

**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 # S299A160041**

**Grants.gov Tracking#: GRANT12175013**

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="05/29/2016"/>	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="46-0458267"/>	* c. Organizational DUNS: <input type="text" value="1440820830000"/>
--	---

**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:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

K: Indian/Native American Tribally Designated Organization

Type of Applicant 2: Select Applicant Type:

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:**

Oglala Lakota Love of Learning (OLL) - a project to promote career and higher education readiness on the Pine Ridge Reservation.

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="249,757.00"/>
* 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="249,757.00"/>

**\* 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>Anne Fines</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Pine Ridge Area Chamber of Commerce</p>	<p>DATE SUBMITTED</p> <p>05/29/2016</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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**  
 Prime  SubAwardee

\* Name: Pine Ridge Area Chamber of Commerce

\* Street 1: 7900 Lakota Prairie Drive      \* Street 2: PO Box 375

\* City: Kyle,      \* State: SD: South Dakota      \* Zip: 57752

Congressional District, if known: 01

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> US Department of Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299
--	---

<b>8. Federal Action Number, if known:</b> 	<b>9. Award Amount, if known:</b> \$
--	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix:      \* First Name: None      Middle Name:      \* Last Name: None      Suffix:      \* Street 1:      \* Street 2:      \* City:      \* State:      \* Zip:     

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:      \* First Name: None      Middle Name:      \* Last Name: None      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: Anne Fines

\* Name: Prefix:      \* First Name: Ivan      Middle Name:      \* Last Name: Sorbel      Suffix:      Title: Executive Director      Telephone No.: 605-455-2685      Date: 05/29/2016

## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

PRACO Sec. 427.pdf

Add Attachment

Delete Attachment

View Attachment

## **PINE RIDGE AREA CHAMBER OF COMMERCE AND THE OGLALA LAKOTA LEARNING PROJECT**

### **Compliance with Section 427**

Pine Ridge Area Chamber of Commerce assures equitable access to all our programs, and takes specific actions as needed to reduce barriers that can arise because of gender, race, national origin, color, disability, or age.

The Oglala Lakota Love of Learning Project specifically targets and will serve youth who directly come from traditionally under represented and underserved populations and who are at risk of poverty, academic failure, and school dropout because of a variety of barriers that they face. The program has been designed to assure equal access for all youth and their families.

All partners have agreed to equal access strategies described in this document. All partners have policies on file that assure no discrimination against youth, community members, other adults, job applicants, contractors, vendors, and others based on age, race, color, disability, gender, marital status, national origin, religion or sexual orientation.

Recruitment into the program will be through one-on-one solicitation by project and school staff who know individual youth and can thus reduce barriers.

Curriculum materials, instruction, and other services will be culturally sensitive to the needs of all learners to be served. The program will further be delivered based on the specific needs and challenges of program participants. Informational brochures and materials will be provided by audio, in word speak, through signing if needed, and other accessible formats and utilizing assistive technology devices as appropriate.

All youth will be surveyed at the beginning of school to identify special access requirements – such as wheel chair access, signers, and interpreters, as needed. Plans will be developed and implemented to address the identified special access needs indicated by youth. All program-related sessions must be held in ADA accessible facilities.

3. Project and school staff and youth have or will participate in cultural sensitivity, ADA, and anti-bullying. Project and school staff will also have training in providing safe learning environments.

4. PRACC will hire, recruit, and involve individuals from ethnic minority groups, bilingual individuals, consumers, and individuals with disabilities to plan, implement, and evaluate program services.

5. Project materials, schedules of events, and other materials will be posted as appropriate on the internet which will enable assistive computer devices to interpret the materials for users.

## 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

Pine Ridge Area Chamber of Commerce

#### \* 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.]

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## 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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

## **PROJECT ABSTRACT-UGLALA LAKOTA LOVE OF LEARNING**

**Partners:** Oglala Sioux Tribe Department of Education, Oglala Sioux Tribe Higher Education Department, Little Wound and Crazy Horse Schools, Oglala Lakota College, Pejuta Haka College Center and Pine Ridge Area Chamber of Commerce.

**Purpose/Outcome:** To increase the percentage of Oglala Lakota youth who successfully transition from high school to jobs or higher education through participating in life skills training designed to promote healing from trauma as well as increased self-sufficiency.

**Service Area:** Jackson and Oglala Lakota (formerly Shannon) Counties on the Pine Ridge Reservation.

**Barriers:** 1) The extreme effect of poverty, and trauma, and 2. The lack of resources specifically designed to heal this trauma, so real life skills could be learned.

**Opportunities:** Evidence based curriculum supplemented by applying life skills through hands-on work experiences, community and cultural resource people and organizations working regularly in the schools, and increased and improved partnerships to support schools.

**Strategies:** Dedicated time during the school day is set aside for youth to heal and learn together with community people, the life skills they need to cope with and thrive today. Youth will also go out into the community to practice these skills in real-life settings with support to facilitate “success”. Older youth in turn share their experiences with younger children. Support will continue once youth are enrolled in higher education off-the Reservation because a high percentage do not complete.

**Objectives:** Objective One: By the end of year one of the project, at least 50% of pilot school 11<sup>th</sup> and 12<sup>th</sup> graders will voluntarily enroll in and test one semester of American Indian Life Skills Development class.

Objective Two: By the end of year two and every other project year, no less than 100 American Indian students (grades 4-12) participating in OLLL activities will increase life skills by 15% as measured by a pre-and post-test and skills demonstration.

Objective Three: By the end of year two, 70% of participating American Indian high school students will complete at least one semester or summer of community service, internship, or other job experience.

Objective Four: By the end of year four, at least 80% of graduating students from pilot schools will transition to college, vocational education, or a job.

Objective Five: By the end of year four, at least 15 teachers at pilot elementary, secondary, and high school levels will be trained and offer American Indian Life Skills Development, including on-going coordination with community agencies and organizations.

Objective Six: By the end of year four, the number of community agencies and organizations providing resources to the pilot schools will increase by 5% from the beginning of the project.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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## **Pine Ridge Area Chamber of Commerce**

### **Oglala Lakota Love of Learning (OLLL)**

Oglala Sioux Tribe and partners intend to integrate evidence-based strategies into the educational community on the Pine Ridge Reservation to substantially increase learning and career readiness and otherwise improve youth achievements and life outcomes. The proposed community-led model brings the community to the school in an innovative partnership that enhances academic endeavor by providing real-life, culturally based experiences and application.

First this project complies with required priorities – it is: (1) Focused on a defined local geographic area –that is Jackson and Oglala Lakota Counties on the Pine Ridge Reservation, one of the most poverty-stricken areas in the nation.

(2) Centered on ensuring that Indian students are prepared for college and careers;

(3) Informed by evidence, -a needs assessment conducted in 2016

(4) Focused on barriers and opportunities with a community-based strategy/objectives

(5) Designed and implemented through the required partnerships: The Oglala Sioux Tribe Education Agency, Crazy Horse and Little Wound Schools (Bureau of Indian Education funded), and the Pine Ridge Area Chamber of Commerce.

(6) Led by the Pine Ridge Area Chamber of Commerce (PRACC) through tribal designation. PRACC is an Indian organization with proven experience and capacity to administer federal grants, provide life skills and workforce development training, and most of all to provide the leadership needed to unite community members and organizations in the effort. PRACC fits the Department of Education definition of an Indian organization: PRACC is legally established by State charter, with an appropriate constitution, by-laws and articles of incorporation, has education of Indians as a purpose, is controlled by a governing Board entirely

American Indian, is located on the Pine Ridge Reservation with sanction of the Tribal Council, and is independent of institutions of higher education, and Tribal, State, and local government.

Competitive preference priorities are met:

Rural –Locale code-43	Lead partner	Designated Promise Zone	Total
2 points	4 points	4 points	10 points

**Needs:** A needs assessment was conducted from January through April, 2016 by a planning group of the partners and parents, with input from a variety of other organizations and individuals as well as through data analysis of a variety of extensive studies. In other words, in addition, to the actual planning meetings conducted in 2016, the groups analyzed extensive data and input from other work on the Reservation

This initial needs assessment provides data specific to the two pilot schools as well as data relevant throughout the Reservation in schools that may later duplicate the project model. Both pilot schools are housed in substandard facilities and are impacted by high degrees of poverty (barriers that cannot be impacted by this project.) Both have high drop-out rates, and low standardized test scores.

(i) The greatest barriers: Because barriers are so multiple and complex on the Pine Ridge Reservation, the group narrowed them to two categories of needs 1) *The extreme effect of poverty, trauma, and trauma-inspired dysfunction on the entire Reservation, and 2. The lack of resources specifically designed to heal this trauma, so real life skills could be learned. Real life skills in turn can create conditions to continue the healing.*

Documentation of needs: Extreme survival needs, driven by high levels of poverty, a hostile environment, and years of stagnant, non-working systems strangle attempts at real change

on the Reservation. Pine Ridge Reservation is the second-largest Native American Reservation in the United States with 4,200 square miles (2.7 million). Only 1.7 million or slightly over half of the land is owned by the Tribe or Tribal members. The Reservation extends into 3 counties: Oglala Lakota, Bennett, and Jackson. Pine Ridge Reservation is approximately the size of the state of Connecticut with vastly different economies, resources, and environments. The population is almost entirely American Indian or American Indian and one other race. Population estimates vary widely even amount federal agencies (18,834 2010 census, 43,146 BIA Labor Force Report, 2005, 50,000-Indian Health Service data, and 33,935-US Dept. of HUD). The Reservation is served by federally funded Bureau of Indian Education schools (only three, Little Wound, Crazy Horse, and Pine Ridge include high schools). Elementary BIE schools include American Horse, Loneman, Porcupine, and Wounded Knee) One public school district Oglala Lakota County Schools serves K-9 in four locations, and a relatively well-funded private school, Red Cloud serves K-12 in two locations. Oglala Lakota College, a tribal college, has centers in all nine districts of the Reservation.

Barriers to educational achievement are multiple. Poverty is the over-riding root of almost all factors. Between 45-53% of children under 18 on the Pine Ridge Reservation are from families who live under the poverty level. The number of children not in school is unknown because there is no regional tracking system. Many families transition back and forth from Rapid City, a town 50-200 miles from Reservation borders, or youth change schools within the various systems on the Reservation.

Unemployment ranges up to 80% (BIA Labor Report, 2005). 70% of families live in HUD housing or a trailer house. Median home value is \$25,900 compared to US average of \$119,600. 75% of tribal housing units are infected with black mold. 80% or more of low rent

units need new bathrooms, windows, drywall, floors, doors, or roofs/gutters. An average of 17 people live in each family home, a home that may only have two to three rooms.

The entire Reservation is labeled a food desert, defined by the US Department of Agriculture food deserts “neighborhoods and rural towns without ready access to fresh, healthy, and affordable food” (within ten miles in a rural area). Hunger is real despite the high percentage of families getting some kind of food assistance. (USDA. 2014).

Transportation to school, jobs, or services is often an issue, especially because of the immense distances, physical isolation of most small villages on the Reservation. There is one public transportation system; a large percentage of families have no cars or vehicles that are unsafe. Roads are poorly maintained; many are dirt only. The geography and climate of the land exacerbate problems. Harsh winters with large amounts of snow and cold temperatures pose health risks for people who must be outside or travel. Mud is a problem during winter thaws and spring rains. Drought adversely affects crops.

Life expectancy of males in this harsh environment is 16 ½ years less than for all Americans and 13 ½ less for women. Alcoholism affects eight out of 10 families, contributing to a death rate that is 300 percent higher than for the US. In 2015 Oglala Sioux tribe president John Yellow Bird Steele declared a state of emergency because of the high number of youth attempting and committing suicide. Trauma is a daily fact of life for youth and adults alike as evidenced by the high incidence of child abuse and neglect, sexual and other physical violence, untimely deaths and injuries, bullying, drug trafficking, gang activity and high crime rates.

Oglala Lakota College offers Associate, Bachelors, and limited Master degree programs on the Reservation. Despite the availability of financial aid, a limited number of students, (many older) graduate each year. For example, in 2014, from the Reservation -two graduated with MA

degrees and 24 with Bachelor's degrees. In 2015, 5 graduated with an MA and 22 with Bachelor's degrees. Note that of the 2015 graduates, only four were from Little Wound School and none were from Crazy Horse School, the pilot schools for this project.

New freshman planning to attend college may apply to the Oglala Sioux Tribe Higher Education Grant program for financial assistance to any college. In the fall of 2015 71 applied and in Spring 2016 15 applied. An estimated 400 or more Reservation seniors graduate each year so these show a limited number of youth with aspirations to go on to College. Perhaps a more significant fact is the severe drop in applicants for spring. The Oglala Sioux Tribe Higher Education program requires that students have to carry 12 college credits with a grade point average of 2.0 or better in order to apply for second semester. Note that approximately 80% of freshman students initially applying, did not re-apply, indicating that they may have dropped out of school. This also indicates the need for a tracking system to find out what percentage of higher education students are completing.

**Crazy Horse School-general description:** Graduation rate in 2014-2015 was 35% compared with 38% in 2013-2014. Eleven students graduated in the 2014 cohort of 15, out of a 2011 freshman cohort of 31. The dropout rate for 2014-2015 (calculated by taking the # of dropouts from the freshman class of 2011 and dividing by the total number of students enrolled as freshmen in 2011) was 65% as compared with 50% of the previous year. Elementary (K-6) attendance was an average of 86.5. Middle/High School attendance was at 80.2%.

