of management plan to achieve objectives on time and within budget, including responsibilities, timelines, and milestones for accomplishing tasks.

Charles Cuny, Superintendent of LWS, will provide supervision and general oversight to ensure all grant deliverables are met. Superintendent Cuny has a deep commitment to this project at LWS. He will participate in the quarterly partner meetings with the tribal representatives and have monthly meetings with the project director. He will do the hiring so that the grant can get started right away and supervise the project director. They will meet at least monthly. He reports directly to the Schools' Board of Directors, and will report on the progress of the project at monthly Board meetings. The Project Director will also provide a monthly written report to the Board, including progress on objectives and any issues that arise. Paula Pourrier, Business Manager, will provide direct supervision and support to the Project Director for all financial components of the application. The Business Manager reports directly to the Superintendent, and provides monthly reports to the Finance Committee of the LWS Board of Directors. Any budget modifications or revisions will have to be approved by the Board.

The project director will be responsible for daily oversight of the project which includes supervising staff, ensuring activities occur as intended, monitoring the objective progress,

meeting with partners, ensuring data are collected as needed, scheduling the professional development, providing progress reports to partners, monitoring budget expenditures and filing annual performance reports.

The Supplemental Enrichment Coordinator will be responsible for day to day instructional activities, recruiting and enrolling students, conducting student assessments, reviewing student progress, coordinating dual enrollment courses, monitoring student attendance and academic grades, and collecting data to determine project effectiveness. This person will also coordinate services with any support staff or other teachers such as special education/gifted education to adapt instruction where needed. S/he will report to the Project Director.

The Learning lab instructor will assist with individual or small group instructional activities under direction of the teacher and report to the project director. The social worker/counselor will be responsible for counseling students, referring students and families to appropriate agencies if needed, meet with parents to discuss their child's needs and progress, develop a resource list of community services available, provide student assessment on emotional/behavioral tests if needed, and provide individual and small group counseling and/or instruction. S/he will contact students with unexcused absences or chronic absenteeism and/or who have dropped out and make every effort to return them to school. She will make home visits and transport students to school if needed. S/he will report to the project director.

The following chart shows a management plan overview with responsibilities, milestones and timeline (start date) with personnel responsible indicated—project director (PD), Supplemental Enrichment Coordinator (SEC), Learning Lab Instructor (LLI) and Social Worker (SW).

Milestones	Person Responsible	Timeline
<u>Startup</u>		
Partnership meetings(will be quarterly)	Project Director	9/15/16
Hiring/assignment of personnel	Project Director	9/15/16
Send out notices of availability of program	Coordinator	9/15/16
Schedule program activities	Coordinator/ PD	9/15/16
Adapt software for Lakota language and culture	Odyseeeware consultant	9/30/16
<u>Implementation</u>		
Recruit/enroll students	Project Director	9/30/16
Install software & professional dev.	Project. Director	9/30/16
Materials and equipment ordered	Coordinator/LLI	9/30/16
New classes begin	Coordinator	9/30/16
Professional development	Consultants	9/30/16
Student assessments (will be quarterly)	Coordinator	10/25/16
<u>Evaluation</u>		
Quarterly student assessment reviewed	Coordinator	10/30/16
Surveys to parents and students	Coordinator	4/15/17
Compare test results to baseline (yearly)	Project Director	7/30/17
Preparation of annual performance report	Project Director	8/10/17

In addition to the project management timeline, the following provides milestones for objectives with budget resources indicated to guide objectives being implemented on time in budget.

<u>Objective 1.1:</u> Proficiency in reading will increase by 10 percentage points on the SBA
<u>Objective 1.2:</u> Proficiency in math will increase by 10 percentage points on the SBA
<u>Milestones:</u> -Professional dev. beg. 10/1/16 design individual learning paths for students by 10/15/16; schedule student instructional support by 10/15/16; implement achievement incentive plan by 11/1-16; quarterly assessments beginning 11/15/16; yearly review of progress 6/1/17
<u>Budget resources:</u> Coordinator, LLI, Proj. Dir., Odysseyware, supplies

Objective 2.1: Student graduation rate will increase by 20%
Milestones: Orient students to attendance requirements by 10/1/15 Implement incentive plan for attendance by 10/15/16; social worker makes home visits when student fall behind as needed; monitor student grades quarterly beginning 11/1/16; monitor credits obtained each semester beginning 12/15/16; offer credit recovery courses by 1/5/17
Budget resources: Coordinator, LLI, Proj. Dir. Odysseyware , supplies
Objective 2.2: Dropout rate will decrease by 3 percentage points or to zero
Milestones: Set up referral system for potential dropouts by 10/15/16; monitor attendance weekly; social worker/counselor makes home visits when student out of school for 5 days or more, transports if needed; credit recovery by 1/15/17
Budget resources: social worker/counselor; vehicle, incentives; supplies; coordinator
Objective 3.1: Students taking ACT will improve their average score to 20. Objective 3.2 : Percent of students meeting readiness benchmarks on ACT will increase by 5%
Milestones: Determine individual needs to improve scores by 11/1/16; Provide ACT preparation beginning 11/15/16; provide testing April 2017
Budget resources: Odysseyware, coordinator, learning lab instructor,
Objective 3.3: At least half 11th/12th grade students take dual credit or advanced class.
Milestones: Schedule advanced placement courses based on interest by 10/15/16; work with OLC to have dual enrollment scheduled by 1/1/17; determine student progress quarterly
Budget resources: Odysseyware, coordinator, learning lab instructor,

The milestones will be used in the monthly meetings to determine progress.

(ii) (Up to 3 points) Evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The evaluation is designed to provide periodic feedback through using a continuous management improvement cycle so any needed changes are made in a timely manner instead of only at the end of the year. Data meetings will occur quarterly to review data at staff meetings led by the project director. Quarterly data reviewed will include at a minimum, the number of credits received, grades, attendance, and other student assessment results. Monthly meetings with the superintendent will provide progress review and to obtain feedback on areas that need some attention. Any barriers encountered will be addressed so a solution is determined. Weekly review of student progress will occur so early intervention is provided to help students continue to progress. There will be quarterly meetings with partners to review progress on meeting objectives and to discuss any concerns or resources needed. Where indicated, they will make any adjustments deemed important to improving outcomes. An annual planning meeting with partners will review the year's data and consider any programmatic adjustments that might be indicated.

(iii) (Up to 10 points) The extent to which Indian tribes and parents of Indian children have been, and will be, involved in developing and implementing the proposed activities.

The Oglala Sioux Tribe (OST) is a partner with Little Wound School in this grant. The process for developing the proposed activities is the result of several processes that involved tribal members including parents. The Oglala Lakota Plan was a community wide effort that involved hundreds of the Lakota people and residents of Pine Ridge reservation. We have taken the recommendations in this plan as one piece of information in our planning. The Oglala Lakota College Case Statement from the tribal college was another document providing input of

tribal members and had data about the community as well as college outcomes. Parent advisors shared their educational concerns with LWS staff and that input was also taken into account. LWS interviewed parents at the school to get ideas about what might help attendance and prevent dropping out. The plan for the grant is based on a variety of relevant sources that represent school staff, OLC, tribal agencies and OST members.

The project will continue to seek parent input in individual meetings with parents as well as using parent surveys to gather information from all parents at least once a year to obtain input on how satisfied they are with the services their child is receiving provide the opportunity to make suggestions for program improvement. We will have a minimum of two parents included on an advisory committee to represent the interests of parents in our planning for coming years. The OST representatives will meet quarterly with LWS to review grant progress together and make any needed adjustments.

(iv) (Up to 3 points) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

With this grant we will build capacity so that we have the tools and resources to continue to provide supplemental educational services in an Extension School in the future. We are adding a building to house the extension school that will remain there and continue to be used.. We have been using Odysseyware as a subscription service but with the grant, we are doing a 4-year lease/purchase agreement for the software and have arranged that at the end of the 4 year grant period, LWS will own the software in perpetuity Part of the contract includes adaptation of coursework to incorporate the Lakota language and culture. Professional development on blended learning and effective use of the software will occur right away and continue through the grant period. We will have a trainer of trainer model so that staff will be able to train any new

teachers in the future. Oglala Lakota College has agreed that dual credit courses will continue to be available at no charge. We will also be building capacity to support Lakota language learners through what we develop using the software tools provided. With anticipated increased enrollment, we will have increased funds that will make it possible to continue supporting the program in the future.

By providing students with more opportunities to complete coursework and increase academic achievement, students will be more confident and motivated. They will be able to see how postsecondary education in vocational or academic programs can be of benefit to them and help them become employed and not live in poverty.

Quality of the Project Evaluation (Maximum 5 points).

(i) Evaluation will provide guidance about effective strategies suitable for replication

Detailed evaluation data and results will be available for replication or testing. An *outcome evaluation* will address the strategies used and their impact to help determine the effectiveness of those strategies. For each strategy, a full description of the strategy will be provided for replication. In addition, the number of participants by grade, ethnicity, gender, disability status, and English language learner status will be included so that anyone wanting to replicate the program will know the demographics of the population impacted. We will report the person/entity providing the service, duration of service, and location.

Objectives 1.1 and 1.2 will be assessed using a comparison of academic proficiency on the SBA state standards test. Interim assessment of benchmarks will occur using the NWEA quarterly assessments that will help us determine interim progress and provide appropriate interventions to improve results.

Objective 2.1 and 2.2 will be assessed by comparing the graduation and dropout rate each year to

the baseline. Interim indicators that will be reviewed quarterly include absenteeism, credits accumulated, academic grades.

Objectives 3.1 and 3.2 will be assessed using the ACT test results comparing the percent meeting readiness benchmarks in each area as well as the average scores compared to the state and national averages. Interim indicators will include the NWEA Map assessment, feedback from the counselor on student's knowledge about college requirements, enrollment in dual credit courses, student GPAs, college visits.

There will be a formative assessment that provides guidance on the progress in implementing the grant as intended and progress on meeting project objectives. A summative evaluation will occur each year and at the end of the grant that incorporates all assessments. Quantitative data collected will include test results, number of participants in each activity, involvement of community groups and members, and grades in core academic classes. Qualitative data will include student and parent surveys that include open ended questions about program effectiveness and perceived results. Results on GPRA measures and assessments will be reported in the annual performance report as well as in a yearly report shared with stakeholders with recommendations for improvement in programming if indicated.

The instruments that will be developed/utilized include the NWEA benchmark assessments, student attendance tracking tool, grade reports, counseling log, ACT, SBA, student, parent, partner and teacher surveys, and objective progress reports. The project director with input from staff will design survey instruments.