Student Achievement-The percent of students who met or exceeded the minimum cut-off score for Advanced and Proficient in Reading increased from 11% to 19% in spring of 2015 Measure of Academic Progress (MAP) data. The percent of students who met or exceed the minimum cut off score for Advanced and Proficient in Math increased from 8% in the fall of

2014 to 12.4% in the spring of 2015. In reading, the 2012-2013 scores showed Crazy Horse at the 7<sup>th</sup> Median Percentile with 12% of students at the 50<sup>th</sup> percentile. . The average CGI was .64 with 71% of students meeting their growth projections.

**Little Wound School** is a Pre-K-12 PL 100-297 (BIE) Tribally controlled grant school enrolling students from eight —feeder schools on the Pine Ridge Indian Reservation

Average daily attendance for K-8 is 93.33 and for 9-12 80.71%. The graduation rate is 37.5% with a 9.35% Drop-out rate for the high school.) School achievement as evidenced on the most recent MAP data showed 19.72% of students proficient in reading and 13.84% proficient in math. No CGI data was available. Only four 2015 graduates from Oglala Lakota College (where most Reservation students attend) were from Little Wound School.

After extensive work, the planning group identified two priority barriers to the readiness of local Indian students for college and careers. One is the **extreme effect of poverty, trauma, and trauma-inspired dysfunction**. For example, negative health outcomes and behavior is prevalent in low-income, traumatized communities. Data from the US Census, 2010, and Robert Wood Johnson Foundation, 2015 data by county identifies specific examples:

	<b>Crazy Horse School (Jackson County)</b>	<b>Little Wound School Oglala Lakota County</b>
County Population	3,274	14,218
% Below 18 years of age	34.1%	38.1%
Children in poverty	54%	54%
Persons in poverty	33.9%	52.2%
Median household income	\$31,900	\$27,200
Per capita income	\$19,333	9,226

Health outcomes ranking	55 of 60 counties in SD	59 of 60 counties in SD
Adults smoking *(youth data not available)	25%	41%
Adult obesity*	34%	45%
Physical inactivity*	30%	24%
Alcohol impaired driving deaths	38%	68%
Teen births	No data	110 in 2015

A second category of barriers is the lack of youth access to adequate resources, institutional and family support, skills, and role models to heal the effects of poverty, trauma, and dysfunction. Obvious examples are these:

	<b>Crazy Horse School (Jackson County)</b>	<b>Little Wound School Oglala Lakota County</b>
Primary care physicians	No data	2,820 to 1 provider
Dentists	3,270 to 1 provider	2,840: 1
Mental health providers	No data	1,580:1
Current teacher openings	11 of 18 positions	8 of 58
Adolescent alcohol treatment program	One program serves the entire reservation	One program serves the entire reservation
Adult drug or alcohol treatment	No reservation based program	No reservation based program
Beginning Salary (certified teachers)	\$36,000	\$32,959

School based -life skills curriculum	None	None
School- based workforce curriculum	None	None
School-based job and job seeking experience	None	None
Internships available to students	None	None
In-school mentoring opportunities	None	None
Peer to peer teaching	None	None
Community resource people in the classroom regularly	No	No

- The economy does not support families nor youth who want to stay on the Reservation. Not only are there limited job opportunities on the Reservation, but jobs available are often held by non-Indians, and often by people who live off the Reservation. Even though over 90% of the Reservation population is American Indian, only about 40% of jobs are held by American Indians. Further, 51% of those who work on the Reservation live elsewhere. Sixty percent of those who live on the Reservation work off-Reservation. 70% of all workers living on the Reservation travel more than 25 miles to work, and approximately 55% travel more than 50 miles to employment (mainly in the direction of Rapid City.) Workers who live or work off the Reservation (as well as other residents) tend to spend the majority of their earnings off the

Reservation, further eroding the economy. (Data from Strengthening the Pine Ridge Economy A Regional Equity and Opportunity Assessment: a KIRWAN INSTITUTE RESEARCH REPORT

• February 2015. Jobs for youth are practically non-existent, especially because of the barriers of transportation and skills.

Indian youth of today, without supports have little access to learn “how to live”, especially how to live as an American Indian trying to cope with the contemporary world. Without a change in the economy, they have little hope to work on the Reservation except in low-paying jobs.

**2) Opportunities in the local community to support Indian students,**

The opportunities for new support are extensive- below is a generalized list- see letters in attachments for specific commitments to support.

<b>Category of support</b>	<b>Example:</b>
In school curriculum supporting skill building and healing	“American Indian Life Skills Development Curriculum” by Teresa D. LaFromboise
	PRACC Workforce Development Curriculum
	Financial Literacy and OST Homeowner training
	Community resource people as regular contributors
	Cultural resource people as regular contributors
	Resource people from outside the community, i.e. VISTA
After school community service	Variety of community organizations
School as a portal to internships	PRACC
	Ogallala Commons

Youth leadership and peer-to-peer opportunities	OLLL – youth helping youth
Other youth opportunities	Youth IDA programs
Referral system for school graduates	Vo-Tech school funding and OST Vocational Rehab-Job placement
	Career and College Days
On-going support for graduates	Mentoring of youth attending higher education institutions off the Reservation

Existing local policies, programs, practices, providers, and funding sources (school based)

	<b>Crazy Horse School</b>	<b>Little Wound School</b>
Technology	School radio channel	Comprehensive Plan
		Above average infrastructure
US Department of Education suicide recovery grants	Project School Emergency Response to Violence (SERV)	Project School Emergency Response to Violence (SERV)
Language and culture	Dance/drum groups, hand games, cultural integration	Lakota Language classes

Existing local policies, programs, practices, providers, and funding sources (community based)

Over-all policies/standards	Oglala Sioux Tribal Education Code
Vision for the future	The Oyate Omniciye-Oglala Lakota Plan

Proven Workforce Development Model	Pine Ridge Area Chamber of Commerce
Funding	OST Higher Education grant program
Special funding- Tribal Education Grant	Oglala Sioux Tribal Education
Transitional services to college	Oglala Lakota College
Community	Chamber of Commerce members
	Other Community Resource people
	TED grants – May, 2015 for 3 years (Oglala Sioux Tribe Education Department).

**Additional data analysis: The Oyate Omniciye-Oglala Lakota Plan**

Clearly, major institutional and community changes are needed on the Pine Ridge Reservation to improve educational outcomes for youth and in fact to assure the survival of the Oglala Lakota nation itself.

Pine Ridge Area Chamber of Commerce, working with Thunder Valley Community Development Corporation, helped develop the Oyate Omniciye, also called the Oglala Lakota Plan (OLP). The Plan serves as a guide for all future Tribal decisions in all major areas:

- Economic development and jobs, • Education, culture, language and arts, • Governance and sovereignty, • Health, healing and access to healthy foods, • Housing and community development, • Natural resources and land management and • Transportation, utilities and infrastructure. The power of the plan is that it was developed by grassroots people but was approved by the full governing body of the Tribe making it the official comprehensive plan for the entire Reservation.

Widespread input was obtained from the Oglala Lakota community people of the Pine Ridge Reservation, including youth, tribal agencies, non-profits, and experts from several specialty fields. The process began with organizational meetings, and year-long visioning and listening sessions. Input gathered was used at major planning meetings for an additional year.

The Oyate Omniciye-Oglala Lakota Plan was adopted as the official Regional Plan for Sustainable Development of the Oglala Sioux Tribe by a vote of the Tribal Council of the Oglala Sioux Tribe and is in the process of implementation by the Tribe, Agencies, non-profits, service providers, and community groups.

Most relevant recommendations from the plan in the area of education are parallel to findings in this needs assessment. The Oglala Lakota Nation needs to:

1. Focus on ways for youth to heal from past traumas, creating safe places for youth in every community.
2. Increase the number and types of opportunities for our youth to be involved in healthy, stimulating activities.
3. Create workforce development and capacity building programs (including youth).
4. Focus on people as the greatest asset, specifically to provide workforce training.

Recommendations from a follow-up study add details:

5. Align education, workforce development and reservation job sectors to grow the share of Lakota workers filling reservation-based jobs.
6. Support transitions from high school to college, and from college to advanced training to train reservation youth for jobs currently being worked by off-reservation workers, particularly in education, health care and government administration.

After analyzing all the data supporting the two categories of barriers, as well as opportunities, the planning group agreed that one major strategy could realistically be implemented. This strategy would institutionalize new learning activities within the school day as well as in the community that would help youth learn and practice life and coping skills that in turn would help youth heal from the trauma and dysfunction around them. The strategy would have several components described below in the project design.

### **Project Design**

**Geographic location:** The Oglala Lakota Love of Learning Project is located on the Pine Ridge Indian Reservation in Jackson and Oglala Lakota Counties (formerly Shannon County), and specifically in the towns of Wanblee and Kyle, South Dakota. The two pilots schools, Crazy Horse and Little Wound were chosen for partnering from all of the schools on the Reservation because 1) Of their expressed commitment to improving the career and college readiness of their students, 2) They serve students PK through 12 (all but one other public school in the Reservation system only serves children up through grade eight.) 3) These schools are within reasonable proximity of each other in order to facilitate shared in-school and community activities. 4) They have committed to welcoming community into school offerings.

**Project basis in scientific research:** The planning committee searched extensively for an evidence-based curriculum that teaches coping and life skills and could be adapted to Oglala Lakota community and cultural needs.

American Indian Life Skills Development (originally Zuni Life Skills) curriculum by Teresa D. LaFromboise was the final choice. The curriculum provides an excellent framework for skills development and also has specific content focused on self-harm and youth suicide. The Substance Abuse and Mental Health Services Administration, the Office of Juvenile Justice and

Delinquency Prevention, several universities and prevention centers, The Takini Network (American Indian researchers), have reviewed and featured this curriculum. A number of Tribal entities have tested the curriculum as designed. Adaptations of the curriculum have been developed for middle school students on a reservation in the Northern Plains area; for Sequoyah High School in Tahlequah, Oklahoma, a boarding school on the reservation of the Cherokee Nation that enrolls students from about 20 tribes across the country; and for young women of the Blackfeet tribe. See more information about the curriculum later in this proposal.

**Goals, objectives, and outcomes:** Goal: To increase the percentage of youth who successfully transition from high school to jobs or higher education. Note- all references to students and youth include both school locations, Crazy Horse and Little Wound Schools. Vocational instruction is important as well as college, so the term “high education” represents both.

The innovations in this project model are multiple: 1) The model supports and complements the Oglala Lakota Plan, a bigger vision involving multiple organizations, agencies, and resources that can assure the Tribe survival. Young people through this project begin TODAY to be leaders helping their Tribe survive. 2) OLLL brings youth, businesses, and other community, schools and other organizations, and cultural resources into SHARED responsibility for life on the Pine Ridge Reservation.

Strategies are simple: Dedicated time during the school day is set aside for youth to heal and learn together with community people, the life skills they need to cope with and thrive today. They go out into the community to practice these skills in real-life settings with support to facilitate “success”. Older youth in turn share their experiences with younger children.

Support will continue once youth are enrolled in higher education off-the Reservation

because a high percentage do not complete PRACC will recruit and employ a team of adults to interact with current higher education students. Priority will be given to hiring mentors who have high school age family members. Mentors will communicate with the students while they are in school by phone, email and social media. The purpose is to have support while at school. Mentors will be able to assist from afar with situations that may arise, such as introduction to Native American clubs or to tutors. They will encourage students to get involved with campus life and utilize the recreational and other amenities provided to students. This will help Native students adjust to campus life. Mentors will travel to off- Reservation higher ed schools for at least one site visit. This will help with the feeling of loneliness, and provide support. Mentors with high school age family members will be able to involve them also; so that these high school youth are exposed to what educational life is like off the Reservation.

The progression during the next four years to develop, test, and demonstrate the OLLL model is: Year One: Adapt the American Indian Life Skills Development Curriculum to include workforce development training for high school students, including community service and other work experience. The adapted curriculum for high school, titled Oglala Lakota Learning-High School, will be piloted Years One, Second Semester and a full schedule will be offered to grades 9-12 during Years 2, 3 and 4. Support to youth in higher education institutions off the Reservation will be offered years 1-4. During Year One staff will also adapt the curriculum for middle school youth (grades 4-8) and identify community service opportunities for all ages. Materials and activities will be adapted to be developmentally appropriate for each age group. Year Two- Begin middle school OLLL program including community service projects and offer it through the end of the project. Years Three and Four-Provide teacher and community volunteer training for target schools in the OLLL model to assure long-term sustainability.

Years One-Four: Recruit and involve new community partners and program alumni in sustaining the model.

Objective One: By the end of year one of the project, at least 50% of pilot school 11<sup>th</sup> and 12<sup>th</sup> graders will voluntarily enroll in and test one semester of American Indian Life Skills Development class.

Objective Two: By the end of year two and every other project year, no less than 100 American Indian students (grades 4-12) participating in OLLL activities will increase life skills by 15% as measured by a pre-and post-test and skills demonstration.

Objective Three: By the end of year two, 70% of participating American Indian high school students will complete at least one semester or summer of community service, internship, or other job experience.

Objective Four: By the end of year four, at least 80% of graduating students from pilot schools will transition to college, vocational education, or a job.

Objective Five: By the end of year four, at least 15 teachers at pilot elementary, secondary, and high school levels will be trained and offer American Indian Life Skills Development, including on-going coordination with community agencies and organizations.

Objective Six: By the end of year four, the number of community agencies and organizations providing resources to the pilot schools will increase by 5% from the beginning of the project.

The vision is that all high school students at the pilot schools who choose to, will be able to participate in the Oglala Lakota Love of Learning class, including community service work experience. A selected few will be hired for paid internships. All elementary youth in the two pilot schools will participate in age appropriate activities and group community service in their

regular class. Further, adult mentors will support pilot youth school who are in higher education institutions off the Reservation to facilitate completion. Successful strategies are expected to be institutionalized in the two pilot schools and replicated in others across the Lakota nation.

**The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.** (Quoted from [http://www.suicidefindinghope.com/content/american\\_indian\\_life\\_skills\\_program](http://www.suicidefindinghope.com/content/american_indian_life_skills_program) by author Teresa LaFromboise, Ph.D.) “The American Indian Life Skills (AILS) curriculum is an intensive, multi-component intervention consisting of psycho-education, coping skills enhancement, and lifestyle changing activities (LaFromboise, 1995). It was designed to focus upon key classes of stressful episodes including risk-taking behaviors associated with substance abuse, sexual activity, bullying, and suicide attempts. This intervention incorporates experiences relevant to Native American adolescent life into seven major units that focus upon life skills as follows: (1) building self-esteem; (2) identifying emotions and stress; (3) increasing communication and problem-solving skills; (4) recognizing and eliminating self-destructive behavior; (5) advancing knowledge about the variability in rates of suicide across tribes and risk factors for Native adolescent suicidal behavior; (6) practicing how to ask for help for themselves or for their friends when suicide becomes an issue; and (7) engaging in individual and collectivistic goal-setting. The AILS emphasizes approach coping and strives to enhance youth awareness of their personal power to make a difference in other’s lives.

The AILS intervention employs a social skills training approach whereby interventionists follow the format of information giving, modeling, behavior rehearsal, and feedback for skills development. ...An effectiveness study following a quasi-experimental design found that the AILS reduced Native youths’ hopelessness, increased their confidence to manage anger, and

increased their problem-solving and suicide-intervention ability (LaFromboise & Howard-Pitney, 1995).

PRACC’s Job Readiness and Placement Training is a culturally relevant curriculum designed to help youth assess their own values, skills, and interests, especially in relationship to careers. Further the curriculum emphasizes Lakota values and how they apply in life and in work: Owo’ Hitika – Bravery, Aho’ Kipa Wacin” Kiciyuzapi– Respect, Iki’ Ciksapi– Wisdom, Wo’ Ihamnuyan– Generosity and Wo’ Waki’ Sake– Fortitude

The curriculum also helps youth with specific job-seeking skill building, including acquiring documentation needed for job seeking, writing a resume, and interviewing for jobs.

Combining the American Indian Life Skills Development curriculum with PRACC’s Job Readiness and Placement Training provides a practical way to helps youth practice skills they learn in the real world. More importantly, this training helps youth build a foundation that will help them survive throughout life, even in an environment of economic instability. The foundation built during OLLL helps assure that youth will transition from school to jobs and college or vocational offerings.

### Examples of the Integration of the Two Curriculums

<b>A I Life Skills Development Chapters</b>	<b>Readiness &amp; Placement Training Lessons</b>	<b>Examples of Community Resource People</b>
Building Community Within the Classroom	Teambuilding	Reservation sports figures Traditional cultural resources people
Working Together to Get Things Done	Teambuilding	Law Enforcement First responders

		Traditional Indian government resource people
Personal Qualities/Character Strengths	Values, Skills, and Interests Survey-Resumes	Chamber of Commerce Businesses for resume work Oglala Lakota cultural values specialists
Self-Esteem	Self-Esteem and Attitudes	Mental health professionals
Communication	Communication/ The Interview	KILI (Tribal radio) Tribal newspaper Chamber members for interviews
Problem-Solving	Problem-Solving	Mental health counselors
Goal-Setting and Planning for the Future	Goal Setting and Planning for the Future	Strategic Planning Efforts of Non-Profits

An integral part of the curriculum beyond classroom experience, is after-school hands-on work experience. Internships available through PRACC for selected juniors and seniors include:

1. Summer jobs at Cedar Pass, a resort in the Badlands National Park just off the Reservation. These entry level jobs include jobs like cleaning rooms, grounds maintenance, serving food, washing dishes, registering guests, and selling gift items.
2. Office positions at PRACC after school and in the summer (Kyle).
3. Summer tour guide positions at the PRACC Visitor Center (Kyle). Youth earn salaries. PRACC furnishes transportation and job coaching. (These opportunities are through leveraged funds beyond the budget in this project). Youth are selected for these positions after they participate in a number of activities including College and Career

Day, Job Readiness and Placement Training, resume building, and mock job interviews. They apply and complete a standard hiring process.

Ogallala Commons, a regional organization, has agreed verbally to coordinate with Chamber members and others in the community to provide internships for selected youth. See Adequacy of Resources, later in this application.

Community Service opportunities (CSO) will be made available beginning in grade four with “group” opportunities. Older youth will be provided with opportunities commensurate with individual skills as well as through group opportunities. The purpose of community service opportunities is to provide youth introductory experiences through which they can apply classroom life skills learning, with a focus on being successful. Group community service will focus on working together, being a part of a team, and “giving back” through the Lakota value of generosity (Wo’ Ihamnuyan). Examples will include: Working with seniors at senior centers in Kyle and Wanblee to serve meals and to provide activities, community clean-ups, school building and yard clean-ups, and older children providing OLLL activities for younger children. Examples of individual opportunities include high school youth helping with OLLL activities in grade school, reading to elders or children, recess duty by older youth for younger children, assisting teachers with office and other tasks, youth program on KILI, the Reservation newspaper, providing services at Kyle and Wanblee Head Start programs for parents and small children, and others.

**The extent to which the services to be provided by the proposed project involve collaboration of appropriate partners for maximizing the effectiveness of project services.**

See Partnership agreement in the attachments. Each partner brings specific and unique strengths and has fully committed to making the project successful.

Pine Ridge Area Chamber of Commerce (PRACC) was designated by the Tribe as the lead entity because of their demonstrated ability to create needed change on the Pine Ridge Reservation and their extensive experience administering and implementing competitive Federal and other grants.

PRACC is not a typical Chamber of Commerce. PRACC functions as a community change organization and is a community-based, non-profit organization that brings Oglala Lakota people and others together to work together to make the Pine Ridge area a better place in which to live, work and raise a family. The Chamber has been the leader, over and over, in creating community improvements through providing leadership to the communities on the Reservation.

The Pine Ridge Area Chamber of Commerce operates in a geographic area where few for profit businesses, especially Indian-owned, exist within the borders of the Reservation. For example, most households (83%) do the majority of their shopping off the Reservation (Oglala Lakota College data, 2014, even though this requires travel to off-Reservation towns, usually 50 to 200 miles away. PRACC's leadership with other partners, to stimulate small business creation has resulted in approximately 200 Indian-owned businesses being created (compared with two in the early 80's).

The number one problem for small business owners on the Pine Ridge Reservation is lack of good employees. (PRACC survey, 2013). For that reason, PRACC has developed workforce development training, first for adults, and now for youth. PRACC's workforce development training has been tested and proven in a variety of settings and with both youth and adults. (Pre-post tests have been compiled and are available). What is most striking is that 99% of PRACC's youth interns have gone on to a college, vo-tech, or responsible job. These are youth who have

completed workforce development as well as real job experience. PRACC's intern program has been in place for the past ten years and has undergone continual improvements.

Further, the Chamber brings with it their diverse membership comprised of all major non-profits on the Reservation as well as others. A wide variety of business types, including non-profits and governmental entities are represented in the Chamber's membership. Examples include Tribal programs, utility vendors, public safety providers, social service groups, churches, accountant and other consultant firms, health services, as well as small businesses. The Chamber in fact represents the largest paid membership organization on the Reservation. (PRACC was one of the first Indian Chambers to be established in the nation).

PRACC is the only OLLL partner with extensive experience administering federal and other grants. PRACC's all-Native Board of Directors has ultimate responsibility for oversight of all projects including federal grants. They monitor monthly financial statements, and performance and financial reports on a regular basis as one aspect of their management responsibilities. The Board delegates day-to-day authority for project oversight to PRACC's Executive Director. The current Executive Director has extensive training and experience in managing federal and other grants, including past attendance at grants administration training. PRACC has Board-approved policies and procedures, including an Accounting and Procurement Manual and Personnel Policies that are designed to assure compliance with Tribal, State, and Federal regulations. The Accounting and Procurement Manual includes a specific section related to federal grants management. In addition, the manual provides detailed instructions to assure 1) Costs charged to federal grants are allowable and consistent with grant applications and amounts/rates allowed by the grant award, 2) Appropriate source documentation is filed to support costs charged to federal grants, 3) All expenditures have proper approval by more than

one authorized person, 4) Financial records, bank statements, and all supporting information reconciles, 5) A system exists to implement and document segregation of duties and sufficient internal controls, 6) Financial and performance reports are submitted to funders in accordance with grant award requirements, 7) Safeguards are in place to assure quality goods and services at appropriate prices, and 8) other issues required by OMB circulars and grant awards. All PRACC staff have been trained to implement these policies and procedures; their adherence to policy and procedure is a factor in Annual Personnel Performance Evaluations.

PRACC’s double-entry, fund accounting system adequately tracks, manages, and accounts for income and expenditures by project or grant. The system is capable of displaying actual expenditures to date compared to the projected budget by line item. Formal financial statements are prepared monthly but profit and loss statements are available at any time. The Executive Director reviews project financial statements at least bi-weekly to assure consistency with projected budgets and appropriate allocation to line items. Annual audits, performed by a credible CPA firm, provides additional safeguards.

Here are selected examples of PRACC’s grant experience:

2016-2017	Grants and contracts	Miscellaneous
2015- 2020	Administration for Native Americans SEEDS	average/yr. \$400,000
2012-2015-	Miscellaneous grants and contracts	average/yr. \$200,000
2009-2012	Administration for Native Americans SEDS	average/ yr. \$495,849
2011	Lakota Funds Contract	\$26,000
2010	Lakota Funds Contract	\$26,400
2009	USDA Rural Business Enterprise Grant	\$82,265
2009	South Dakota Tourism Million Dollar Challenge	\$19,325

2009	Oglala Oyate Woitancan Empowerment Zone	\$43,150
2006	Department of Labor Earmark Grant	\$198,400
2005	Kellogg Foundation (OWEESTA Collaborative)	\$144,000
2003	USDA Rural Business Enterprise Grant	\$ 99,900
2003	Nebraska National Forest Service (USDA)	\$ 7,500
2002	USDA Rural Business Enterprise Grant	\$ 99,900
2001	Nebraska National Forest Service (USDA)	\$ 5,000
2000	OOW Empowerment Zone	\$100,000
2000	USDA Rural Business Opportunity Grant	\$ 46,800

**The Oglala Sioux Tribal Education Agency** brings the strength of the Tribe and the Tribe Education Committee to this project. (OSTED) will be the primary partner of the project. OSTED reports directly to the Oglala Sioux Tribe Education Committee. OSTED will be the link between the project and the Oglala Sioux Tribe. OSTED will also be responsible for maintaining the data collected by the project. The data will be available to the entire education system on the Pine Ridge Reservation. All entities such as other schools or organization that can use or need the data will have access. In addition OSTED will assist PRACC in the recruitment process of mentors and consultants.

**The Oglala Sioux Tribe Higher Education Department (OSTDHE)** provides financial aid for youth who intend to go to College. OSTDHE administers an application process through which high school seniors can request assistance to attend a local or off-Reservation College. Applicants must document that they are tribally enrolled members and have been admitted to a College. After freshman year, applicants must document that they completed at least 12 hours

with a 2.0 grade average or better. Oglala Sioux Tribe Department of Higher Education is responsible for providing data to the OLLL project. OSTDHE maintains a database of all OST Enrolled members who apply for education assistance from the tribe. OSTDHE retains data on all members who receive assistance and also completes site visits.

**Little Wound School (LWS)** will be a partner school and will be responsible for supplying access to students for the project. LWS will create an elective course or use an existing course that will be focused on life skills. This course will have built in time for PRACC and other partnering organizations to deliver curriculum that will assist students with transitioning into secondary education or the workforce. LWS will be responsible for recruitment of an instructor to be the primary educator of the course and will be the employer of that individual. In addition LWS will be responsible for the scheduling of the course. LWS will assist in the training of teachers of grades 4-8 to integrate project activities within regular classrooms as well as to train teachers to institutionalize the project after this grant ends.

**Crazy Horse School (CHS)** will be a partner school and will be responsible for supplying access to students for the project. CHS will create an elective course or use an existing course that will be focused on life skills. This course will have built in time for PRACC and other partnering organizations to deliver curriculum that will assist students with transitioning into secondary education or the workforce. CHS will be responsible for recruitment of an instructor to be the primary educator of the course and will be the employer of that individual. In addition CHS will be responsible for the scheduling of the course. CHS will assist in the training of teachers of grades 4-8 to integrate project activities within regular classrooms as well as to train teachers to institutionalize the project after this grant ends.

**Oglala Lakota College, Pejuta Haka College Center (PHCC)** is responsible for providing assistance to high school students while preparing for secondary education. PHCC offers an early entry program for High School students to begin their college carriers in advance. PHCC will provide entry testing to students in advance to identify problematic areas such as reading and math and report to the High Schools. This will provide Schools will ample time to prepare students for the rigors of college curriculum. PHCC will also assist with the Free Application for Federal Student Aid (FAFSA) during the school year to ensure college bound students are ready to apply for Federal Aid. See partnership agreement in the attachments.