The following table provides an overview to the methods and timelines for data collection:

Area Addressed	Method	Frequency	Responsibility
Academic achievement	NWEA Map testing	Quarterly	Coordinator
	SBA testing comparison	Yearly	Project Dir.
	Odysseyware assessments	Quarterly	Coord.
School attendance, course completion	Absenteeism reports	Weekly	Social Worker
	Course grades	Quarterly	Project Dir.
	Graduation rate comparison	Yearly	Project Dir.
	Dropout rate comparison	Yearly	Project Dir..
College/career readiness	Work experience reports	Quarterly	Coordinator
	ACT testing comparison	Yearly	Project Dir.
	Accuplacer testing review	Yearly	Project Dir.
Lakota language and culture	Life skills assessment	Twice/yearly	Coordinator
	Odysseyware reports	Quarterly	Coordinator

There will be monthly meetings with staff and the superintendent to review progress. Quarterly meetings with partners will review the results. Evaluation findings will be reported to the funding agent in the annual report. The annual report will include evaluation information concerning; a) the project's progress in achieving it's objectives, b) the effectiveness of the project in meeting the purposes of the program, and c) the effect of the project on those served by the project. At the end of each year, the staff with the superintendent and partners will review a final report to make any changes that appear indicated. The results will be available to all stakeholders for accountability purposes and include information suitable for replication.

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 Letter of Support-Oglala Lakota College
 Documentation of Indian Organization
 Rural Designation Proof from NCES
 Promise Zone documentation
 Odysseyware ASU Research Report Excerpt
 References
 Job Descriptions

Other Attachment File(s)

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Little Wound Attachments

Focus on defined geographic area-map

Needs Assessment Excerpts from Documents

Tribal Partnership Resolution

Partnership Agreement

Letter of Support-Oglala Lakota College

Documentation of Indian Organization

Rural Designation Proof from NCEC

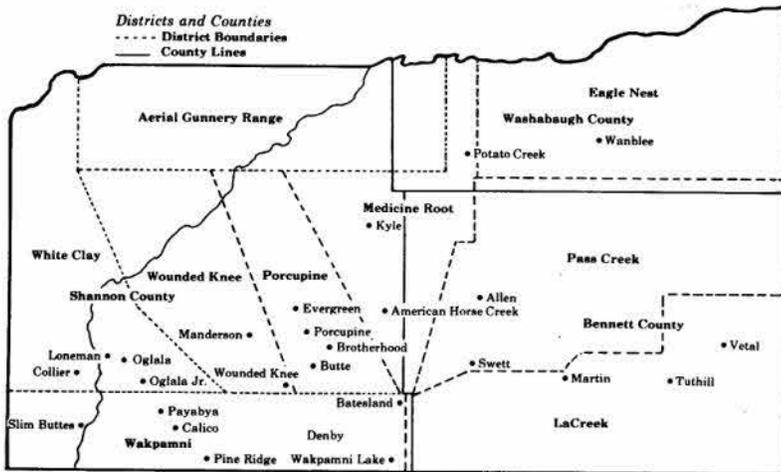
Promise Zone documentation

Odysseyware ASU Research Report Excerpt

References

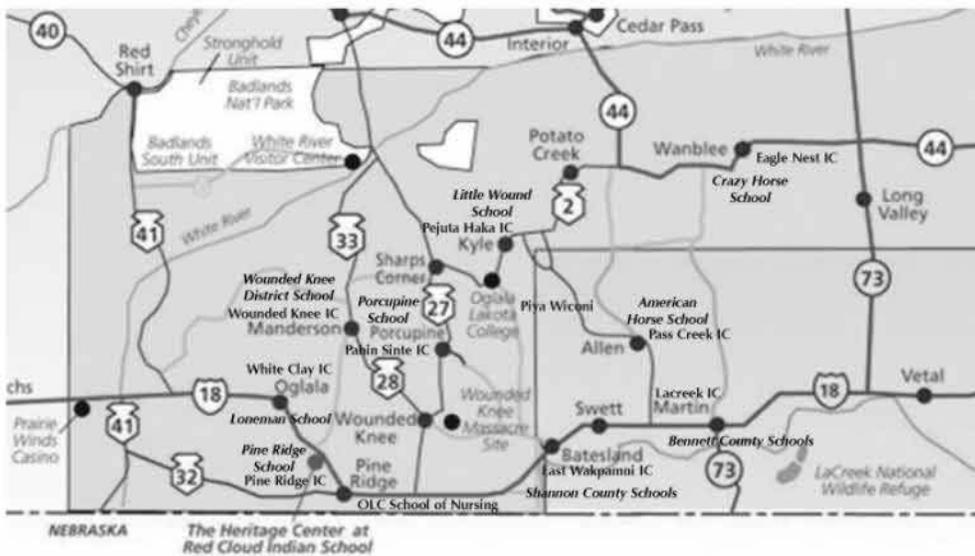
Job Descriptions

Focus on geographic area-the following maps provide an overview of the area covered which is within the Pine Ridge Indian Reservation in the southwest of South Dakota:



This is a map showing the instructional center locations:

**Pine Ridge Indian Reservation
OLC Instructional Centers**



Needs Assessment-Excerpts from documents

The needs assessment included a review of the Oglala Lakota Plan, the Oglala Lakota College Case Statement a review of academic achievement and ACT testing at Little Wound School District, a review of the Little Wound School Report Card, the Lakota Language Consortium statistics, the census statistics, interviews with staff, students and parents, and partner planning meetings. The reports are quite long so relevant components are given here:

Oglala Lakota College Case Statement:

Chartered by the Oglala Sioux Tribe (1971)

Accredited by The Higher Learning Commission of the North Central Association (1983)

Founding Member, American Indian Higher Education Consortium

Founding Member, American Indian College Fund

Member, American Indian Science and Engineering Society

Member, American Indian Business Leaders

Charter Member, Tribal Colleges and Universities Act (PL 95-471)

1994 Equity Land Grant Institution (PL103-382 10/24/94)

Introduction

Oglala Lakota College (OLC) is a tribally controlled college based on the Pine Ridge Indian Reservation in southwestern South Dakota. The reservation is the second largest in the U.S. and home to about 34,641 Oglala Lakota (Sioux) (HUD, 2014). The Reservation is 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 about 9,000 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 and is about 3,900 square miles. 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. OLC averages over 1,700 students a year of which 90% are Native American and 70% are women.

Oglala Lakota College has perhaps the most unique campus and organization of any college or university in the country. It has its administrative headquarters at Piya Wiconi, which is close to the geographic center of the Pine Ridge Reservation (8.5 miles southwest of Kyle, SD). Classes are offered at 11 Instructional (College) Centers (one in each of the 9 Districts on the Pine Ridge Reservation, 1 in Rapid City, SD and 1 in Eagle Butte, SD on the Cheyenne River Reservation. Instructional Centers are staffed by a Director, one to three Counselors and one or more Tutors and have 3 to 15 classrooms, a computer center, and a library.

Piya Wiconi houses the college library, administration and business services, and departmental offices. Faculty travel to the Instructional Centers to teach and are required to be at Piya Wiconi once a month for All-Staff meetings, and whenever College Committee meetings and faculty meetings are held. Faculty do their class preparations at home. It is not uncommon for faculty teaching four courses to travel over 500 miles a week. For example, distance from the LaCreek College Center in Martin to the He Sapa College Center in Rapid City is 125 miles, making for a five hour, 250 mile round trip to teach a three hour class. Each College Center's identity is tied to its district.

Pine Ridge is the 3rd poorest and Cheyenne River the poorest areas in America according to US Census Reports 2012. This, along with cultural dissonance, contributes to academic preparation issues. OLC is an open enrollment college with offerings from GED through Masters. OLC gives the Accuplacer test in language arts and math and students must achieve a basic level to take college courses. 70% of entering Freshmen need to take Foundational Studies courses to get to the basic level to enroll in college courses. Students also take longer to graduate since they stop out for family emergencies, lack of financial resources, short term employment, lack of transportation and child care issues.

Historically, students have been reluctant to travel to College Centers other than the one in their geographic

class. This imposes hardships on parents – childcare is not always available until 9PM when a parent arrives home from a class that ends at 8PM. Another is that many students do not own cars or have access to one. The culture of OLC is that students are encouraged to bond with their local College Center. Many of the College Centers serve as one of the geographic community’s centers. There is often a big pot of soup on the stove, coffee brewing, and a common area for people to meet and chat. Community members have access to the College Center’s library, magazines, newspapers and computers.

Each semester College Center directors survey students and review status sheets for classes the next semester. Department Chairpersons and Center Directors meet to do the semester schedule based on student needs and College resources.

In 1971 when the Oglala tribal leaders and elders proposed a college on the Pine Ridge Reservation to provide educated workers and to study and teach the Lakota culture and language they were laughed at by the postsecondary establishment. Their key requirement was that the institution be based in the communities and on community needs. Thus the Lakota Higher Education Center (basically an extension center for other schools) evolved to Oglala Sioux Community College with mainly certificates and associates degrees to the present day Oglala Lakota College which is a unique institution – a communiversity which is based in the communities and on community needs. This is assured by a Board of Trustees representing the Tribe, the 9 districts, student organizations and Tribal Elders and by Instructional Centers and Local Boards in each District. OLC provides a wide variety of offerings from GED and Adult Basic Education to Masters degrees.

OLC serves over 500 Head Start, 300 GED/ABE and 1,800 postsecondary students (90 % Native American, 70% female and 26 year average age) a year in the poorest (Ziebach County) and 3rd poorest (Shannon County) areas in America (US Census 2012 report). Shannon County which makes up the majority of the Pine Ridge Reservation has the 2nd lowest life expectancy in the Western Hemisphere and is ranked 59th and last in health of all SD counties. OLC serves an area of over 10,000 square miles including the Pine Ridge (30,000+ and Cheyenne River (15,000+) Reservations and Rapid City, SD (Native population of 12,000+) with a main campus at Piya Wiconi outside Kyle, SD and 11 Instructional Centers where faculty travel to the students to teach classes.

OLC has evolved our own way of meeting the needs of the Tribe and individual students with a faculty dedicated to teaching and support staff who provide counseling, tutoring and often basic services such as day care and transportation. All research indicates that economic status is the megaindicator of academic success and failure and as an open enrollment institution OLC has developed an extensive foundations studies program to deal with the 75% of students who come unprepared for college level work. We have also developed procedures to assist students survive and persist to finish certificates and degrees through many stop outs due to housing, family, survival and other issues. Our entering freshman to graduate rate is 55% even though they are not necessarily the same students. We continue to work with students to finish no matter how long it takes. We also have an extensive number of students who attended OLC for a time to meet their needs and then went on to success at other institutions.