### **Quality of project personnel**

Pine Ridge Area Chamber of Commerce has a policy of non-discrimination in hiring and actively recruits applications from the underrepresented. PRACC also has a policy allowing hiring internally. Positions are opened initially to existing staff and if they are not filled by qualified applicants from the staff, they are opened to the public. PRACC complies with the Indian Self-Determination and Education Assistance Act hiring preference. To the extent possible, PRACC (i) Give to Indians preferences and opportunities for training and employment in connection with the administration of the grant; and (ii) Give to Indian organizations and to Indian-owned economic enterprises, as defined in section 3 of the Indian Financing Act of 1974 (25 U.S.C. 1452(e)), preference in the award of contracts in connection with the administration of the grant. Partners in this project have also committed to these requirements.

Project Director: Ivan Sorbel, Executive Director, PRACC is expected to serve 5% time as the Project Director (utilizing these Department of Education funding). Additional funding will permit him to work up to 35% time. Mr. Sorbel is the ideal person to serve as project

director because of his expertise in grants management, fiscal accountability, and programming on the Pine Ridge Reservation. He was the founding father of PRACC and has spearheaded all PRACC initiatives. He is an excellent community organizer and author of a number of innovations including using a “Chamber of Commerce” to lead non-profits as well as businesses in bettering the community. He is an enrolled Tribal member of the Cheyenne River Reservation. See resume in attachments.

Other key personnel: The only full-time position in the OLLL project is that of a School Community Coordinator. Recruitment for this position will be extensive to find the right person who has demonstrated ability to facilitate educational experiences through community involvement. See job description in the attachments. January Rose Mathis is expected to assume the position of Mentor/Community Service Coordinator for the project. She is the current development officer for PRACC. In addition to qualifications shown on her resume, she has extensive knowledge of the people of the Pine Ridge Reservation. She has worked extensively with organizations and groups that are expected to help provide community service opportunities and to refer mentors. Further she has knowledge of surrounding higher education sites because of her long involvement with college/career exploration activities provided by PRACC. . A part-time bookkeeper is expected to be hired to take over some of Ms. Mathis’ current duties.

**Adequacy of resources**-See the partnership agreement for specific commitments to this project by the partners. Note that the Pine Ridge Area Chamber of Commerce brings with it the resources of its members, including nearly all major for-profit and non-profit businesses on and around the Reservation. In addition, during the planning process verbal commitments were received by a number of organizations and institutions not described here; many are expected to

provide resources when the project begins. For example, the Ogallala Commons is a regional organization that connects youth with organizations, businesses, and other opportunities for internships, and apprenticeships. The strength of the organization is staff's experience with appropriate pairing, and supporting both the youth and sponsor in the experience. This is a program for gaining work experience, skill development, and hometown career exploration for high school, college, and graduate students. These internships (200-360 hours) are actually work-training instead of job employment, and take place through partnerships with civic organizations, agencies, institutions, and businesses, which provide meaningful projects as well as a stipend for work experience. Because Ogallala Commons is a regional organization, the group can help Oglala Lakota students who are in higher education opportunities throughout the Area.

Reasonableness of costs – (See budget and budget narrative).

**Quality of the Management Plan: (Focused only on paid positions).**

Objective One: By the end of year one of the project, at least 50% of pilot school 11<sup>th</sup> and 12<sup>th</sup> graders will voluntarily enroll in and test one semester of American Indian Life Skills

Development class. (Abbreviations – School Community Coordinator (SCC)

Mentor/Community Service Coordinator –MCSC

<b>Activity (Year One)</b>	<b>Responsible</b>	<b>Start</b>	<b>Finish</b>
Project start-up –hire staff, set up accounting	Project Director	Q 1	Q 1
Orient schools and community	SCC	Q 1	Q 1
Order curriculum materials/supplies	MCSC	Q 1	Q 1
Begin recruitment of youth to test curriculum	School staff	Q 1	Q 2
Recruit/hire mentors	MCSCC	Q 1	Q 2

Establish/ implement curriculum work committee	SCC	Q 1	Q 2
Arrange work experiences, including summer	MCSC	Q 1	Q 2
Integrate life skills/workforce curriculum	Curriculum comm.	Q 1	Q 2
Develop scope and sequence and lesson schedule	Curriculum comm.	Q 1	Q 2
Develop pre-post tests	SCC	Q 1	Q 2
Recruit community people for facilitators	SCC	Q 1	Q 2
Pre-test youth participants	SCC	Q 2	Q 2
Mentors to work with youth already in higher ed	MCSC	Q 2	Q 4
Test curriculum (offering double lessons because of shortened time period)	SCC	Q 2	Q 4
Test Community Service opportunities	MCSC	Q 2	Q 4
Adapt curriculum for integration into G 4-8	Curriculum Comm.	Q 2	Q 4
Audit	Project Director	Q 3	Q 3
Post-test youth volunteers, compile results	SCC	Q 4	Q 4
Compile, submit reports	Project Director	Q 4	Q 4
Accounting duties	Bookkeeper	Q 1	Q 4
Project improvement and tracking involving Tribe and other partners, parents, and older youth	Sweet Grass	Q 1	Q 4

Objective Two: By the end of year two and every other project year, no less than 100 American Indian students (grades 4-12) participating in OLLL activities will increase life skills by 15% as measured by a pre-and post-test and skills demonstration.

<b>Activity (Year Two –Four)</b>	<b>Responsible</b>	<b>Start</b>	<b>Finish</b>
Re-orient school and community	Project Director	Q 1	Q 1
Pre-test of students	SCC	Q 1	Q 1
Establish/re-establish work opportunities-all grades	MCSC	Q 1	Q 1
Identify/train mentors	MCSC	Q 1	Q 1
Mentors to provide services to youth in higher ed	MCSC	Q 1	Q 4
OLLL class and work experiences & community service/internships	MCSC	Q 1	Q 4
Audit	Project Director	Q 3	Q 3
Post test youth	SCC	Q 4	Q 4
Youth/parents to evaluate class and work experiences	SCC	Q 4	Q 4
Compile, submit reports	Project Director	Q 4	Q 4
Accounting duties	Bookkeeper	Q 1	Q 4
Project improvement and tracking and tracking involving Tribe and other partners, parents, and older youth with focus on capacity building	Sweet Grass	Q 1	Q 4

Objective Three: By the end of year two, (and every year afterwards) 70% of participating American Indian high school students will complete at least one semester or summer of community service, internship, or other job experience.

<b>Activity (Year Two –Four)</b>	<b>Responsible</b>	<b>Start</b>	<b>Finish</b>
Survey students to identify interests	SCC	Q 1	Q 1

Work with Chamber members, other businesses and non-profits to identify community service opportunities (individual and group activities).	MCSC	Q 1	Q 2
Youth complete resume building, job interview process in order to be “hired”	SCC	Q 1	Q 2
Every individual youth to develop contract in cooperation with sponsoring entity	MCSC	Q 1	Q 2
Refer selected youth to summer internship opportunities	SCC	Q 2	Q 4
Youth to complete community service/internships	SCC	Q 2	Q 4
Youth, parents, partners and sponsoring entity to evaluate.	MCSC	Q 4	Q 4

Objective Four: By the end of year four, at least 80% of graduating students from all project years will transition to college, vocational education, or a job.

<b>Activity (Years One through Four)</b>	<b>Responsible</b>	<b>Start</b>	<b>Finish</b>
Survey every potential graduate to identify plans	MCSC	Q 1	Q 1
Department of Higher Education to provide info about their grant program	Project Director	Q 1	Q 2
Voc Ed, VISTA, Colleges, vocational education, selected employers & others to provide information to juniors and seniors	SCC	Q 1	Q 4

Provide individualized assistance to refer youth to placement, entry services	SCC	Q 1	Q 4
Provide follow-up services to track graduates placement	Mentors	Q 4	Q 4
Follow-up with past graduates and offer services if needed	Mentors	Q 4	Q 4

Objective Five: By the end of year four, at least 15 teachers at elementary, secondary, and high school levels will be trained and offer the OLLL model including on-going coordination with community agencies and organizations.

<b>Activity (Year Four)</b>	<b>Responsible</b>	<b>Start</b>	<b>Finish</b>
Establish teacher committee to provide input	SCC	Q 1	Q 1
Identify content & format suggestions for training	Pilot school staffs	Q 1	Q 1
Work with committee to develop training	SCC	Q 2	Q 3
Provide training with emphasis on capacity building for each school and the Reservation	SCC	Q 3	Q 3
Prepare replication guide and disseminate through PRACC website	Sweet Grass	Q 3	Q 4
Develop plan for ongoing provision of OLLL & institutionalization of all key strategies	PRACC Board Schools	Q4	Q 4
Integrate information into final report	Project Director	Q 4	Q 4

Objective Six: By the end of year four, the number of community agencies and organizations providing resources to the pilot schools will increase by 5% from the beginning of the project.

<b>Activity (Years 1, 2, 3, 4)</b>	<b>Responsible</b>	<b>Start</b>	<b>Finish</b>
Establish project year baseline for number and levels of service provided by community partners	Sweet Grass	Q 1	Q 1
Recruit new partners		Q 1	Q 4
Orient, train, & integrate new partners into project	Project Director	Q 2	Q 4
Partners to evaluate project	Project Director	Q 4	Q 4
Measure partner participation and compare to base	Project Director	Q 4	Q 4
Incorporate data into final reports	Project Director	Q 4	Q 4

**Evaluation:**

**Performance feedback:** The degree to which objectives are accomplished (and progress toward this accomplishment) will be the primary focus of all evaluation efforts. Formative evaluation will also examine what key elements promote or inhibit the change process. All evaluation data will be used to continually improve the OLLL program. Evaluation examples are these (and more):

<b>Objective</b>	<b>Data Gathered</b>	<b>Tools</b>
1. Adapt/pilot OLLL curriculum –Year one	# of participants completing Curriculum revised to address needs	Sign-in sheets On-file
2. Curriculum offering Years 2-4	Learning achieved	Pre-post tests/demos of skills
3. Work experiences	# participants/ sponsors/time completed Learning achieved Satisfaction/ input for improvement	Work logs Pre-post tests Surveys youth/sponsors

4. # youth transitioning to careers/college	#, initial placement, yearly follow-up, mentor services received  Mentor/youth satisfaction	OST Higher Ed database  Surveys
5. Staff/mentor training	# Completing/ Satisfaction  Learning achieved	Surveys  Pre-Post tests
6. Community involved	Baseline/ year-end #'s/names/  Suggestions for improvement	Project log  Surveys

Issues to evaluate re: **Products and Models:** quality, clarity, design, substantive information, ease of use for targeted audiences, integrity of models, representation of proposed process. **Sample questions:** 1) To what degree does the OLLL model increase the number of American Indian youth who are career and college ready? 2. Is the model culturally relevant? 3. Are activities and materials coordinated and sequential?

**Impact:** Sustainability and cost-effectiveness of the Program, and training. **Sample questions:** 1) What components will be sustained after the project? 2. To what degree has participant learning increased? 3. To what extent has participant behavior changed?

Progress evaluation will assess the degree of progress toward meeting the project goals. **Project Management:** effective planning, scheduling, communication, dissemination, and resource allocation. **Sample questions:** Were specific workplans made, communicated, implemented, and coordinated according to concrete activities, timelines, and responsibilities? Were project resources well used?

**Project Processes:** connection to planning, participant selection and involvement, scope, sequence and quality of activities, staff, teams and other facilitator effectiveness, self-correction.

**Sample questions:** Did project activities achieve purposes? Were participants involved appropriately?

**Tribe, partner, parent involvement in planning and implementation** The evaluation of OLLL will be conducted with input from parents, youth, Oglala Sioux Tribe and other partners. Planning partners and other Tribal representative will meet at least quarterly to review all data and make improvement for suggestions. Parents will provide specific input during semi-annual parent meetings at the schools, as well as year-end surveys.

**Capacity building and institutionalization and guidance about effective strategies for replication or testing in other settings:** Curriculum, work experience and other project improvements will be made at least yearly. Year Four of the project will focus on identifying key elements and strategies to be institutionalized within the pilot schools. A replication guide will be drafted as the project progresses but finalized in year four to be disseminated via PRACC's web site.

The evaluation process will be guided by Sweet Grass Consulting, a group mentored by the well-known social science researcher Kathleen Pickering. See information and resumes in attachments.