Pine Ridge Indian Reservation Quickfacts

- 1. Population 34,641
- 2. Poverty Rate 53.5% (3rd in US)
- 3. Poverty Rate (Children Under 17 Years of Age) 51.5%
- 4. Per Capita Income \$7,887
- 5. Median Household Income \$26,800
- 6. Unemployment Rate (Want to Work) 40%
- 7. High School Graduation Rate 54%
- 8. #18-24 Year-olds without High School Diploma 1,224
- 9. Incidence of Homelessness 1,439/5%
- 10. Affordable Housing Shortage (for low income families) 2,388 units
- 11. Enrolled membership is 38,332 with 19,639 members living on the reservation.

Labor Force, Educational Attainment and Income will not be updated by the Census until 2013 AI/AN Survey

1. Department of Housing and Urban Development, NAHASDA Formula, 2015

4. U.S. Census 2010. www.factfinder.census.gov.
5. HUD 2013 Median Family Income Tables
6. Pickering, 2005.
7. Calculated from Bureau of Indian Education (BIE) Annual Report Cards 04-05 to 08-09 from Crazy Horse, Pine Ridge and Little Wound High Schools
8. Calculated using BIE completion rates and population in age group
9. OS(L)H Indian Housing Plan 2010. 313 families x 4.07 average family size
10. HUD NAHASDA Formula 2013
11. (SD Tribal Relations (<http://sdtribalrelations.com/oglala.aspx>).

Tribal History

Crazy Horse and Red Cloud were Oglala chiefs. Billy Mills, an Oglala, is the only American ever to win an Olympic gold medal in the 10,000 meter run. *Dances with Wolves* tells of Oglalas in the 19th century. *Thunderheart* tells a story of Oglalas in the 20th century. *Black Elk Speaks* tells of the Oglalas at the Little Big Horn and a vision of Oglala holy man, Black Elk. *The Broken Cord* tells the story of an Oglala child with Fetal Alcohol Syndrome. Wounded Knee and the Badlands are on the Reservation. Rapid City is in the Black Hills.

Geographic Area

The Pine Ridge Indian Reservation is larger than the states of Delaware and Rhode Island combined (about 3,468 square miles). People live in 11 major towns/housing areas and along the creeks. There are 9 Political Districts which are listed above (Pine Ridge Village is physically enclosed by Wakpamni District but is considered a political district which elects representatives to the Council) . The major towns are: Pine Ridge, Kyle, Porcupine, Martin, Wounded Knee, Manderson, Allen, Wanblee, Batesland, Wakpamni Lake, Evergreen and Sharps Corner. The 2000 Census shows 6 persons per square mile on the Reservations vs 9 per square mile in South Dakota and 79.6 in the US. Distance, weather conditions, and the lack of dependable automobiles are the major deterrents to access at Pine Ridge.

Education

There are 24 schools on the Pine Ridge Reservation including public, private, Bureau of Indian Education (BIE) Operated and BIE funded/ community controlled (called grant schools). 5,347 K-12 students in 24 schools. Test results dropout rate 17% Grad rate 45% These statistics translate to over 70% of entering Freshmen at OLC having to take remedial math and English. Reading Comprehension and solving of math word problems are two of the major issues.

Shannon County Public School District operates 4 K-8 schools (Batesland, Wolf Creek, Rockyford and Red Shirt) and a Virtual High School. Bennett County Public School District has 3 elementary schools and a high school with 556 students of whom 65% are Native American and 67% free or reduced lunch (EdWeek Maps 2008).

Little Wound High School 2009 In Winter 2009 Dr. Richard Jones and Dr. Shannon Amiotte of Oglala Lakota College tested freshmen and sophomores at Little Wound High School on the Pine Ridge Reservation at the request of the school administration. They used the Ekwall/Shanker Reading Inventory, San Diego Quick Assessment or Graded Word List and Paragraph Reading for reading. They tested 89 freshmen and 63 sophomores. The results showed the following:

	Independent At 6 th Grade	Instructional Below 6 th Grade	Frustration
Above 6 th Grade			
Decoding	16 (11%)	67 (44%)	69 (45%)
Comprehension	21 (14%)	42 (27%)	89 (59%)

Their reading rates were: Slow 75, Medium 59, Fast 15. The key reading issues were two-part questions, vocabulary and inference. They also tested 153 students (88 Freshmen and 65 Sophomores) using 28 items from the Brigance Grade Level Math Screening Instrument . The following were the results for grade levels: Mean Grade 5.2 Median 5.2 Mode 5.2 & 5.

digit addition; 82% multiple digit addition requiring regrouping; 84% double digit subtraction without regrouping; 80% multiplication with factors greater than 5; 44% double digit subtraction with regrouping; 43% solve subtraction involving 2 numbers with decimals; 31% knew how many inches in a yard; 30% convert fraction to %; 21% add fractions with different denominators; 14% did some application problems correctly; 12% how many ounces in 1.5 pounds; 11% multiply with decimals; 10% subtraction requiring regrouping in base other than 10; 8% find area of a triangle; 5% divide a mixed number by a fraction; 5% circumference of a circle; 3% 2 step story problem; 2% 3 step story problem; 1% multiply whole number x mixed number; and only 1 student could multiply 2 mixed numbers.

Lakota Language

The following survey shows the rate of Lakota language was done in 2007 by Pete and Cindy Catches and shows the loss of the language with 58% of the elderly speaking to only 2% of age 0-6 speaking.

Lakota Language Survey Oceti Wakan (Pete and Cindy Catches)

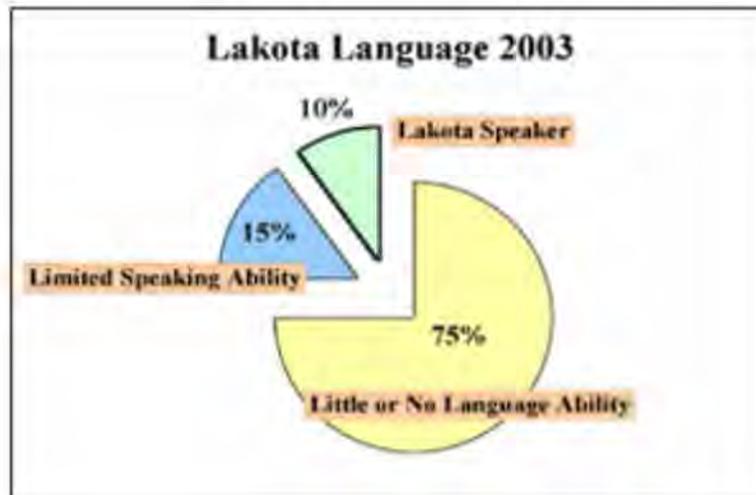
House to House Survey Funded by ANA in 2007 (Pine Ridge Reservation)

Age	Speak Lakota (number surveyed/number who speak/%who speak)				
	0-6	7-17	18-29	30-49	50+
Eagle Nest	226/0/0%	253/1/.4%	221/14/5%	223/82/37%	125/97/78%
Lacreek	116/0/0%	187/0/0%	112/6/6%	133/29/25%	113/55/49%
Pass Creek	151/4/3%	215/20/10%	161/29/19%	167/91/55%	92/65/71%
Medicine Root	88/4/5%	167/4/2%	104/13/12%	162/70/43%	108/75/69%
Pine Ridge	262/2/1%	562/2/.4%	277/4/1.5%	381/50/13%	294/103/35%
Porcupine	220/5/1%	362/18/5%	180/16/9%	236/91/39%	117/82/70%
Wakpamni	123/0/0%	234/2/1%	153/13/9%	266/61/24%	165/98/60%
White Clay	135/3/2%	247/8/3%	142/27/19%	174/72/41%	102/79/78%
Wounded Knee	244/8/3%	264/4/1.5%	226/15/7%	255/64/25%	160/76/48%
Totals	1,566/26/2%	2491/59/3%	1576/137/9%	1977/610/35%	1276/733/58%

Lakota Language Loss

	Percent Lakota Speakers for each age group in 1993	Percent Lakota Speakers for each age group in 2003	Percent Lakota Speakers for each age group in *
Ages 1-10	1%	1%	1%
Ages 11-20	1%	1%	1%
Ages 21-30	10%	1%	1%
Ages 31-40	20%	10%	1%
Ages 41-50	40%	20%	10%
Ages 51-60	50%	40%	30%
Ages 61-70	80%	50%	40%
Ages 71-80	90%	80%	50%
Ages 81-over	90%	90%	80%
Typical Age of Youngest Speaker	35	45	55
Average Age of Speaker Generation	50	60	70

} Last Generation of Potential Teachers



The above graphics come courtesy of the Lakota Language Consortium (www.lakota.org). Following demographic trends, it is projected that in 2016 – next year – the average age of a Lakota speaker will be 70 or above, and the typical age of a “young” speaker will be over 50 years old. The Lakota language is currently in dire straits. According to figures from the 2010 U.S. Census (<http://2010.census.gov>), there are fewer than 6,000 Lakota speakers in existence, representing less than 14% of the Lakota population of North and South Dakota. The average age of a Lakota speaker is 65 years old – older than the average reservation life expectancy – and there are almost no fluent speakers of the language below the age of thirty. These demographics collectively lead Lakota to be categorized as a highly endangered language.

Excerpts from the Oglala Lakota Plan

WITH A GOOD HEART, WE EXTEND OUR HAND TO YOU

As a people, we have undergone great turmoil and pain associated with the loss of traditional homelands and cultural lifeways. Often the policies of a larger, different, and more dominant political and cultural system have resulted in a degradation of the Lakota familial tribal structure and language. The path to healing has been revealed in the last few decades, and putting the plan into action will play a crucial role in sorting out over a century's worth of misguided policies, tangled up programs, and nearly extinguished cultural nuances that have been a disservice and frustration for the resilient people of the region. **Oyate Omniciye Consortium and Steering Committee**

The name Oyate Omniciye began with conversations involving a small circle of Lakota Elders who gathered to talk about what Lakota people do when getting together to “plan” for something important. During the conversation another dialogue emerged about whether the Lakota language had a word for “sustainability”. Ultimately, the group came to the simple words: OYATE OMNICIYE. Roughly translated, Oyate Omniciye means “The Circle Meetings of the People,” but the phrase carries deeper meanings. First, “Oyate” does not just refer to humans, but can include all living beings. Secondly, calling for an “Omniciye” is not to be taken lightly. This word signifies that very important things are to be considered, and in the way of the Lakota, the ultimate goal is to seek consensus for all who wished to remain in the conversation.

This plan is about big ideas - acknowledgement, collaboration, sharing, healing, vision, and growth - but it is also about practical accomplishments: naming specific projects and action steps. Most importantly, the plan acknowledges that there is room for everyone and a need for everyone. The ideas represented in the following pages come directly from our community conversations, and the success of the plan depends directly on the will and ability of the people to take action. We hope that everyone who reads the plan will find a cause or idea that inspires them or complements their lifework.

Through this plan we have together identified opportunities to overcome many obstacles, we have laid out steps that will lead to a stronger people, and we have shown that we are strongest when thinking together. But our best work is still ahead.