# Oglala Lakota Love of Learning

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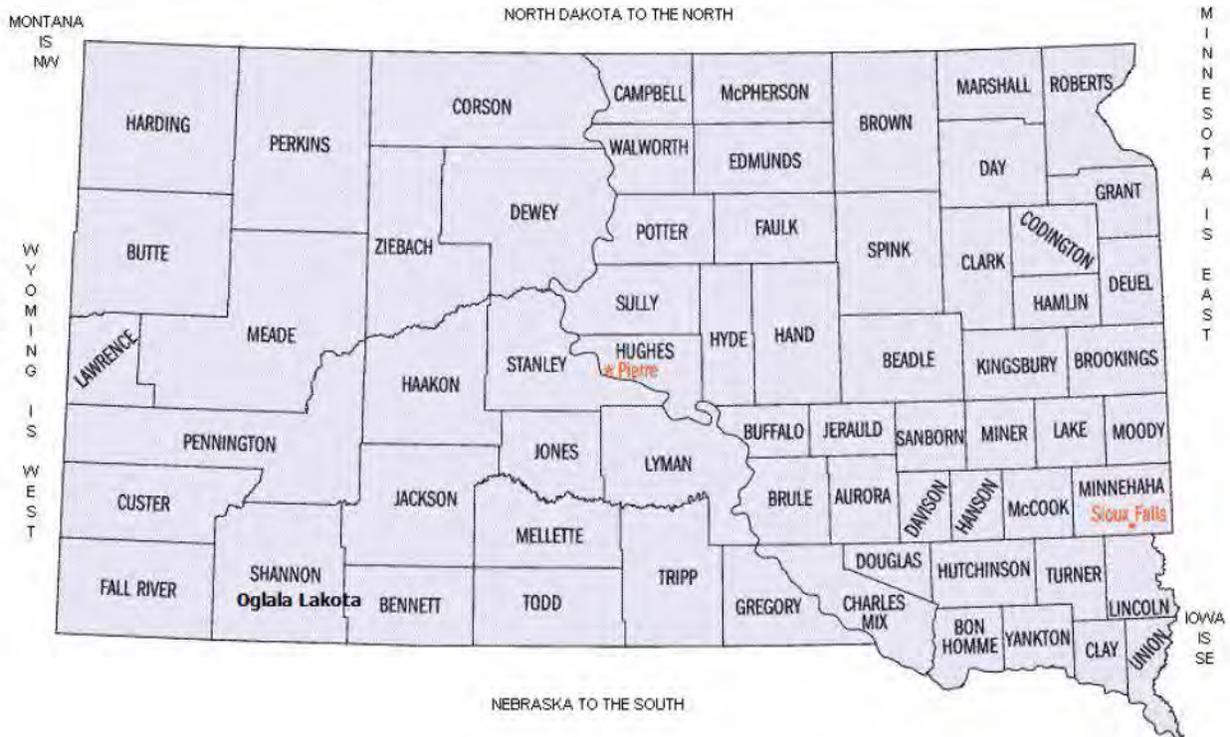
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# PRACC Oglala Lakota Love of Learning

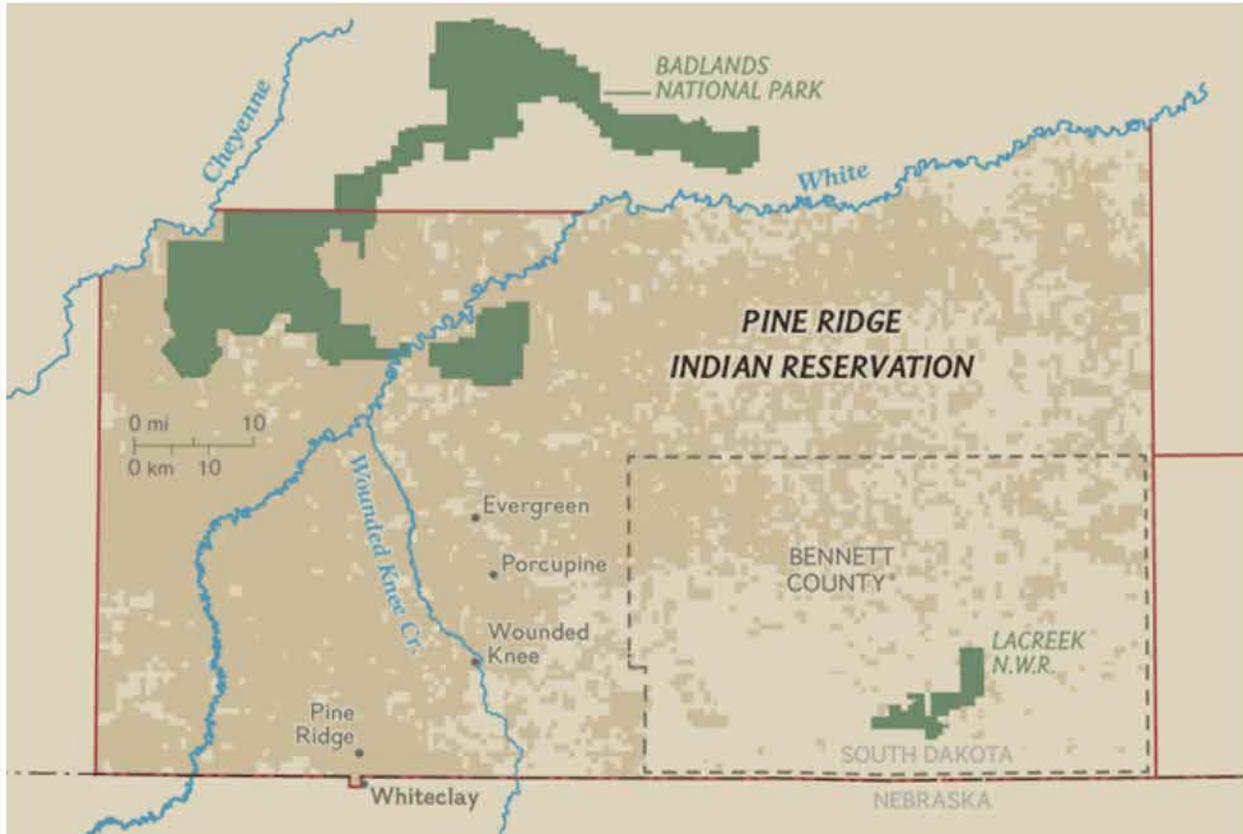
## Description of the Defined Geographic Area To Be Served

The Oglala Lakota Love of Learning Program will serve Jackson and Oglala Lakota (formerly Shannon) Counties on the Pine Ridge Reservation in southwestern South Dakota. Pilot school Crazy Horse is located in Wanblee, South Dakota in Jackson County. Pilot school Little Wound is located in Kyle, in Oglala Lakota County. See map of counties below.

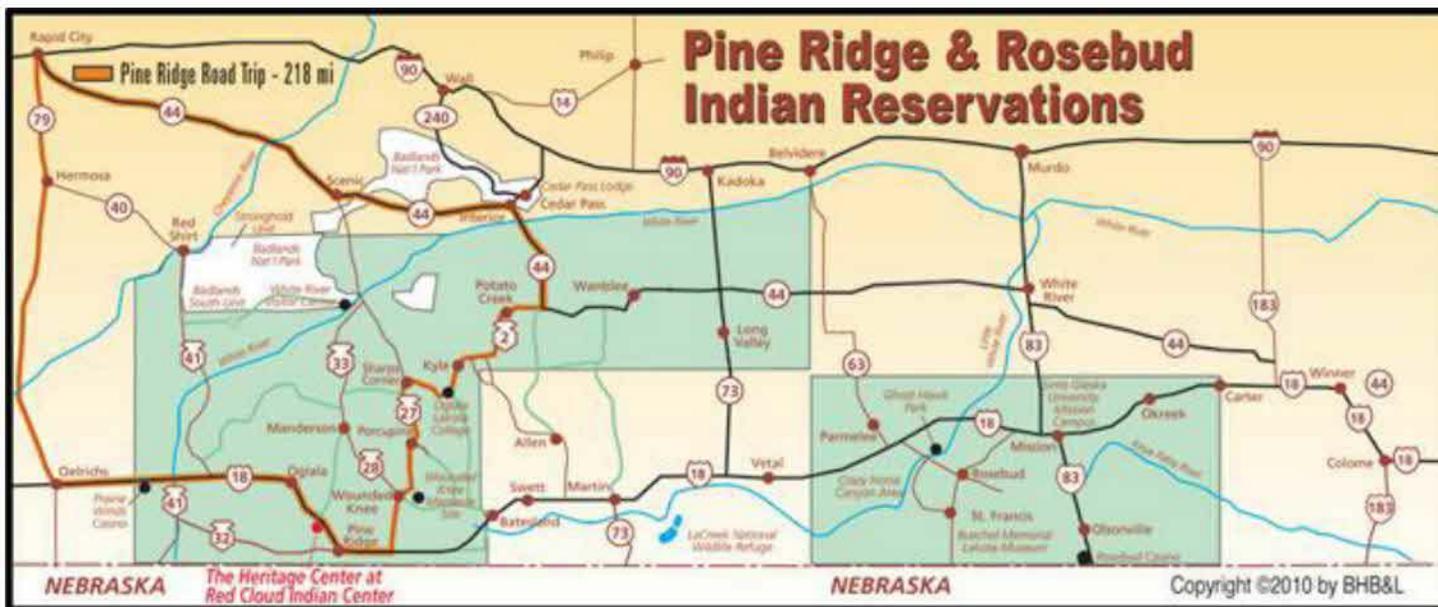


The map on the following page shows an outline of the entire Pine Ridge Reservation. All of the area with the exception of Bennett County which is outlined are the counties of Jackson and Oglala Lakota Counties, this project's location.

Current map of the entire Pine Ridge Reservation:



The towns of Wanblee and Kyle, .locations of pilot schools are shown below:



## Pine Ridge Area Chamber of Commerce

### Oglala Lakota Love of Learning

#### Needs Assessment

**Needs:** A needs assessment was conducted from January through April, 2016 by a planning group of the partners and parents, with input from a variety of other organizations and individuals as well as through data analysis of a variety of extensive studies. In other words, in addition, to the actual planning meetings conducted in 2016, the groups analyzed extensive data and input from other work on the Reservation

The needs assessment identified 1) Greatest barriers, in and out of school, to the readiness of local Indian students for college and careers, 2) Opportunities in the local community to support Indian students, and 3) Existing local policies, programs, practices, providers, and funding sources.

This initial needs assessment provides data specific to the two pilot schools as well as data relevant throughout the Reservation in schools that may later duplicate the project model. Both pilot schools are housed in substandard facilities and are impacted by high degrees of poverty (barriers that cannot be impacted by this project.) Both have high drop-out rates, and low standardized test scores.

(i) The greatest barriers: Because barriers are so multiple and complex on the Pine Ridge Reservation, the group narrowed them to two categories of needs 1) *The extreme effect of poverty, trauma, and trauma-inspired dysfunction on the entire Reservation, and 2. The lack of resources specifically designed to heal this trauma, so real life skills could be learned. Real life skills in turn can create conditions to continue the healing.*

Documentation of needs: Extreme survival needs, driven by high levels of poverty, a hostile environment, and years of stagnant, non-working systems strangle attempts at real change on the Reservation. Pine Ridge Reservation is the second-largest Native American Reservation in the United States with 4,200 square miles (2.7 million). Only 1.7 million or slightly over half of the land is owned by the Tribe or Tribal members. The Reservation extends into 3 counties: Oglala Lakota, Bennett, and Jackson. Pine Ridge Reservation is approximately the size of the state of Connecticut with vastly different economies, resources, and environments. The population is almost entirely American Indian or American Indian and one other race. Population estimates vary widely even amount federal agencies (18,834 2010 census, 43,146 BIA Labor Force Report, 2005, 50,000-Indian Health Service data, and 33,935-US Dept. of HUD).

The Reservation is served by federally funded Bureau of Indian Education schools (only three, Little Wound, Crazy Horse, and Pine Ridge include high schools). Elementary BIE schools include American Horse, Loneman, Porcupine, and Wounded Knee) One public school district Oglala Lakota County Schools serves K-9 in four locations, and a relatively well-funded private school, Red Cloud serves K-12 in two locations. Oglala Lakota College, a tribal college, has centers in all nine districts of the Reservation.

Barriers to educational achievement are multiple. Poverty is the over-riding root of almost all factors. Between 45-53% of children under 18 on the Pine Ridge Reservation are from families who live under the poverty level. The number of children not in school is unknown because there is no regional tracking system. Many families transition back and forth from Rapid City, a town 50-200 miles from Reservation borders, or youth change schools within the various systems on the Reservation.

Unemployment ranges up to 80% (BIA Labor Report, 2005). 70% of families live in HUD housing or a trailer house. Median home value is \$25,900 compared to US average of \$119,600. 75% of tribal housing units are infected with black mold. 80% or more of low rent units need new bathrooms, windows, drywall, floors, doors, or roofs/gutters. There is an estimated average of 17 people living in each family home, a home that may only have two to three rooms.

The entire Reservation is labeled a food desert, defined by the US Department of Agriculture food deserts “neighborhoods and rural towns without ready access to fresh, healthy, and affordable food” (within ten miles in a rural area). Hunger is real despite the high percentage of families getting some kind of food assistance. (USDA. 2014).

Transportation to school, jobs, or services is often an issue, especially because of the immense distances, physical isolation of most small villages on the Reservation. There is one public transportation system; a large percentage of families have no cars or vehicles that are unsafe. Roads are poorly maintained; many are dirt only. The geography and climate of the land exacerbate problems. Harsh winters with large amounts of snow and cold temperatures pose health risks for people who must be outside or travel. Mud is a problem during winter thaws and spring rains. Drought adversely affects crops.

Life expectancy of males in this harsh environment is 16 ½ years less than for all Americans and 13 ½ less for women. Alcoholism affects eight out of 10 families, contributing to a death rate that is 300 percent higher than the remaining U.S. population. In February, 2015 Oglala Sioux tribe president John Yellow Bird Steele declared a state of emergency because of the high number of youth attempting and committing suicide. Trauma is a daily fact of life for youth and adults alike as evidenced by the high incidence of child abuse and neglect, sexual and

other physical violence, untimely deaths and injuries, bullying, drug trafficking, gang activity and high crime rates.

Oglala Lakota College offers Associate, Bachelors, and limited Master degree programs on the Reservation. Despite the availability of financial aid, a limited number of students, (many older) graduate each year. For example, in 2014, from the Reservation -two graduated with MA degrees and 24 with Bachelor's degrees. In 2015, 5 graduated with an MA and 22 with Bachelor's degrees. Note that of the 2015 graduates, only four were from Little Wound School and none were from Crazy Horse School, the pilot schools for this project.

New freshman planning to attend college may apply to the Oglala Sioux Tribe Higher Education Grant program for financial assistance to any college. In the fall of 2015 71 applied and in Spring 2016 15 applied for a total of 86 youth. An estimated 400 or more Reservation seniors graduate each year so these show a limited number of youth with aspirations to go on to College. Perhaps a more significant fact is the severe drop in applicants for spring. The Oglala Sioux Tribe Higher Education program requires that students have to carry 12 college credits with a grade point average of 2.0 or better in order to apply for second semester. Note that approximately 80% of freshman students initially applying, did not re-apply, indicating that they may have dropped out of school. This also indicates the need for a tracking system to find out what percentage of higher education students are completing.