VISION

It is the vision of the Oglala Lakota to acknowledge and move on from historical injustices and courageously build healthy, prosperous communities with wisdom, kindness, generosity, and respect for all life, land, water, and air. The Oyate (People), guided by our Youth, are empowered to lead the way to this sustainable future, while honoring our culture and history with the revitalization of our Lakota language.

Recommendations

Language

Revive common use of the Lakota language and infuse it in all aspects of planning for the future.

Benefits

- Create a vehicle for a standardized systems-based educational curriculum
- Strengthens national sovereignty
- With increased academic success will come increased self sufficiency and emergent leadership that is strongly connected to traditional Lakota values.
- Increases human capacity to lead sustainable entrepreneurial endeavors

Youth and Young Ones

Youth and young ones are the future and the very sacred. There must be a basis of youth leadership in all facets of Lakota life in order to plan for a vibrant, healthy and prosperous future founded in deeply held cultural values passed along by the older generations.

Health and Wellness

Strengthen programs improving physical, mental, and spiritual health for overall societal wellness.

The health of our young people is lagging behind state and national averages. We need new programs focused on their needs. Encouraging the OST Health Administration Office to collaborate with K-12 schools, the Oglala Lakota College, and tiospayes is critical for tailoring programs to the needs of this demographic. OST Health Administration started school-based services in Little Wound, Pine Ridge, Wolf Creek, and Allen in 2011. They have also started to organize an on-the-ground "Hope Response" team in Little Wound for those identified as high risk for suicide. This is case-by-case surveillance. These are collaborative ventures that involve teachers, counselors, and administration learning a new language of behavioral health from training with board certified health professionals. In training a new cadre of partners in the school systems, the highest risk populations (ages 12-18 and the young adults 18-30) have new eyes and ears to recognize signs of depression or physical decline and help them to find their way back to hope and health. Involvement of spiritual leadership from tiospayes helps to create a strong support system of extended families around cultural and spiritual values.

Education, Training, and Outreach

Teach culture, build capacity, and share information on current activities and programs. Expand ways to teach, involve, inform, engage, and grow through trainings, media, and community events for all who live in the region as well as visitors.

Partnership Agreement Resolution

RESOLUTION NO. 16-62XB

RESOLUTION OF THE EXECUTIVE COMMITTEE
OF THE OGLALA SIOUX TRIBE
(An Unincorporated Tribe)

RESOLUTION OF THE EXECUTIVE COMMITTEE OF THE OGLALA SIOUX TRIBE SUPPORTING THE PARTNERSHIP BETWEEN THE OGLALA SIOUX TRIBE'S TRIBAL EDUCATION AGENCY, AND LITTLE WOUND SCHOOL, IN APPLYING FOR THE NATIVE YOUTH COMMUNITY PROJECTS GRANT (CFDA NO. 84.299A).

WHEREAS, the Oglala Sioux Tribe has adopted its Constitution and By-Laws by referendum vote on December 10, 1935, in accordance with Section 16 of the Indian Reorganization Act of 1934 (25 U.S.C. § 476), and under Article III § 1 of the Oglala Sioux Tribe Constitution, the Oglala Sioux Tribal Council is the governing body of the Oglala Sioux Tribe, and

WHEREAS, Article XIII, Section 6 of the Tribal Constitution authorizes the Executive Committee to act on behalf of the Oglala Sioux Tribal Council on routine matters when the tribal council is not in session, and

WHEREAS, the Little Wound School is applying for the Native Youth Community Projects Grant (CFDA No. 84.299A), to help American Indian/Alaska Native children become college- and career-ready. The absolute priority (5)(i) must include one or more tribes or their Tribal Education Agencies; and (B) one or more Department of Interior Bureau of Indian Education (BIE) funded schools, and

WHEREAS, the OST Education Committee did approve and support the OST Tribal Education Agency to partner with the Little Wound School for this grant on April 11, 2016, now

THEREFORE BE IT RESOLVED, that the Executive Committee of the Oglala Sioux Tribe here by approves the partnership agreement between the OST Tribal Education Agency and Little Wound School for the Native Youth Community Projects Grant (CFDA No. 84.299A).

C-E-R-T-I-F-I-C-A-T-I-O-N

I, as undersigned Secretary of the Executive Committee of the Oglala Sioux Tribe, hereby certify that this Resolution was adopted by the vote of: 3 For; 0 Against; 0 Abstain, and 0 Not Voting during a SPECIAL SESSION held on the 6TH day of MAY, 2016.

RESOLUTION NO. 16-62XB
Page Two

(b)(6)

RHONDA TWO EAGLE
Secretary
Oglala Sioux Tribe

A-T-T-E-S-T:

(b)(6)

JOHN YELLOW BIRD STEELE
President
Oglala Sioux Tribe



Dayna Brave Eagle, Director
Wanbli Ohitika Win
dayna@oglala.org

Oglala Sioux Tribe
TRIBAL EDUCATION AGENCY

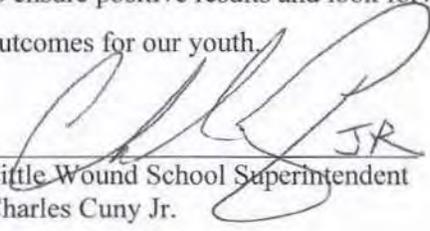
P.O. Box 69, Kyle SD 57752
Phone: (605) 455-2666
Fax: (605) 455-2668

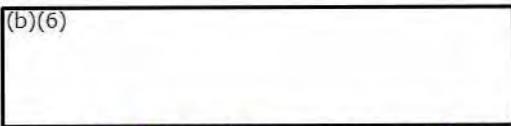


The Oglala Sioux Tribe contracted with the Bureau of Indian Education to operate Little Wound School under P.L. 93-638 in 1977. Little Wound School converted to P.L. 100-297 Tribally Controlled School Grants in 1989. The OST Council inherently becomes responsible for oversight responsibilities which are to ensure compliance to P.L. 100-297. The OST Council's Ordinance 08-34 gives this responsibility to the Tribal Education Agency.

The Oglala Sioux Tribe and Little Wound School are partners in the grant application for the Native Youth Community Project Grant CFDA 84.299B. Resolution of the Executive Committee 16-62XB, approves the entering into a partnership with Little Wound School specifically for the Native Youth Community Project. We will address the Project Outcomes in the area of improving academic achievement and school completion with college and career readiness.

OST Tribal Education Agency and Little Wound School will collaborate on activities intended to improve outcomes for our youth. The Partnership provides a network to better support our youth. In sustaining the partnership, we continue to collaborate, clarify roles, responsibilities, expectations and focus on the issues and need of the community. We continue to work together to ensure positive results and look forward with this grant opportunity to improve education outcomes for our youth.


 Little Wound School Superintendent
 Charles Cuny Jr.

(b)(6)

 OST Tribal Education Agency Director
 Dayna Brave Eagle

Oglala Lakota College

COLLEGE PRESIDENT
THOMAS H. SHORTBULL

P.O. Box 490
KITTLE, SOUTH DAKOTA 57752-0490
Telephone (605) 455-6020
FAX (605) 455-6023

BOARD CHAIRMAN
NEWTON CUMINGS

OFFICE OF THE PRESIDENT

May 16, 2016

To Whom It May Concern:

The Oglala Lakota College (OLC) is pleased to write a letter of support for the Little Wound School (LWS) application for a Demonstration for Indian Children grant. We are aware of the significant needs of the high school's population and welcome the opportunity to work with the school to support better outcomes for the students. We serve the Pine Ridge Reservation and one of our instructional centers is located close to Little Wound School. We have a close working relationship and share a desire to have LWS students be prepared and successful in college and careers.

The barriers faced by LWS are similar to those we face at OLC that include transportation, family obligations and lack of connection. This grant will provide the opportunity for students of LWS to have more options in their schooling. We will expand offerings to include dual credit courses so LWS students can accumulate college credits while in high school. This will reduce the cost to students and allow them to accelerate a college degree while still in high school. We can provide speakers to talk with students about college opportunities and requirements, arrange a college visit and work with LWS teachers to help them address skills needed in college.

We look forward to working with LWS should the grant be funded. The needs in this area are so great and any additional services that can help our population will make a difference.

Regards,

(b)(6)

Thomas Shortbull
President Oglala Lakota College

WWW.OLC.EDU

CHARTERED BY OGLALA SIOUX TRIBE
ACCREDITED BY THE NORTH CENTRAL ASSOCIATION

Certification of Consistency with Promise Zone Goals and Implementation

I certify that the proposed activities/projects in this application are consistent with the goals of the Promise Zones and the revitalization strategies detailed in my Promise Zone application.

(Type or clearly print the following information)

Applicant Name

Name of the Federal Program to which the applicant is applying:

Name of the Promise Zone Designated Community

The proposed project meets the following geographic criteria (please select one):

- The proposed project is solely within Promise Zone boundaries
- The proposed project includes the entire Promise Zone boundary and other communities
- The proposed project includes a portion of the Promise Zone boundary
- The proposed project is outside of the Promise Zone boundaries, but specific and definable services or benefits will be delivered within the Promise Zone or to Promise Zone residents

Please note that projects which substantially and directly benefit Promise Zone residents but which are not within the boundaries of the Promise Zone may be considered. Agencies will make clear the acceptable definition of substantially and directly beneficial in the program's award and funding announcement.

I further certify that:

- (1) The applicant is engaged in activities, that in consultation with the Promise Zone designee, further the purposes of the Promise Zones initiative; and
- (2) The applicant's proposed activities either directly reflect the goals of the Promise Zone or will result in the delivery of services that are consistent with the goals of the Promise Zones initiative; and
- (3) The applicant has committed to maintain an on-going relationship with the Promise Zone designee for the purposes of being part of the implementation processes in the designated area.

Name of the Promise Zone Official authorized to certify the project meets the above criteria to receive bonus points:

Title:

Organization:

Signature:

Date (mm/dd/yyyy)

Pine Ridge Promise Zone

Second Round



Lead Organization:

Thunder Valley Community Development Corporation

Population:

35,000

Poverty Rate:

49.15%

Unemployment rate:

21.8%

Key Partners:

Oglala Sioux Tribe; Pine Ridge Bureau of Indian Affairs; Oglala Sioux Lakota Housing Authority; Oglala Sioux Land Office; Oglala Sioux Tribe Partnership for Housing; Oglala Sioux Natural Resources Regulatory Agency; Oglala Lakota College; Mazaska Owecaso Otipi Financial; Pine Ridge Chamber of Commerce; Oglala Sioux Tribe Environmental Project; Oglala Sioux Tribe Utility Office; Lakota Funds; Native American Natural Foods; Oglala Sioux Tribe Health Administration; Oglala Sioux Parks and Recreation; Oglala Sioux Tribe Rural Water; Tusweca Tiospaye; Pyatt Studio LLC; Village Earth

Contact:

Nick Tilsen

nick@thundervalley.org

About The Pine Ridge Promise Zone Area

The Pine Ridge Tribal Promise Zone is situated on the Indian Reservation of the Oglala Sioux Tribe in the southwest corner of South Dakota.