One example provided during planning was this: "Picture being a freshman in high school, living in a dilapidated trailer with two other families, including your alcoholic mother, (a single parent), thirty miles from school, where bullies are waiting for you. What would your motivation be to achieve in school and go to college, especially when there are few local jobs to prepare for?"

**Crazy Horse School-general description:** The stated philosophy of Crazy Horse School (Ta'sunka Witko Owayawa) is to provide a sacred environment for students to achieve academic, Lakota language, and cultural excellence. The school, located just off highway 44 near Wanblee, South Dakota serves an average of 240 children from Kindergarten through High School with an average of 22 employees. The location is in a very rural, very isolated area of the Reservation. The village of Wanblee itself has a population of 725.

The school began as a community-led initiative. In the early 1960's, Wanblee, South Dakota, had no high school for students to attend. Parents were required to send their children to boarding schools such as Holy Rosary and St. Francis. The parents wanted to keep their children here. As a result, a group of community members marched from Wanblee all the way to Billy Mills Hall in Pine Ridge to speak with Robert Kennedy about their cause. When the marchers arrived, Robert Kennedy met with them and listened to their concerns. Shortly thereafter, these community members began work on designing and building Crazy Horse School. This community spirit will be re-ignited in this initiative.

Crazy Horse School is a Pre-K-12 PL 100-297 (BIE) Tribally controlled grant school enrolling students from eight —feeder schools| on the Pine Ridge Indian Reservation. The school is accredited through AdvancEd and is recognized as a K-12 school. However, there are essentially three schools and a Baby, Family and Child Education (BabyFACE) Program. The high school also offers an alternative education program for those non-traditional students who are unable to attend the regular high school program. The percentage of the student body enrolled in a federally recognized tribe is 98% and 100% of students qualify for the free and reduced lunch program

Graduation rate in 2014-2015 was 35% compared with 38% in 2013-2014. Eleven students graduated in the 2014 cohort of 15, out of a 2011 freshman cohort of 31. The dropout rate for 2014-2015 (calculated by taking the # of dropouts from the freshman class of 2011 and dividing by the total number of students enrolled as freshmen in 2011) was 65% as compared with 50% of the previous year. Elementary (K-6) attendance was an average of 86.5. Middle/High School attendance was at 80.2%. 2015 graduates from Oglala Lakota College where most students from the Reservation attend were from Crazy Horse School.

Student Achievement-The percent of students who met or exceeded the minimum cut-off score for Advanced and Proficient in Reading increased from 11% to 19% in spring of 2015 Measure of Academic Progress (MAP) data. The percent of students who met or exceed the minimum cut off score for Advanced and Proficient in Math increased from 8% in the fall of 2014 to 12.4% in the spring of 2015.

2012-2013 MAP data was expressed in a different format. During this school year, Crazy Horse School was designated as a Tier One school by the Bureau of Indian Education (BIE). A Tier One school is defined by the BIE as those schools identified by a State Education Agency (SEA), including the Bureau of Indian Education, as being in the bottom 5% in achievement among all schools in a state system. The 2012-13 Spring Math Achievement for Crazy Horse School showed a median percentile score in the 4<sup>th</sup> percentile and only 5% of students at the 50<sup>th</sup> percentile. This was the lowest score for all Tier 1 schools in the nation. The 2012-2013 Fall to Spring Math Growth identified an average CGI (Child Growth Index) of .23. 58% of students met their growth projection. The Child Growth Index shows how student growth compares to the growth of students across the nation. It shows how much growth a student compared to his or her growth projection. A positive CGI score indicates a child exceeded her growth projection.

In reading, the 2012-2013 scores showed Crazy Horse at the 7<sup>th</sup> Median Percentile with 12% of students at the 50<sup>th</sup> percentile. . The average CGI was .64 with 71% of students meeting their growth projections.

**Little Wound School** is a Pre-K-12 PL 100-297 (BIE) Tribally controlled grant school enrolling students from eight —feeder schools on the Pine Ridge Indian Reservation. The school is located in Kyle, South Dakota, a geographically isolated rural area on the Pine Ridge Indian Reservation located in Shannon County. School enrollment averages 900 students with an average of 65 full-time teaching positions. The village of Kyle has a population of 846. The school is accredited through AdvancEd and is recognized as a K-12 school. However, there are essentially three schools and a Family and Child Education (FACE) Program. The high school also offers an alternative education program for those non-traditional students who are unable to attend the regular high school program.

Approximately 35% of Pre-K-12 students are transported to the school daily. There are 102 or 15% of students who are identified in the Exceptional Education Program (ECP) and 63 or 9% of students who are identified as gifted/talented. The percentage of the student body enrolled in a federally recognized tribe is 99% and 96% of students qualify for the free and reduced lunch program.

Average daily attendance for K-8 is 93.33 and for 9-12 80.71%. The graduation rate is 37.5% with a 9.35% Drop-out rate for the high school.) School achievement as evidenced on the most recent MAP data showed 19.72% of students proficient in reading and 13.84% proficient in math. No CGI data was available. Only four 2015 graduates from Oglala Lakota College (where most Reservation students attend) were from Little Wound School.

After extensive work, the group identified two priority barriers to the readiness of local Indian students for college and careers. One is the **extreme effect of poverty, trauma, and trauma-inspired dysfunction**. For example, negative health outcomes and behavior is prevalent in low-income, traumatized communities. Data from the US Census, 2010, and Robert Wood Johnson Foundation, 2015 data by county identifies specific examples:

	<b>Crazy Horse School (Jackson County)</b>	<b>Little Wound School Oglala Lakota County</b>
County Population	3,274	14,218
% Below 18 years of age	34.1%	38.1%
Children in poverty	54%	54%
Persons in poverty	33.9%	52.2%
Median household income	\$31,900	\$27,200
Per capita income	\$19,333	9,226
Health outcomes ranking	55 of 60 counties in SD	59 of 60 counties in SD
Adults smoking *(youth data not available)	25%	41%
Adult obesity*	34%	45%
Physical inactivity*	30%	24%
Alcohol impaired driving deaths	38%	68%
Teen births	No data	110 in 2015

A second category of barriers is the lack of youth access to adequate resources, institutional and family support, skills, and role models to heal the effects of poverty, trauma, and dysfunction. Obvious examples are these:

	<b>Crazy Horse School (Jackson County)</b>	<b>Little Wound School Oglala Lakota County</b>
Primary care physicians	No data	2,820 to 1 provider
Dentists	3,270 to 1 provider	2,840: 1
Mental health providers	No data	1,580:1
Current teacher openings	11 of 18 positions	8 of 58
Adolescent alcohol treatment program	One program serves the entire reservation	One program serves the entire reservation
Adult drug or alcohol treatment	No reservation based program	No reservation based program
Beginning Salary (certified teachers)	\$36,000	\$32,959
School based -life skills curriculum	None	None
School- based workforce curriculum	None	None
School-based job and job seeking experience	None	None
Internships available to students	None	None
In-school mentoring opportunities	None	None
Peer to peer teaching	None	None

Community resource people in the classroom regularly	No	No
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Other examples of lack of access to resources, support, and skills are these: ●Schools are usually the location in every community that employs the most people, and can serve as a center of community activity. Funding issues of all kinds have restricted positive school impact. For example, South Dakota as a whole state has the lowest teacher salaries in the nation. The average salary including experienced teachers is \$39,580 compared to \$56,383 nationwide (National Education Association). The majority of schools in the state offer better living conditions than Reservation schools so attracting quality and long-term commitment from teachers is difficult.

●Parental support is lessened because parents are themselves involved in survival and have experienced significant trauma. Thirty seven percent of children at Crazy Horse School and sixty-eight percent of children at Little Wound School are in single parent households.

●Past efforts to assimilate Indian people into white culture have eroded the practice of Lakota values and the use of the Lakota language which teaches social values and ways of thinking. This erosion is further extended by television and other contemporary media that glamorizes violence, material goods, and risk-taking. Media role models for youth are often gang leaders, criminals, sports figures, and movie stars seen on television.

●The economy does not support families nor youth who want to stay on the Reservation. Not only are there limited job opportunities on the Reservation, but jobs available are often held by non-Indians, and often by people who live off the Reservation. Even though over 90% of the Reservation population is American Indian, only about 40% of jobs are held by American

Indians. Further, 51% of those who work on the Reservation live elsewhere. Sixty percent of those who live on the Reservation work off-Reservation. 70% of all workers living on the Reservation travel more than 25 miles to work, and approximately 55% travel more than 50 miles to employment (mainly in the direction of Rapid City.) Workers who live or work off the Reservation (as well as other residents) tend to spend the majority of their earnings off the Reservation, further eroding the economy. (Data from Strengthening the Pine Ridge Economy A Regional Equity and Opportunity Assessment: a KIRWAN INSTITUTE RESEARCH REPORT • February 2015. Jobs for youth are practically non-existent, especially because of the barriers of transportation and

Indian youth of today, without supports have little access to learn “how to live”, especially how to live as an American Indian trying to cope with the contemporary world. Without a change in the economy, they have little hope to work on the Reservation except in low-paying jobs.

## **2) Opportunities in the local community to support Indian students,**

The opportunities for new support are extensive- below is a generalized list- see letters in attachments for specific commitments to support.

<b>Category of support</b>	<b>Example:</b>
In school curriculum supporting skill building and healing	“American Indian Life Skills Development Curriculum” by Teresa D. LaFromboise
	PRACC Workforce Development Curriculum
	Financial Literacy and OST Homeowner training
	Community resource people as regular contributors
	Cultural resource people as regular contributors
	Resource people from outside the community, i.e. VISTA
After school community service	Variety of community organizations
School as a portal to internships	PRACC
	Ogallala Commons
Youth leadership and peer-to-peer opportunities	OLLL – youth helping youth
Other youth opportunities	Youth IDA programs
Referral system for school graduates	Vo-Tech school funding and OST Vocational Rehab-Job placement
	Career and College Days
On-going support for graduates	Mentoring of youth attending higher education institutions off the Reservation

Existing local policies, programs, practices, providers, and funding sources (school based)

	<b>Crazy Horse School</b>	<b>Little Wound School</b>
Technology	School radio channel	Comprehensive Plan
		Above average infrastructure
US Department of Education suicide recovery grants	Project School Emergency Response to Violence (SERV)	Project School Emergency Response to Violence (SERV)
Language and culture	Dance/drum groups, hand games, cultural integration	Lakota Language classes

Existing local policies, programs, practices, providers, and funding sources (community based)

Over-all policies/standards	Oglala Sioux Tribal Education Code
Vision for the future	The Oyate Omniciye-Oglala Lakota Plan
Proven Workforce Development Model	Pine Ridge Area Chamber of Commerce
Funding	OST Higher Education grant program
Special funding- Tribal Education Grant	Oglala Sioux Tribal Education
Transitional services to college	Oglala Lakota College
Community	Chamber of Commerce members
	Other Community Resource people
	TED grants – May, 2015 for 3 years

**Additional data analysis: The Oyate Omniciye-Oglala Lakota Plan**

Clearly, major institutional and community changes are needed on the Pine Ridge Reservation to improve educational outcomes for youth and in fact to assure the survival of the Oglala Lakota nation itself.

Pine Ridge Area Chamber of Commerce, working with Thunder Valley Community Development Corporation, helped develop the Oyate Omniciye, also called the Oglala Lakota Plan (OLP). The Plan serves as a guide for all future Tribal decisions in all major areas:

- Economic development and jobs, • Education, culture, language and arts, • Governance and sovereignty, • Health, healing and access to healthy foods, • Housing and community development, • Natural resources and land management and • Transportation, utilities and infrastructure.

The power of the plan is that it was developed by grassroots people but was approved by the full governing body of the Tribe making it the official comprehensive plan for the entire Reservation.

Widespread input was obtained from the Oglala Lakota community people of the Pine Ridge Reservation, including youth, tribal agencies, non-profits, and experts from several specialty fields. The process began with organizational meetings, and year-long visioning and listening sessions. Input gathered was used at major planning meetings for an additional year.

The Oyate Omniciye-Oglala Lakota Plan was adopted as the official Regional Plan for Sustainable Development of the Oglala Sioux Tribe by a vote of the Tribal Council of the Oglala Sioux Tribe and is in the process of implementation by the Tribe, Agencies, non-profits, service providers, and community groups.

Most relevant recommendations from the plan in the area of education are parallel to findings in this needs assessment. The Oglala Lakota Nation needs to:

1. Focus on ways for youth to heal from past traumas, creating safe places for youth in every community.
2. Increase the number and types of opportunities for our youth to be involved in healthy, stimulating activities.
3. Create workforce development and capacity building programs (including youth).
4. Focus on people as the greatest asset, specifically to provide workforce training.

Recommendations from a follow-up study add details:

5. Align education, workforce development and reservation job sectors to grow the share of Lakota workers filling reservation-based jobs.
6. Support transitions from high school to college, and from college to advanced training to train reservation youth for jobs currently being worked by off-reservation workers, particularly in education, health care and government administration.

After analyzing all the data supporting the two categories of barriers, as well as opportunities, the planning group agreed that one major strategy could realistically be implemented. This strategy would institutionalize new learning activities within the school day as well as in the community that would help youth learn and practice life and coping skills that in turn would help youth heal from the trauma and dysfunction around them. The strategy would have several components described below in the project design.