The area is home to nearly 35,000 residents, nearly half of whom live below the poverty level. The region has a chronic housing shortage and needs investment to develop reliable water, sewer and solid waste infrastructure. Unemployment rates are high among residents, and approximately 53% of students do not receive a high-school diploma. Substance abuse

is pervasive and affects 99% of residents directly or through a member of their close family. The prevalence of alcohol and drug use threatens public safety as 90% of violent crimes on the reservation are attributed to substance abuse.

Pine Ridge Promise Zone Leadership and Goals

The Pine Ridge Promise Zone is being led by the Thunder Valley Community Development Corporation which, in partnership with key local and regional organizations, will take a holistic approach to addressing the area's most challenging issues. The Pine Ridge Promise Zone Plan builds on the regional planning effort initially undertaken via a Federal planning grant from the U.S. Department of Housing and Urban Development. To address systemic poverty, violence, and



economic distress and revitalize the region, this plan focuses on creating worker-owned businesses, developing innovative solutions to infrastructure challenges, and expanding good quality, affordable housing. The Promise Zone designation will catalyze efforts among the Oglala Sioux Tribe in South Dakota to meet the six goals that have been identified as instrumental to increasing the quality of life and accelerating efforts to create comprehensive community revitalization:

- Create Jobs Improve Educational Opportunities
- Increase Economic Activity
- Improve Public Safety
- Increase Access to Affordable, Energy-Efficient
- Develop Infrastructure

"The Tribe sees [Promise Zones] as a model for building other energy efficient planned developments across the Reservation as a way to alleviate the housing crisis, create jobs and move our community forward, and we are looking forward

Documentation of Indian Organization (see 4th page of list)

Published below is an updated list of federally acknowledged Indian Tribes in the contiguous 48 states and Alaska, to reflect the addition of an Indian Tribe and various name changes and corrections.

The addition to the list of Indian entities results from the January 28, 2016, Interior Board of Indian Appeals dismissal of a request for reconsideration in docket number 16-003, *In Re Federal Acknowledgment of the Pamunkey Indian Tribe*.

To aid in identifying Tribal name changes and corrections, the Tribe's previously listed or former name is included in parentheses after the correct current Tribal name. We will continue to list the Tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

The listed Indian entities are acknowledged to have the immunities and privileges available to federally recognized Indian Tribes by virtue of their government-to-government relationship with the United States as well as the responsibilities, powers, limitations, and obligations of such Tribes. We have continued the practice of listing the Alaska Native entities separately solely for the purpose of facilitating identification of them and reference to them given the large number of complex Native names.

Dated: April 25, 2016.

Lawrence S. Roberts,

Acting Assistant Secretary—Indian Affairs.

INDIAN TRIBAL ENTITIES WITHIN THE CONTIGUOUS 48 STATES RECOGNIZED AND ELIGIBLE TO RECEIVE SERVICES FROM THE UNITED STATES BUREAU OF INDIAN AFFAIRS

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak-Chin Indian Community (previously listed as the Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona)
 Alabama-Coushatta Tribe of Texas (previously listed as the Alabama-Coushatta Tribes of Texas)
 Alabama-Quassarte Tribal Town
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapaho Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmacs (previously listed as the Aroostook Band of Micmac Indians)
 Assiniboinne and Sioux Tribes of the Fort Peck Indian Reservation, Montana

Augustine Band of Cahuilla Indians, California (previously listed as the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Paiute Tribe of the Owens Valley (previously listed as the Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California)
 Big Sandy Rancheria of Western Mono Indians of California (previously listed as the Big Sandy Rancheria of Mono Indians of California)
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Bishop Paiute Tribe (previously listed as the Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California)
 Blackfeet Tribe of the Blackfeet Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Indian Colony (previously listed as the Bridgeport Paiute Indian Colony of California)
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe (previously listed as the Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon)
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahto Tribe of the Laytonville Rancheria
 Cahuilla Band of Indians (previously listed as the Cahuilla Band of Mission Indians of the Cahuilla Reservation, California)
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California
 Capitan Grande Band of Diegueno Mission Indians of California (Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California; Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California)
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)
 Cayuga Nation
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California

Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation
 Cheyenne and Arapaho Tribes, Oklahoma (previously listed as the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chickon Ranch Rancheria of Me-Wuk Indians of California
 Chippewa Cree Indians of the Rocky Boy's Reservation, Montana (previously listed as the Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana)
 Chitimacha Tribe of Louisiana
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 Coeur D'Alene Tribe (previously listed as the Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho)
 Cold Springs Rancheria of Mono Indians of California
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
 Comanche Nation, Oklahoma
 Confederated Salish and Kootenai Tribes of the Flathead Reservation
 Confederated Tribes and Bands of the Yakama Nation
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Chehalis Reservation
 Confederated Tribes of the Colville Reservation
 Confederated Tribes of the Coos, Lower Umpqua and Stuslaw Indians
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of the Umatilla Indian Reservation (previously listed as the Confederated Tribes of the Umatilla Reservation, Oregon)
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Coquille Indian Tribe (previously listed as the Coquille Tribe of Oregon)
 Cortina Indian Rancheria (previously listed as the Cortina Indian Rancheria of Wintun Indians of California)
 Coushatta Tribe of Louisiana
 Cow Creek Band of Umpqua Tribe of Indians (previously listed as the Cow Creek Band of Umpqua Indians of Oregon)
 Cowlitz Indian Tribe
 Coyote Valley Band of Pomo Indians of California
 Crow Creek Sioux Tribe of the Crow Creek Reservation, South Dakota

- Crow Tribe of Montana
- Death Valley Timbi-sha Shoshone Tribe (previously listed as the Death Valley Timbi-Sha Shoshone Band of California)
- Delaware Nation, Oklahoma
- Delaware Tribe of Indians
- Dry Creek Rancheria Band of Pomo Indians, California (previously listed as the Dry Creek Rancheria of Pomo Indians of California)
- Duckwater Shoshone Tribe of the Duckwater Reservation, Nevada
- Eastern Band of Cherokee Indians
- Eastern Shawnee Tribe of Oklahoma
- Eastern Shoshone Tribe of the Wind River Reservation, Wyoming (previously listed as the Shoshone Tribe of the Wind River Reservation, Wyoming)
- Elom Indian Colony of Pomo Indians of the Sulphur Bank Rancheria, California
- Elk Valley Rancheria, California
- Ely Shoshone Tribe of Nevada
- Enterprise Rancheria of Maidu Indians of California
- Ewilaapaayp Band of Kumeyaay Indians, California
- Federated Indians of Graton Rancheria, California
- Flandreau Santee Sioux Tribe of South Dakota
- Forest County Potawatomi Community, Wisconsin
- Fort Belknap Indian Community of the Fort Belknap Reservation of Montana
- Fort Bidwell Indian Community of the Fort Bidwell Reservation of California
- Fort Independence Indian Community of Paiute Indians of the Fort Independence Reservation, California
- Fort McDermitt Paiute and Shoshone Tribes of the Fort McDermitt Indian Reservation, Nevada and Oregon
- Fort McDowell Yavapai Nation, Arizona
- Fort Mojave Indian Tribe of Arizona, California & Nevada
- Fort Sill Apache Tribe of Oklahoma
- Gila River Indian Community of the Gila River Indian Reservation, Arizona
- Grand Traverse Band of Ottawa and Chippewa Indians, Michigan
- Greenville Rancheria (previously listed as the Greenville Rancheria of Maidu Indians of California)
- Grindstone Indian Rancheria of Wintun-Wallaki Indians of California
- Guidiville Rancheria of California
- Habematolel Pomo of Upper Lake, California
- Hannahville Indian Community, Michigan
- Havasupai Tribe of the Havasupai Reservation, Arizona
- Ho-Chunk Nation of Wisconsin
- Hoh Indian Tribe (previously listed as the Hoh Indian Tribe of the Hoh Indian Reservation, Washington)
- Hoopa Valley Tribe, California
- Hopi Tribe of Arizona
- Hopland Band of Pomo Indians, California (formerly Hopland Band of Pomo Indians of the Hopland Rancheria, California)
- Houlton Band of Maliseet Indians
- Hualapai Indian Tribe of the Hualapai Indian Reservation, Arizona
- Iipay Nation of Santa Ysabel, California (previously listed as the Santa Ysabel Band of Diegueno Mission Indians of the Santa Ysabel Reservation)
- Inaja Band of Diegueno Mission Indians of the Inaja and Cosmit Reservation, California
- Ione Band of Miwok Indians of California
- Iowa Tribe of Kansas and Nebraska
- Iowa Tribe of Oklahoma
- Jackson Band of Miwuk Indians (previously listed as the Jackson Rancheria of Me-Wuk Indians of California)
- Jamestown S'Klallam Tribe
- Jamul Indian Village of California
- Jena Band of Choctaw Indians
- Jicarilla Apache Nation, New Mexico
- Kaibab Band of Paiute Indians of the Kaibab Indian Reservation, Arizona
- Kalispel Indian Community of the Kalispel Reservation
- Karuk Tribe (previously listed as the Karuk Tribe of California)
- Kashia Band of Pomo Indians of the Stewarts Point Rancheria, California
- Kaw Nation, Oklahoma
- Kewa Pueblo, New Mexico (previously listed as the Pueblo of Santo Domingo)
- Keweenaw Bay Indian Community, Michigan
- Kialegee Tribal Town
- Kickapoo Traditional Tribe of Texas
- Kickapoo Tribe of Indians of the Kickapoo Reservation in Kansas
- Kickapoo Tribe of Oklahoma
- Kiowa Indian Tribe of Oklahoma
- Klamath Tribes
- Koi Nation of Northern California (previously listed as the Lower Lake Rancheria, California)
- Kootenai Tribe of Idaho
- La Jolla Band of Luiseno Indians, California (previously listed as the La Jolla Band of Luiseno Mission Indians of the La Jolla Reservation)
- La Posta Band of Diegueno Mission Indians of the La Posta Indian Reservation, California
- Lac Courte Oreilles Band of Lake Superior Chippewa Indians of Wisconsin
- Lac du Flambeau Band of Lake Superior Chippewa Indians of the Lac du Flambeau Reservation of Wisconsin
- Lac Vieux Desert Band of Lake Superior Chippewa Indians of Michigan
- Las Vegas Tribe of Paiute Indians of the Las Vegas Indian Colony, Nevada
- Little River Band of Ottawa Indians, Michigan
- Little Traverse Bay Bands of Odawa Indians, Michigan
- Lone Pine Paiute-Shoshone Tribe (previously listed as the Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California)
- Los Coyotes Band of Cahuilla and Cupeno Indians, California (previously listed as the Los Coyotes Band of Cahuilla & Cupeno Indians of the Los Coyotes Reservation)
- Lovelock Paiute Tribe of the Lovelock Indian Colony, Nevada
- Lower Brule Sioux Tribe of the Lower Brule Reservation, South Dakota
- Lower Elwha Tribal Community (previously listed as the Lower Elwha Tribal Community of the Lower Elwha Reservation, Washington)
- Lower Sioux Indian Community in the State of Minnesota
- Lummi Tribe of the Lummi Reservation
- Lytton Rancheria of California
- Makah Indian Tribe of the Makah Indian Reservation
- Manchester Band of Pomo Indians of the Manchester Rancheria, California (previously listed as the Manchester Band of Pomo Indians of the Manchester-Point Arena Rancheria, California)
- Manzanita Band of Diegueno Mission Indians of the Manzanita Reservation, California
- Mashantucket Pequot Indian Tribe (previously listed as the Mashantucket Pequot Tribe of Connecticut)
- Mashpee Wampanoag Tribe (previously listed as the Mashpee Wampanoag Indian Tribal Council, Inc.)
- Match-a-bo-nash-she-wish Band of Pottawatomi Indians of Michigan
- Mechoopda Indian Tribe of Chico Rancheria, California
- Menominee Indian Tribe of Wisconsin
- Mesa Grande Band of Diegueno Mission Indians of the Mesa Grande Reservation, California
- Mescalero Apache Tribe of the Mescalero Reservation, New Mexico
- Miami Tribe of Oklahoma
- Miccousukee Tribe of Indians
- Middletown Rancheria of Pomo Indians of California
- Minnesota Chippewa Tribe, Minnesota (Six component reservations: Bois Forte Band (Nett Lake); Fond du Lac Band; Grand Portage Band; Leech Lake Band; Mille Lacs Band; White Earth Band)
- Mississippi Band of Choctaw Indians
- Moapa Band of Paiute Indians of the Moapa River Indian Reservation, Nevada

- Mohegan Tribe of Indians of Connecticut (previously listed as Mohegan Indian Tribe of Connecticut)
- Mooretown Rancheria of Maldu Indians of California
- Morongo Band of Mission Indians, California (previously listed as the Morongo Band of Cahuilla Mission Indians of the Morongo Reservation)
- Muckleshoot Indian Tribe (previously listed as the Muckleshoot Indian Tribe of the Muckleshoot Reservation, Washington)
- Narragansett Indian Tribe
- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe (previously listed as the Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe (previously listed as the Nisqually Indian Tribe of the Nisqually Reservation, Washington)
- Nooksack Indian Tribe
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of the Shoshone Nation (previously listed as Northwestern Band of Shoshoni Nation and the Northwestern Band of Shoshoni Nation of Utah (Washakie))
- Nottawaseppi Huron Band of the Potawatomi, Michigan (previously listed as the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe (previously listed as the Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota)
- Ohkay Owingeh, New Mexico (previously listed as the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation (previously listed as the Oneida Tribe of Indians of Wisconsin)
- Oneida Nation of New York
- Onondaga Nation
- Otoe-Missouria Tribe of Indians, Oklahoma
- Ottawa Tribe of Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes))
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Pala Band of Mission Indians (previously listed as the Pala Band of Luiseno Mission Indians of the Pala Reservation, California)
- Pamunkey Indian Tribe
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Nation (previously listed as the Penobscot Tribe of Maine)
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (previously listed as the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherías)
- Poarch Band of Creeks (previously listed as the Poarch Band of Creek Indians of Alabama)
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble S'Klallam Tribe (previously listed as the Port Gamble Band of S'Klallam Indians)
- Potter Valley Tribe, California
- Prairie Band Potawatomi Nation (previously listed as the Prairie Band of Potawatomi Nation, Kansas)
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation
- Quinault Indian Nation (previously listed as the Quinault Tribe of the Quinault Reservation, Washington)
- Ramona Band of Cahuilla, California (previously listed as the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley or Little River Band of Pomo Indians of the Redwood Valley Rancheria California (previously listed as the Redwood Valley Rancheria of Pomo Indians of California)
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria (previously listed as the Robinson Rancheria Band of Pomo Indians, California and the Robinson Rancheria of Pomo Indians of California)
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes, Round Valley Reservation, California (previously listed as the Round Valley Indian Tribes of the Round Valley Reservation, California)
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Sac & Fox Tribe of the Mississippi in Iowa
- Saginaw Chippewa Indian Tribe of Michigan
- Saint Regis Mohawk Tribe (previously listed as the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Nation (previously listed as the Samish Indian Tribe, Washington)
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Band of Cahuilla Indians, California (previously listed as the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe
- Sault Ste. Marie Tribe of Chippewa Indians, Michigan

Rural Designation proof





District Directory Information

[Search Results](#) | [Modify Search](#) | [Data Notes/Grant IDs](#) | [Help](#)

District Name: Little Wound School
[schools for this district](#)

NCES District ID: 5900173

State District ID: D06A05

Mailing Address: Po Box 500, Kyle, SD 57752

Physical Address: 100 Main St, Kyle, SD 57752-0500

Phone: (605) 455-6150

Type: Local school district component of supervisory union

Status: No change

District Details (2013-2014 school year; Fiscal data from 2011-2012)
Show Less

County: Shannon County **County ID:** 46113

Grade Span: (grades KG - 12)
KG 1 2 3 4 5 6 7 8 9 10 11 12

Locale: Rural: Remote (43)

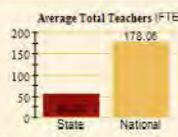
CSA/CBSA: †

Supervisory Union #: 016

Total Schools:	1
Total Students:	-
Classroom Teachers (FTE):	-
Student/Teacher Ratio:	-
ELL (formerly LEP) Students:	-
Students with IEPs:	-

Staff

Average Total Teachers (FTE)



Teachers (FTE)	-
Total:	-
Prekindergarten:	-
Kindergarten:	-
Elementary:	-
Secondary:	-
Ungraded:	†
Total Staff (FTE):	†

Other Staff (FTE)

Total:	†
Instructional Aides:	-
Instruc. Coordinators & Supervisors:	-
Total Guidance Counselors:	-
Elementary Guidance Counselors:	-
Secondary Guidance Counselors:	-
Librarians/Media Specialists:	-
Library/Media Support:	-
District Administrators:	-
District Administrative Support:	-
School Administrators:	-
School Administrative Support:	-
Student Support Services:	-
Other Support Services:	-

Fiscal

Fiscal data for this district are not available.

Note: Details do not add to totals due to rounding.

Note: Fiscal data (including per pupil count used in this table) from 2011-2012.

Census

Total Population Under 18:	-
Hispanic or Latino:	-
Non Hispanic or Latino:	-
Population of one race:	-
White alone:	-
Black or African American alone:	-
American Indian or Alaska Native alone:	-
Asian alone:	-
Hawaiian or other Pacific Islander alone:	-
Some other race alone:	-
Population of two or more races:	-

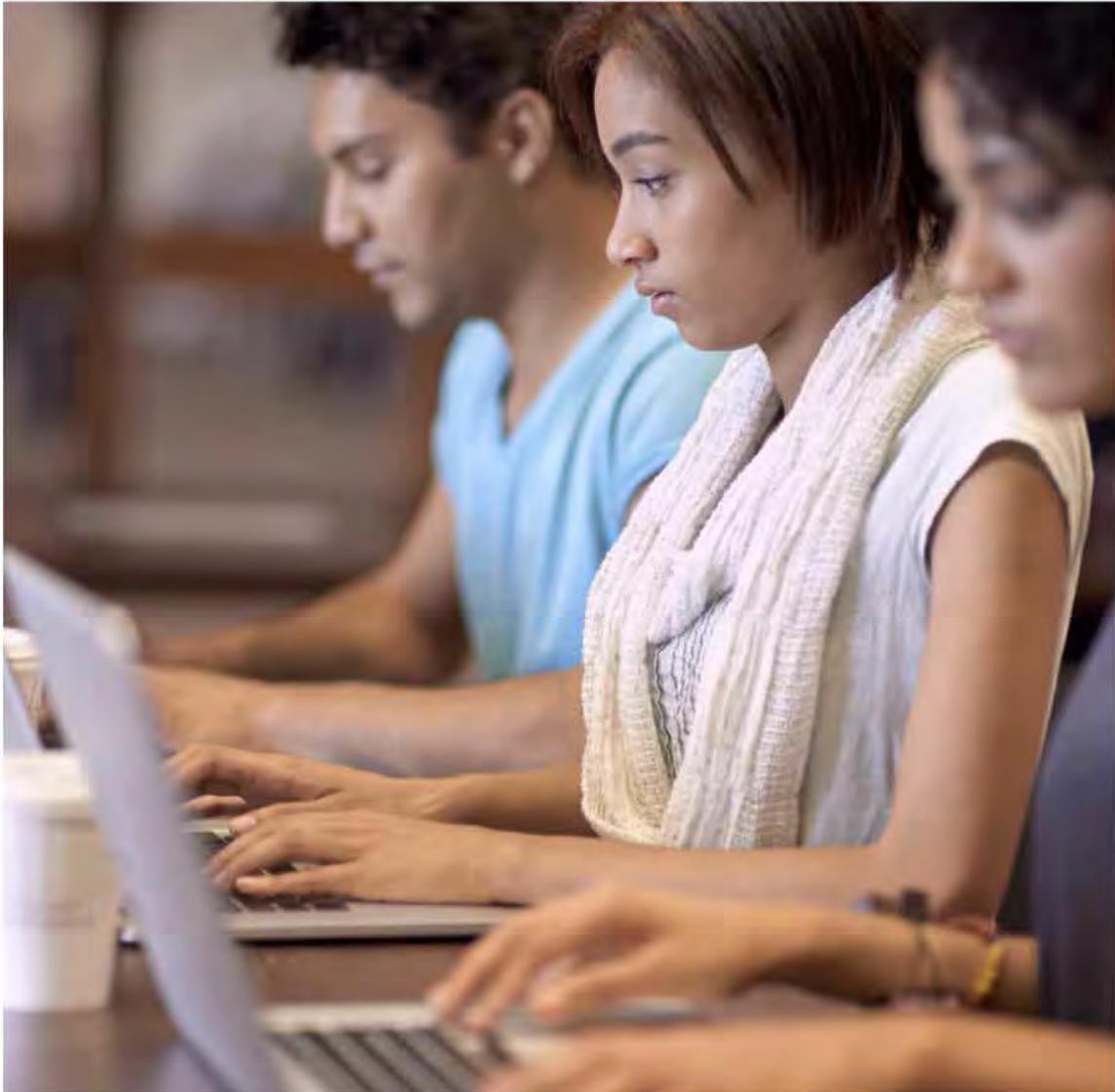
Note: Census data from 2000.