Third party information about the status of schools appeared in the Star Tribune in 2015:

## **Pine Ridge schools: Amid beauty, deterioration**

The federally neglected school buildings at Pine Ridge are a blight at the very center of a culture that wants better

By Editorial Board Star Tribune  
APRIL 2, 2015 — 1:57PM

## PINE RIDGE INDIAN RESERVATION, S.D.

Impassioned tribal leaders and educators here are eager to make their case for replacing deteriorating school buildings. But the most powerful argument may be in the blazing lights and nonstop activity at the [Little Wound school](#) in Kyle.

One of seven federally funded [Bureau of Indian Education \(BIE\)](#) schools on the Pine Ridge Indian Reservation, and one of four rated in poor condition, Little Wound opens around 7 a.m., with the cafeteria quickly filling up as students arrive early for breakfast.

The preK-12 school, with an enrollment of about 900, bustles long after the school day ends as parents cheer on the Mustangs girls' volleyball team and admiring students watch the school's 7-foot Division I basketball recruit, Nate Brown Bull, as he practices jump shots nearby.

Outside, kids shoot hoops at the crumbling elementary school playground, and skateboarders show off near the main entrance. Even as darkness descends on the prairie, more kids head toward the school than away from it. Boys' basketball coach Jay Jacobs closes the gym at 8:30, but it takes time to shoo everyone out before the lights dim.

On a sprawling reservation known for its Third World conditions, schools like Little Wound offer a haven to some of the nation's most disadvantaged learners. The buildings where students spend most of their day should be in safe, modern learning environments that send a strong message to students: Your education is a priority. Instead, the four worn-out BIE schools here reflect the poverty around them.

After a decade in which funding for BIE school construction and improvement has declined sharply nationwide, about a third of the 23-state system's 183 schools need to be replaced. South Dakota has the third-highest number of BIE schools in poor condition, and the Pine Ridge reservation has one of the largest clusters nationally — a reality that's unlikely to change soon without stronger advocacy from the Obama administration.

"These are our future teachers and our future leaders," said Maria Kirkie, a mother of three and a teacher at Little Wound. "We need to invest in them."

## Poverty's toll

There's a clear weariness on the reservation from being held up for decades as one of the poorest places in the United States. Students know why outsiders — known pejoratively in the Lakota language as “wasichu” — often come here, and they're reluctant to see their community's troubles in the spotlight again.

“Sometimes when people come here, they think we're trashy and stuff ... that we're homeless and we starve all the time. That's what kind of hurts,” said Kristina Looks Twice, 13, an eighth-grader at [Wounded Knee District School](#), a K-8 facility in Manderson. Wounded Knee is another of Pine Ridge's four BIE schools rated in poor condition. It's located close to two potent symbols of the U.S. government's long, tense relationship with tribes: the memorial marking the 1890 Wounded Knee massacre and the hamlet occupied by Indian activists in 1973.

Cecilia Fire Thunder, a former president of the Oglala Sioux Tribe and current member of the Little Wound school board, says visitors need to look beyond the economic challenges here and see the value of the strong family ties and the richness of Lakota traditions. “Yes, we have a lot of poverty, but it balances out because we don't have cultural poverty,” said Fire Thunder, who was relocated to California in her youth by U.S. government policies but eventually returned home to embrace her heritage and become a leader for her Oglala Lakota Nation. The tribe has 45,364 enrolled members; the population of Pine Ridge is estimated at 30,000.

Still, the depth of the poverty on this 3,468-square-mile reservation — bigger than Rhode Island and Delaware combined — is what makes federal neglect of BIE school buildings here and on other reservations unconscionable. Unemployment on the Pine Ridge reservation, about nine hours west of the Twin Cities and about 90 miles southeast of Rapid City, has been estimated at 70 percent or more. Roughly half the residents in Shannon County, which lies within the reservation's borders, fall below the poverty level, compared with 13.8 percent of the rest of the state. Per capita annual income is \$9,136 and the median home value is less than \$20,000, according to U.S. Census data.

In Manderson, where the Wounded Knee school is located, these figures morph into grim reality. Manderson is on the western side of the reservation, where the prairies give way to the barren, rose-hued buttes of the Badlands.

Many of the town's 626 residents live in a neighborhood of about 100 small one-story or split-level homes. Houses generally have as many windows broken as unbroken. Doors are often ajar, siding is peeling or broken away, and roofs wear a threadbare layer of stained shingles. The roads are so rutted that even a four-wheel-drive vehicle needs to slowly navigate the neighborhood.

From his home, Tom Clifford watches over his grandchildren Gabe, 9, and Breanna, 6. The two are playing outside on the front stoop and are fascinated by a large wolf spider meandering on the concrete. Before long, Philomena Clifford, the kids' mom, pulls into the driveway in her small SUV and tells the kids to stay close to home. "Don't be going down the road," she warns. "There's drunk guys down there."

Tom Clifford worries about substance abuse. "There are a lot of drugs here. I'm talking a lot of drugs," he says. Like any grandfather, he wants Gabe and Breanna to have a brighter future.

If federal officials "really wanted to help the schools, they'd take care of that," Clifford says, nodding down the road toward the Wounded Knee school. "I think they have forgotten about us."

#### Preserving a culture

The reservation's BIE schools, where Lakota language and culture are taught along with regular subjects,

On a hectic morning in Wanblee, a remote town on the eastern side of the reservation, students crowd into the [Crazy Horse school](#) just before the first morning bell. About 334 students in kindergarten through 12th grade attend school here. The older students noisily milling about in the cafeteria commons area move into place as high school and middle school principal Daniel Seibel calls out: "Circle up!"

The day here typically begins with "smudging," a spiritual purification ceremony in which a sacred plant is lit in a large clamshell and passed around the ring of students as it smokes. "It's like a wash for the soul," says Elroy Cross, a security staffer at the school who already has lit the cedar for this purpose and is ready to go when Seibel turns the ceremony over to him.

Cross tells students it's a beautiful day and asks them to give respect to Jamie Dull Knife, a junior, as she leads them in a traditional Lakota song. The teenager's high, clear voice fills the commons with

the melody's soaring, keening notes. Other students in the smoky circle join in quietly and without self-consciousness.

The clamshell makes it way around the room. Brianna Bettelyoun, a 15-year-old sophomore, is its most enthusiastic recipient this morning. She vigorously cups the smoke and pulls it up and over her head. It's a chance to rid herself of this morning's bad start — missing the bus and having to walk 30 minutes to school.

"I smudged so I could open up my spirit to a better day," she said later.

As Cross recovers the clamshell, the room is calmer. The circle and the smudging have sent students on their way with a powerful sense of history and belonging. "They're descendants of a proud, proud people," Cross said. "We want them to recognize that so they can compete in this world and achieve what they need to achieve."

The Crazy Horse school, named for the legendary Lakota warrior, is housed in a worn, brown-brick building that's about 40 years old. It's another of the four BIE schools rated in poor condition, and deferred maintenance now tops \$4.5 million. The replacement price tag: \$30 million.

Although school officials keep the building clean and well-lit, part of the school recently had to be closed off because the roof was leaking. A crumbling corridor near the gym area remains permanently locked so students don't use it. The small building at the end of the corridor may be condemned.

The most alarming deficiency at the school is the subflooring in two hall ways used by students and the public on their way to the gym. There are two large areas where asbestos tiles have broken into shards, and what's left of the floor visibly bows as football coach and athletic director Carroll Webster walks on it.

As for the dusty, crumbling asbestos tiles kicked and scuffed by students, "They tell us it's fine as long as it's not disturbed," Webster said with a wry grin, referring to federal officials' response when the school has raised concerns about exposure to tile containing this carcinogen.

While there are few such obvious safety risks from conditions at the other three BIE schools rated in poor condition, the buildings are dated and crowded, making it difficult to attract and keep quality teachers. Electrical systems and plumbing, which age faster than the structures, are out of sight but in need of expensive updates.

At Little Wound K-12 school in Kyle, a gym attached to the overcrowded main high school building was erected in 1939 and is still used for gym class and community gatherings. One of the two middle school buildings is a rundown pole barn with dark, low-ceilinged classrooms, broken windows and no air conditioning. Locker space is inadequate; students stuff sports gear and other equipment on top of lockers and into the hallway.

To get to the middle school pole-barn building, students pass through a covered corridor. Staff members monitor the activity because of the bats that roost there and because hanging electrical and communications cables are within easy reach.

One nearby portable building with a decaying foundation may be condemned. The portable next door, which is used as an alternative learning center, has a floor that's falling in and a bowed ceiling that leaks; it's difficult to heat, and it lacks separate restrooms and other facilities needed to maintain student discipline and privacy.

The fourth BIE school in poor condition is the [American Horse K-8 school](#) in Allen, with 283 students. The school, which is over 40 years old, is overcrowded, has broken asbestos tile flooring, and lacks the electrical and communications infrastructure needed to support the technology used in modern education. The building is also poorly insulated, resulting in high heating costs that eat up funding intended for other educational needs such as building maintenance.

Deferred maintenance for all four Pine Ridge schools in poor condition tops \$13.5 million; total replacement costs would be at least \$73 million.

At American Horse, superintendent and principal Gloria Coats-Kitsopoulos, a retired U.S. Army lieutenant colonel of Indian descent, bristled at the delays in building schools and the questions critics raise about the federal government's obligation. "I don't want any handouts. I just want what was promised," she said, referring to educational responsibilities assumed when land treaties were signed with tribes in the mid-1800s. Federal funding for BIE schools flows from these.

Unlike other reservations, where BIE schools are the only option for Indian students, there are public schools serving Pine Ridge reservation students. The Shannon County School District runs four schools for preK-8 students, as well as an online high school.

Three of the schools are new and, although district officials say the fourth needs to be replaced, the gap in quality between the public school facilities and the four distressed BIE schools is a touchy subject on the reservation.

The public schools are eligible for a federal funding stream called impact aid that only “a few” BIE schools get, according to a Congressional Research Service report. Public school districts near reservations without a strong property tax base often receive this help.

Expanding impact aid availability to BIE schools, or making other federal education funding available to state or local agencies, would help address construction backlogs. It’s a policy discussion that Congress should have and one that Minnesota Republican Rep. John Kline — the powerful chairman of the U.S. House Committee on Education and the Workforce — should push for, given the concerns in his home state and region.

BIE students at Pine Ridge are sometimes conflicted about whether to go to the newer local public schools or to stay in the BIE system, whose facilities may be closer to home and have a more intensive cultural curriculum. But the four Shannon County schools, which serve about 1,500 students, are already at capacity or overcrowded, according to officials, meaning Pine Ridge students may not have a choice.

Paul Pawnee Leggins, an eighth-grader at Wounded Knee, said his friends who attend Shannon County schools work with iPads in class. Because he aspires to be a game designer, he’d like to have tablet computers at his school, too. But iPads aren’t enough to make him switch.

“They only have Lakota once a week,” he said. “I would rather have Lakota every day, so we can learn it. We have to keep that alive.”

Bettelyoun, one of the students who participated in the “smudging” ceremony, has similar motivations for staying at the Crazy Horse school. Her parents want her there, and Bettelyoun believes BIE schools shelter kids from stereotypes and low expectations at other schools, while passing on cultural traditions that will keep them connected to their families.

Still, the comparisons are difficult. “It’s not a good feeling. . . . A lot of the schools we went to for basketball tournaments look so fancy. So much fancy things — fancy floors, new flooring, new

design, new curtains. ... They had technology, they had TVs in the hallway to show the student activities. It makes our school kind of look sad,” she said.

Bettelyoun dreams of the day when visitors come to the Pine Ridge reservation because the schools are standouts both for academics and sports. An investment in schools would pay off, she promised. “This generation I’m growing up in, us teens, we want to make a change on the reservation,” she said.

Fire Thunder, the former tribal president, also yearns for the day when Pine Ridge is known more for its strengths than its weaknesses. Outside the American Horse School, a whimsical but inspirational statue of an Indian child riding an eagle soaring through the air greets students at the entrance.

“That,” said Fire Thunder, nodding to the artwork, “is what we hope and dream for our children.”

Partnership Agreement for NYCP application

Partners included:

Pine Ridge Area Chamber of Commerce

Oglala Sioux Tribe Department of Education

Little Wound School

Crazy Horse School

Oglala Sioux Tribe Department of Higher Education

Oglala Lakota College, Pejuta Haka College Center

**The Pine Ridge Area Chamber of Commerce (PRACC)** has been designated the lead organization for this project and partnership. PRACC is a non-profit, Native American organization on the Pine Ridge Indian Reservation with a mission to improve the quality of life for Oglala Sioux Tribal Member, including education.

PRACC will be responsible for maintaining and managing administration, financial accounting and reporting for the grant. PRACC will coordinate all efforts of the project including contracting, recruitment and data collection. PRACC will permit adaptation of their workforce development curriculum including Job Readiness and Placement for the project. PRACC will also facilitate internship opportunities for selected older youth, contingent upon funding availability. PRACC will work with all partners to identify and coordinate community service opportunities for youth.

**Sioux Tribe Department of Education (OSTED)** will be the primary partner of the project. OSTED reports directly to the Oglala Sioux Tribe Education Committee. OSTED will be the link between the project and the Oglala Sioux Tribe. OSTED will also be responsible for maintaining the data collected by the project. The data will be available to the entire education system on the Pine Ridge Reservation. All entities such as other schools or organization that can use or need the data will have access. In addition OSTED will assist PRACC in the recruitment process of mentors and consultants.

**Little Wound School (LWS)** will be a partner school and will be responsible for supplying access to students for the project. LWS will create an elective course or use an existing course that will be focused on life skills. This course will have built in time for PRACC and other partnering organizations to deliver curriculum that will assist students with transitioning into secondary education or the workforce. LWS will be responsible for recruitment of an instructor to be the primary educator of the course and will be the employer of that individual. In addition LWS will be responsible for the scheduling of the course. LWS will assist in the training of teachers of grades 4-8 to integrate project activities within regular classrooms as well as to train teachers to institutionalize the project after this grant ends.