NOTES

- [†] indicates that the data are not applicable. For example, the enrollment and staff characteristics for districts that opened in the 2014-2015 school year will not be available until the full 2014-2015 file is released.
- [-] indicates that the data are missing.
- [?] indicates that the data do not meet NCES data quality standards.
- The directory information on district name, address, and phone number are preliminary data from initial submissions of district level data for 2014-2015.
- Data provided on student membership and staffing are from the official district level data for 2013-2014.

Source: CCD Public school district data for the 2013-2014, 2014-2015 school years

A RESEARCH REPORT:
ODYSSEYWARE INSTRUCTIONAL DESIGN & STRATEGIES



Arizona State University
Mary Lou Fulton Teachers College
1050 S Forest Mall, Tempe, AZ 85287
(480) 985-5555

ASU Executive Summary

This paper reviews the most effective and research-based methods of instructional models, instructional strategies, and domain-specific design features. Based on major reviews of research conducted over the past ten years, this paper provides current findings on what works in K-12 education. As such, this paper provides detailed scientific research to support the instructional design and specific features embedded in Odysseyware courses and support tools.

The specific areas comprising the research base for this program are as follows:

- Transforming the learning landscape with pedagogical flexible models
- Standards-based, personalized learning using an adaptive instructional model and customization
- Systems of assessment, instruction, intervention, and monitoring tools
- Use of frequent, meaningful interactions and embedded feedback
- Dynamic, interactive curricular content including visualizations, virtual labs, and simulations

Odysseyware is based on sound pedagogical principles, instructional strategies, authoring tools, reporting tools, dynamic content, and curricula resources that provide standards-based, adaptive, differentiated instruction to address the diverse needs and abilities of all learners. A comprehensive system of assessment, instruction, intervention, and reporting tools allow teachers to provide and customize differentiated activities and assignments. The reports are especially useful in helping teachers and schools analyze progress toward standards mastery and individual growth.

The research summarized here shows how Odysseyware puts into practice the most effective and best-researched instructional applications of digital learning. The instructional strategies incorporated in Odysseyware courses have consistently demonstrated the largest effect sizes of any instructional strategy, especially when implemented as blended learning. The effectiveness has been demonstrated in a wide range of content areas, but the strongest evidence is in math and reading.

Odysseyware lessons, assessments, and instructional tools equip learners with resources for college and career success, incorporating a mix of grade-appropriate text, direct-instruction videos, learning activities, and games. Odysseyware lessons also embed numerous instructional supports to address diverse learning styles and allow ongoing collaboration between learners and teachers.

Research also investigated the range of ways in which digital learning systems such as Odysseyware can be implemented, and the benefits of using the system as a way to leverage teacher time and thus improve learning and even improve cost-effectiveness and as an engaging learning environment for students. However, the research also emphasizes the importance of fidelity of implementation and the need to give students sufficient access to peers, teachers, and technology, if the benefits of Odysseyware are to be realized. Thus, careful implementation planning, professional development, and adequate resource planning are critical.

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LITTLE WOUND SCHOOL BOARD
POSITION DESCRIPTION
Program Director

Job Summary: The Program Director is the primary academic officer for the LWS Alternative School and has the responsibility for the day-to-day operations of the school to ensure that the teaching/learning is carried out effectively in a highly academic manner. The Principal is supervised, directed, and evaluated by the Superintendent.

Job Responsibilities:

1. Monitor the development and maintenance of student records that include attendance, enrollment, student evaluations and assessments for all programs, academic achievement, and other appropriate student records.
2. Ensure educational/learning program compliance with accrediting agency standards and requirements of the LWS.
3. Ensure that all programs and services are appropriate in order to meet the academic, cultural, emotional, social, physical, creative and other needs of students.
4. Establish and implement activities designed to ensure that parents of students enrolled in the school have the opportunity to become involved as true partners in the education of the parents children.
5. Ensure proper and equitable administration of and provide direct oversight and implementation of student rights and responsibilities, and expectations of students as incorporated into the student handbook.
6. Develop and monitor the implementation of processes designed to consistently provide students with opportunities to be involved in decision-making on matters regarding students, programs, policies, procedures, activities, and other aspects of school operation, implementation, and evaluation.
7. Monitors student disciplinary referrals, actions and makes recommendations for disciplinary actions including suspensions and expulsions.
8. Monitors student health service program, counseling program activities, and participates in student IEP meetings.
9. Coordinates student and parent conferences, school climate assessments, and child protection referrals.
10. Conduct on-going informal and formal staff evaluation and develop and monitor improvement plans for all staff other than teachers.
11. Spends a minimum of 25-50% of time in classrooms (walkthroughs, observations, feedback).
12. Provide overall leadership reform for all school activities.
13. Provide supervision to all school personnel. Implement personnel disciplinary actions which are consistent with policies and procedures.
14. Present at all after school extra duty activities to ensure safety through appropriate supervision.
15. Assist in the recruitment and interviewing of the school personnel.

16. Conduct staff meetings to ensure participatory planning, development, problem-solving, decision-making, and other school improvement activities that include curriculum, assessment student input into planning and decision-making, extra-curricular activity options and resources, educational trend and research discussions, effective practices reviews, staff performance expectations, and other participative activities.
17. Monitors budget and assist in budget school activities.
18. Work with OST courts and parents on student enrollment, attendance, and truancy policies and procedures.
19. Complies with LWS Board policies and procedures in accordance with policy development procedures.
20. Approve requests for acquisition of learning equipment materials, supplies, programs, and other resources needed to continually improve the educational/learning programs.
21. Coordinates school assessment, reform, and improvement programs.
22. Adhere to the LWS policies and procedures.
23. Additional responsibilities as assigned by Little Wound School Superintendent.

Education/Experience/Certificates/Credentials:

1. A Ph.D. or EdD in education or related fields is highly preferred. A master's degree is required.
2. South Dakota Principal's Certificate in appropriate area or ability to obtain appropriate endorsement to serve in this capacity required.
3. Must have communication and organization skills.
4. Previous supervisory experience within a school, preferably as a principal is required.
5. Demonstrate an aptitude of competence for the assigned responsibilities.
6. Knowledge of South Dakota Teacher Certification rules and regulations.
7. Demonstrate interpersonal and public relation skills with the community.
8. Adhere to the LWS policies and procedures.
9. Knowledge of the Pine Ridge Indian Reservation, the people, culture, and traditions.

**LITTLE WOUND SCHOOL
POSITION DESCRIPTION**

SCHOOL SOCIAL WORKER/Counselor

SUPERVISOR: Program Director

RESPONSIBILITIES:

1. Aids students with academic, behavioral, emotional, or physical problems.
2. Counsels students who behavior, school progress, or mental or physical handicap or condition indicates need for assistance.
3. Consults with parents, teachers, and other school personnel to determine causes of problems and seek solutions.
4. Arranges for medical, psychiatric, and other tests and examinations that may disclose cause of difficulties and indicate remedial measures.
5. Attempts to alter attitudes and behavior of parents and teachers that cause or aggravate problems.
6. Recommends change of class or school, special tutoring, or other treatment to remedy problems.
7. Serves as liaison between student, home, school, and community resources such as family service agencies, child guidance clinics, courts, and protective services, doctors and clergy members.
8. Services as consultant to school personnel regarding students or situation which is not referred for direct service.
9. May lead group counseling sessions to enhance social development of individual students and provide peer support in areas such as grief, stress, or chemical dependency.
10. Interview parents in acquire case histories as required.
11. Provide information to parents regarding family service agencies.
12. Works closely with school counselors and other counseling personnel to coordinate services.
13. Complete all reports as required by supervisor.
14. Maintains confidentiality standards as required.
15. Perform other tasks as assigned by supervisor.
16. Adheres to LWS policies and procedures.

QUALIFICATIONS:

1. Bachelor's degree in Human Services or equivalent field required. Master's degree in social work preferred.
2. Two years experience preferred in social work.
3. Knowledge of the Pine Ridge Indian Reservation.
4. Knowledge of the Lakota Culture and Language preferred.

**LITTLE WOUND SCHOOL BOARD
POSITION DESCRIPTION
Supplemental Enrichment Coordinator**

REPORTS TO: Program Director

SUMMARY: To create an instructional program and a class environment favorable to learning and personal growth; to establish effective rapport with students; to motivate students to develop skills, attitudes and knowledge and to establish good relationships with parents and other staff members.

DUTIES AND RESPONSIBILITIES:

1. Plan and prepare instructional tasks that are meaningful and related to learning goals.
2. Provide Instruction to Students
 - Implement approved curriculum
 - Maintain a strong instructional focus utilizing the elements of effective instruction, i.e. RTI, Tiered instruction, differentiated instruction.
 - Incorporate the Lakota culture into lessons
 - Communicate a high level of expectation
 - Communicate clear learning goals to students
 - Adapt instruction to meet the needs of all students
 - Address various learning styles
 - Sequence content at an appropriate pace
 - Use appropriate level of questioning to promote understanding
 - Relate lesson content to prior and future learning
 - Require students to summarize information in written and/or verbal form
 - Appropriately recognize and reinforce individual student effort
 - Represent knowledge/information through a variety of methods
 - Organize students in cooperative or ability groups when appropriate
 - Require students to analyze and apply knowledge
 - Display enjoyment, humor, and enthusiasm for teaching and expect students to enjoy learning
 - Conduct ongoing assessments for learning
 - Incorporate technology in lesson plans to enhance student learning.
 - Confer with supplementary teachers (Special Education, Gifted/Talented) regarding the progress, IEPs, and instructional direction of students.
3. Provide Effective Classroom Environment
 - Incorporate and enforce appropriate classroom rules and procedures that are consistent with K-12 student handbook and clearly understood by all students
 - Redirect students naturally and immediately without disrupting others
 - Be well-organized and have all materials, equipment, etc., ready for immediate use
 - Carry out smooth and effective transitions (e.g., from one activity to another, as students enter and leave the room)
 - Maximize time on purposeful instructional tasks
 - Begin and end class period with focus on learning

- Establish a positive learning environment
4. Participate in Professional Growth Opportunities and Demonstrate Professionalism
 - Participate in professional development activities.
 - Participate in school/professional and/or community organizations or events
 - Complete routine assigned tasks and comply with school requirements
 - Communicate effectively and professionally with colleagues, parents and students
 - Conduct parent-teacher conferences in accordance with school policy
 5. Effectively utilize the student information system for taking attendance, grading and reporting.
 6. Report student progress to parents and students
 7. Maintain confidentiality of student and school records.
 8. Serve as supervisor for breakfast, lunch, playground and other student supervisory duties as assigned to maintain a safe school environment.
 9. Administer approved student assessments and standardized testing.
 10. Adhere to LWS policies and procedures.
 11. Support of the LWS mission, goals and LWS Board initiatives.
 12. Perform other duties as assigned.

WORKING CONDITIONS:

1. Works Inside and Outside
2. Climatic Environment: Some classrooms and work areas are not climate controlled and are subject to extremes of temperature and humidity.
3. Hazards: Stairs, chalk dust and exposure to communicable diseases may be potential hazards. In labs/classrooms there could be exposure to toxic chemicals and fumes. Equipment that supports classroom instruction could be potentially hazardous under certain conditions.

Physical Requirements: Constant hearing; intermittent speaking, standing, walking and writing. Frequent carrying, keyboarding, and other repetitive motions.

Other Requirements Excellent oral and written communication skills. Skills in human relations, leadership and conflict management. Knowledgeable of teaching techniques that meet the diverse needs of students. Demonstrated skills in the use of technology to enhance student learning.

QUALIFICATIONS:

1. Bachelor's degree and endorsements in the areas of teaching assignment. Certification, alternative certification or licensure: current, valid South Dakota teaching certificate.
2. Knowledge of Indian reservations or experience teaching Indian children preferred.
3. Indian Preference considered pursuant to P.L. 93.638.
4. Veteran's preference is considered by verification of DD-214.
5. Must successfully pass pre-employment screening.

Little Wound School Board
POSITION DESCRIPTION Learning Lab Instructor

SUPERVISOR: Program Director

JOB SUMMARY: Performs duties that are instructional in nature to deliver services to student in which a teacher or another professional has ultimate responsibility for designing and implementing programs and services.

DUTIES & RESPONSIBILITIES: The Learning Lab Instructor will be responsible for the following:

1. Assists and works cooperatively with the teacher in planning, preparing and presenting instructional activities to students.
2. Under the direction and guidance of the teacher, provides individualized or small group instruction to students.
3. Assists the teacher in maintaining classroom organization and management.
4. Assists the teacher with student discipline and keeps teacher informed of all student disciplinary incidents.
5. Assists the teacher with student assessments, e.g. placement testing, portfolios, other authentic classroom assessments, standardized achievement tests, etc.
6. Assists the teacher with the preparation of learning materials as needed for daily instructional activities.
7. Assists the teacher in developing attractive bulletin boards, classroom displays, developing learning centers, and other classroom decor to create a positive and pleasant classroom environment which is conducive to learning.
8. May be required to provide reports and maintain classroom and/or student records.
9. Corrects student work and provides feedback to students.
10. Assists department with extra-duty assignments including playground duty, lunch duty and others as identified by the supervisor.
11. Assists teachers with the preparation of parental involvement activities including parent teacher conferences, etc.
12. Attends departmental meetings to keep informed of and provide input in departmental activities.
13. Attends departmental staff development activities to maintain an awareness of current trends in education.
14. Maintains strict confidentiality of student and school records at all times.
15. Supervise students and maintain control of classroom in the absence of the teacher.
16. Other duties as assigned by the supervisor which are within the scope of the position.
17. Adhere to all Little Wound School Policies and Procedures.
18. Under the direct supervision of the departmental supervisor.

SPECIFIC SKILLS AND REQUIREMENTS:

1. Demonstrate competency in the basic skills in reading, language arts and math.
2. Demonstrate good communication skills to work effectively with students, parents and co-workers.
3. Knowledge in computers, software and other video and copying equipment used in the delivery of classroom instruction.
4. Prompt time and attendance and other good work habits/ethics is a must.
5. Able to work after hours on occasions.
6. Able to perform light lifting, moving classroom furniture and climbing steps.

7. Knowledge of Lakota culture and the Pine Ridge Indian Reservation

QUALIFICATIONS:

1. A minimum of AA Degree or 60 credit hours required.
2. May be required to successfully pass a basic skills test.
3. Indian preference in employment is a policy of the LWS.
4. Indian preference considered pursuant to P.L. 93-638.
5. Veterans preference is considered by certification of DD-214.
6. Must successfully pass a verified pre-employment drug test.

Little Wound Logic Model

Need Addressed	Inputs	Outcome	Measurement
Improve Academic achievement	Individualized learning path	Continued progress	Quarterly assessment
	NWEA benchmark testing and review	Improved pre to post scores	Compare results
	Individualized instruction, prof. dev.	Student success	Teacher progress reports
	Odysseyware software assessment and instruction	Increased interest and progress	Student survey
Improve grad. rate and reduced dropout rate Address trauma-instill cultural identification	Attendance monitoring	Improved attendance rate	Attendance reports
	Incentives for continuation	Students graduate on time	Graduation rate
	Credit recovery classes	Lower dropout rate	Credit report
	Utilize Lakota Language and cultural knowledge and counseling-socialworker/counselor	Decreased referrals, increase in lang. and cult. knowledge	Counseling log Knowledge test
Increase college and career readiness	ACT test preparation	Improved ACT scores	Compare pre and post
	College visits, Counseling	Interest in college, knowledge	Student survey
	Dual credit courses, Advanced Placement courses	Attainment of college credits	Transcript review
	Work experience and mentoring	Career interest, work skills	Surveys

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Little Wound School District Budget Narrative

For each budget request, we have provided justification including a column for the objectives addressed by the request.

Category	Obj.	Year 1	Year 2	Year 3	Year 4	Justification
Personnel Project Director (1 FTE)	All	60,300	63,500,	66000	69,000	Project Director will provide oversight of project implementation, monitor budget expenditures, prepare reports.
Enrichment Coordinator (1 FTE)	All	56,000	58,500	60,000	62,000	The supplemental enrichment coordinator will create the instructional program, provide student assessment, review assessment results to design instruction, adapt programs to meet student needs, provide individual and group instruction, implement incentive program
Learning Lab Instructor (1 FTE)	1.1, 1.2,	48,000	50,000	52000	54,250	The LLI will assist the coordinator with preparation and instructional activities.
Social Worker/ Counselor (1FTE)	2.1, 2.2 3.3	60,000	63,000	67,150	70, 200	Counselor will provide college and career counseling for secondary students that prepares them for college and career readiness. S/he will meet with every student to discuss
Added Duty	1.1, 1.2, 3.3	50,000	50,000	50,000	50,000	Added duty will be for extended hours-includes evening, summer, and after school hours as well as for any extra hours needed for professional development
Total Personnel	All	274,300	285,000	295,150	305,450	
Fringe Benefits @40%	All	109,720	114,000	118,060	122,180	The district provides the insurance and other benefits.

Category	Obj.	Year 1	Year 2	Year 3	Year 4	Justification
Equipment Computers, printers, classroom furniture	1.1, 1.2, 3.1, 3.2, 3.3	110,000	55,000	52,000	32,000	<p>Equipment includes computers, servers, printers, student desks/tables/cubicles for the school. Furniture is needed for added students that will increase yearly and will be used for the blended learning program to increase student achievement and career readiness. Computers/printers/servers are needed for the online learning programs and student access to the online learning.:</p> <p>Year 1 30 computers @1500=45,000; 5 printers@400=2,000, classroom desks/chairs 30@1200=36,000, servers 2@5,000=10,000, 5 cubicles@1400. Total=\$110,000</p> <p>Equipment year 2 20 computers @1500=30,000, 10 desks & cubicles @ 2,000=20,000 Total: \$52,000</p> <p>Year 3 20 computers @1200=30,000; 5 printers @400=2,000, 10 desks/table@ \$2000=20,000, 5 printers @500= 2500. Total \$55,000</p> <p>Year 4: 20 computers @1500=30,000;</p>
Van	2.1, 2.2,	13,000	13,000	13,000	13,000	The van is needed to transport students for college visits, career exploration, work experience and for social worker to use to make home visits and/or bring students back to school. It is a 4 year lease/purchase.

Category	Obj.	Year 1	Year 2	Year 3	Year 4	Justification
Supplies	All	150,000	150,000	150,000	150,000	Office and other instructional supplies including instructional supplies such as notebooks, planners, etc. incentives for student attendance and performance using a points based system for students to receive incentives for good attendance and good grades (estimated at about 500/student per year for 250 student=\$125,000). Incentives will motivate students to attend regularly and improve grades. Not all students will receive the full amount but other instructional supplies for the 6-700 students will be needed (additional \$23000). Office supplies for staff including pencils, paper, thumb drives at 2,000/year
Contractural Web-based Courses- academic and test prep, Lakota lang. acquisition	1.1, 1.2, 3.3	165,000	34,750	34750	28,500	Odysseyware web-based courses for advanced placement, career skills, credit recovery program, individualized instruction, and test preparation for college preparation. The cost will be a lease purchase where at the end of the grant period, the district will own the programs. There is a larger up front cost to obtain all available course and later costs will be for any new or added courses. Includes cost for integration of Lakota language acquisition.
Professional Development		30,000	15,000	15,000	7500	Professional Development to be provided by Odysseyware on student assessment, alignment with NWEA and SBA, effective use of software. 20 days@1500 in year one, 10 days@1500 in years 2 and 3 and 5 days in year 4@ 1500

Category	Obj.	Year 1	Year 2	Year 3	Year 4	Justification
Facility rental	All	50,000	50,000	50,000	50,000	We need expanded space to house the extension school and accommodate additional students. We will rent the building, and if allowable, use a lease purchase agreement. The cost is \$50,000 per year for a total cost: \$200,000
Vehicle maintenance	2.1, 2.2	5000	5000	5000	5000	Includes the cost of any repairs, maintenance, etc. for 4 years
Other Mileage	2.1, 2.2	3,000	3,000	3,000	2,500	Mileage for social worker to make home visits, pick up students.
Total		910,020	724,750	735,960	704,130	

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Charles		Cuny	

Address:

Street1:	101 Main St.
Street2:	
City:	Kyle
County:	
State:	SD: South Dakota
Zip Code:	577520500
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
605-455-6174	

Email Address:

charles.cunyjr@littlewound.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Little Wound School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	274,300.00	285,000.00	295,150.00	305,450.00		1,159,900.00
2. Fringe Benefits	109,720.00	114,000.00	118,060.00	122,180.00		463,960.00
3. Travel						
4. Equipment	123,000.00	68,000.00	52,000.00	43,000.00		286,000.00
5. Supplies	150,000.00	150,000.00	150,000.00	150,000.00		600,000.00
6. Contractual	250,000.00	104,750.00	117,750.00	80,500.00		553,000.00
7. Construction						
8. Other	3,000.00	3,000.00	3,000.00	3,000.00		12,000.00
9. Total Direct Costs (lines 1-8)	910,020.00	724,750.00	735,960.00	704,130.00		3,074,860.00
10. Indirect Costs*	0.00	0.00	0.00	0.00		0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	910,020.00	724,750.00	735,960.00	704,130.00		3,074,860.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299A160034

Name of Institution/Organization Little Wound School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

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