**Crazy Horse School (CHS)** will be a partner school and will be responsible for supplying access to students for the project. CHS will create an elective course or use an existing course that will be focused on life skills. This course will have built in time for PRACC and other partnering organizations to deliver curriculum that will assist students with transitioning into secondary education or the workforce. CHS will be responsible for recruitment of an instructor to be the primary educator of the course and will be the employer of that individual. In addition CHS will be responsible for the scheduling of the course. CHS will assist in the training of teachers of grades 4-8 to integrate project activities within regular classrooms as well as to train teachers to institutionalize the project after this grant ends.

Oglala Sioux Tribe Department of Higher Education (OSTDHE) is responsible for providing data to the project. OSTDHE maintains a database of all OST Enrolled members who apply for education assistance from the tribe. OSTDHE retains data on all members who receive assistance and also completes site visits.

Oglala Lakota College, Pejuta Haka College Center (PHCC) is responsible for providing assistance to high school students while preparing for secondary education. PHCC offers an early entry program for High School students to begin their college carriers in advance. PHCC will provide entry testing to students in advance to identify problematic areas such as reading and math and report to the High Schools. This will provide Schools will ample time to prepare students for the rigors of college curriculum. PHCC will also assist with the Free Application for Federal Student Aid (FAFSA) during the school year to ensure college bound students are ready to apply for Federal Aid.

All partners will work together to identify appropriate community resource people to work with the project within and after the school day.

The partnership agreement is made under the jurisdiction of the Oglala Sioux Tribe. The partnership will be in effect only if the project is funded and a grant is received. The partnership will cease at the end of the project but consideration is given by all entities to work collaboratively past the project for the betterment of the Pine Ridge Reservation youth.

(b)(6)

Ivan Sorbel, Executive Director  
Pine Ridge Area Chamber of Commerce



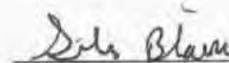
Charles Cuny Jr., Superintendant  
Little Wound School

(b)(6)

Debbie Blue Bird, Director  
Oglala Sioux Tribe Department of Higher Ed.

(b)(6)

Dayna Brave Eagle, Director  
Oglala Sioux Tribe Department of Ed.



Silas Blaine, Superintendant  
Crazy Horse School

(b)(6)

Stephanie Sorbel, Center Director  
Oglala Lakota College, Pejuta Haka

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 HIGHER EDUCATION PROGRAM, TRIBAL EDUCATION AGENCY, LITTLE WOUND SCHOOL, CRAZY HORSE SCHOOL AND THE PINE RIDGE AREA CHAMBER OF COMMERCE 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 Pine Ridge Area Chamber of Commerce 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 and OST Higher Education Program to partner with the Pine Ridge Area Chamber of Commerce and Little Wound School and Crazy Horse School for this grant on April 11, 2016, now

THEREFORE BE IT RESOLVED, that the Executive Committee of the Oglala Sioux Tribe hereby approves the partnership agreement between the Pine Ridge Area Chamber of Commerce, OST Tribal Education Agency, OST Higher Education, Little Wound School and Crazy Horse School in applying 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. 16-61XB  
Page Two

(b)(6)

A-T-T-E-S-T.  
(b)(6)

RHONDA TWO EAGLE  
Secretary  
Oglala Sioux Tribe

JOHN YELLOW BIRD STEELE  
President  
Oglala Sioux Tribe



**Evidence of Capacity**

**See Grant Narrative**



<b>Date/ Time:</b> December 23, 2015	<b>4:00pm-8:00pm</b>	<b>Place/Room:</b> Little Wound School
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Name	Community
1. (b)(6)	Kyle
2.	Kyle
3.	Kyle
4.	Kyle
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12.	Kyle
13.	Kyle
14.	Kyle

Name

Community

15. (b)(6)	Kyle
16.	Kyle
17.	Kyle
18.	
19.	Kyu
20.	Kyu
21.	Kyle
22.	Kyle
23.	Kyle
24.	Kyle
25.	Kyle
26.	Kyle
27.	Kyle
28.	Kyle
29.	ll ll
30.	ll ll
31.	Kyle
32.	Kyle
33.	Kyle
34.	Kyle
35.	Kyle
36.	Kyle
37.	Kyle
38.	Kyle
39.	Kyu

Name

Community

40. (b)(6)	Kyle
41.	Kyle
42.	Kayla
43.	Kyle
44.	Kyle
45.	Black White Folks
46.	
47.	
48.	
49.	
50.	
51.	
52.	Kyle
53.	Kyle
54.	Kyle
55.	Kyle
56.	
57.	
58.	
59.	
60.	KYLE
61.	
62.	
63.	Kyle
64.	Kyle

Name	Community
65. (b)(6)	Kyle
66.	Wakpamni
67.	Wakpamni
68.	Wakpamni
69.	Kyle
70.	Kyle
71.	
72.	No Fish
73.	Kyle
74.	Potato Creek
75.	Potato Creek
76.	Potato Creek
77.	
78.	Potato Creek
79.	
80.	
81.	
82.	
83.	
84.	
85.	kylhe
86.	
87.	
88.	
89.	

Name

Community

115. (b)(6)	
116.	Kyle
117.	"
118.	"
119.	"
120.	
122.	
123.	Kyle
124.	
125.	
126.	Kyle
127.	"
128.	"
129.	"
130.	
131.	Kyle
132.	medicine net
133.	Kyle
134.	"
135.	"
136.	
137.	
138.	
139.	
140.	

Name

Community

166. (b)(6)	
167.	
168.	
169.	
170.	
171.	
172.	
173.	
174.	
175.	
176.	
177.	
178.	
179.	
180.	
181.	
182.	
183.	
184.	
185.	
186.	
187.	
188.	MRO
189.	
190.	



Name

Community

191.	(b)(6)	MRD
192.		
193.		
194.		
195.		
196.		
197.		Kyle
198.		
199.		
200.		
201.		
202.		
203.		
204.		MURD
205.		MURD
206.		
207.		
208.		
209.		
210.		MURD
211.		
212.		
213.		
214.		
215.		Kyle

Name

Community

141. (b)(6)	Kyle
142.	Kyle
143.	Kyle
144.	Kyle
145.	Se Kyle
146.	Kyle
147.	Kyle
148.	Kyle
149.	Kyle
150.	Kyle
151.	Kyle
152.	Cyle
153.	Kyle
154.	Kyle
155.	Kyle
156.	
157.	Kyle
158.	
159.	Kyle
160.	Kash
161.	Kyle
162.	Kyle
163.	Kyle
164.	Kyle
165.	Kyle

Name

Community

90.	(b)(6)	
91.		
92.		Hope Village
93.		Hope Village
94.		Kyle
95.		Kyle
96.		Kyle
97.		Potato creek
98.		Kyle
99.		Kyle
100.		med Rost
101.		med Rost
102.		spvt
103.		
104.		Kyle
105.		
106.		
107.		
108.		Kyle
109.		
110.		
111.		
112.		
113.		
114.		

Middle Two Bowles  
 Gregory, Janis  
 Mackenzi, Janis

Name

Community

291 (b)(6)	Kyle
292	Kyle
293	Kyle
294	Kyle
295	Kyle
296	Kyle
297	Kyle
298	Kyle
299	Kyle
300	Kyle
301	Porcupine
302	Porc.
303	Porc
304	Kyle
305	Kyle
306	Kyle
307	Kyle
308	Kyle
309	Kyle
310	Kyle
311	Kyle
312	Kyle
314	Kyle
315	
316	

Name

Community

241. (b)(6)	Requena Little Bull
242.	Glady's Little Bull
243.	Cheryl Little Bull
244.	T.D. Garnette
245.	Tiff Garnette
246.	Taylor G
247.	Terence G
248.	Tearin G
249.	Taleese G
250.	Kyle T.D. Garnette Jr
251.	Tayson Garnette
252.	
253.	Pass Creek
254.	"
255.	"
256.	"
257.	"
258.	"
259.	"
260.	"
261.	"
262.	
263.	
264.	
265.	

Name

Community

266.	(b)(6)	Kyle
267.		Kyle
268.		Kyle
269.		Kyle
270.		Kyle
271.		
272.		Kyle
273.		Kyle
274.		Kyle
275.		Kyle
276.		Kyle
277.		
278.		Kyle
279.		
280.		
281.		
282.		
283.		
284.		
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286.		
287.		
288.		
289.		
290.		

**Part 3**  
**Programmatic Efforts**

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# THE ZUNI LIFE SKILLS DEVELOPMENT CURRICULUM: A COLLABORATIVE APPROACH TO CURRICULUM DEVELOPMENT

TERESA D. LaFROMBOISE, Ph.D. and BETH HOWARD-PITNEY, Ph.D.

This article describes the development, implementation, and pilot evaluation of a skills-based suicide prevention curriculum for the Zuni Pueblo. The Zuni Life Skills Development curriculum takes a skills training approach to reduce the risk factors for suicide among Zuni adolescents. This article presents some background information about skills training and its applicability to Indian cultures and suicide prevention. The process by which curriculum development was initiated and maintained is described, with an emphasis on the collaborative efforts between the Zuni community and Stanford researchers and the challenges faced by each to develop a culturally sensitive, effective curriculum. Results of the process and outcome evaluation of a pilot test are described in detail as background for the reasoning behind modifications made in a revised curriculum and evaluation design that met the needs and concerns of the community, school, and researchers. An overview of additional efforts in the community to develop a more comprehensive approach for suicide prevention that moves beyond a curriculum-only intervention is presented.

## Skills Training Focus

Skills training, a personalized intervention based on social-learning theory (Bandura, 1977), has gained widespread acceptance as an

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alternative to traditional therapy. A skills training approach is based upon the view that people learn both effective and ineffective behavior patterns by experiencing the consequences of their actions and by observing the behavior of others.

The behaviors that become recurring aspects of people's repertoires are those that are socially reinforced in a manner meaningful to their phenomenology (Eisler & Frederickson, 1980). People who observe ineffective models or who are reinforced for nonadaptive behavior are unlikely to develop the skills necessary for effective living. Similarly, those whose environment does not reinforce or permit the development of adaptive behavior — as in the case of cultural oppression — will lack fundamental skills.

The skills training model for teaching new adaptive behavior relies on four fundamental components: (a) providing a person with information about the helpful or harmful effects of certain behaviors, (b) modeling target skills, (c) rehearsing behavior for skills acquisition, and (d) providing feedback for skills refinement.

This model lends itself to numerous applications (Hollin & Trower, 1986), and extensive studies over the past 20 years have demonstrated its high degree of versatility and effectiveness with diverse groups. Skills training has been used by counselors and educators to help ethnic minority groups and women achieve greater influence over their lives and their environment (see the work of Engels, 1984; Jansen & Meyers-Abell, 1981; and Schinke, Holden, & Moncher, 1989). Such programs focus on enhancing cognitive and behavioral skills necessary for coping effectively with affective arousal, stress, and negative states (Felner & Felner, 1989).

Counselors and researchers have found skills training useful in working with American Indian adolescents to reduce drinking behavior (Bach & Bornstein, 1981; Carpenter, Lyons, & Miller, 1985; Gilchrist, Schinke, Trimble, & Cvetkovich, 1987; Schinke et al., 1988) to reduce tobacco use (Schinke, Moncher, Holden, Botvin, & Orlandi, 1989; Schinke, Schilling, Gilchrist, Ashby, & Kitajima, 1987), and to aid in recovery from sexual abuse (Ashby, Gilchrist, & Miramontez, 1987). It has helped Indian adults improve parenting practices (Bigfoot, 1989), assertion skills (LaFromboise, 1983a; LaFromboise & Rowe, 1983) and other skills related to the professionalization process (e.g., self-esteem enhancement, career planning, and financial management).

Skills training has several features that facilitate intervention with American Indians that stem from the flexibility of the approach and its inherent potential to offer interventions that are culturally appropriate in both style and content. The approach lends itself to collaboration between community members and intervention developers to determine socially appropriate goals for the intervention (this could include the maintenance of certain indigenous beliefs and skills as well as the acquisition of select mainstream skills). Skills training allows the community to define the

target problems to be solved (e.g., suicide attempts, substance abuse, child neglect) and the type of behaviors deemed appropriate for each situation (e.g., coping and helping skills, refusal skills, parenting skills). Skills training also lends itself to prevention efforts because it can be used to develop skills and competencies prior to the manifestation of behavioral problems or deficiencies (Schinke, Schilling, Palleja, & Zayas, 1987). Specific appropriate aspects of skills training with American Indian clients include the extensive use of (a) modeling in small group settings, which is compatible with Indian styles of helping; (b) role modeling, which is a major source of learning in Indian cultures; and (c) community gatekeepers in the design and implementation of training programs, which is consistent with and supportive of the cultural structure.

In recent years, skills training has been applied to nonclinical areas such as education, business, and communications and has expanded beyond the acquisition of a few targeted behaviors to the maintenance of social competence across the whole life span. Examples of successful, educationally based social competence training programs include Interpersonal Cognitive Problem-Solving Training (Shure & Spivack, 1982), the Yale–New Haven Social Problem Solving Program for Young Adolescents (Weissberg, Caplan, & Bennetto, 1988), and the Yale Child Study Center Primary Prevention School Project, developed by James Comer (1980). Although these programs were initiated to address the needs of a particular age group or skill area, they eventually were implemented across the education curricula from preschool through high school. Programs of this nature have been related positively to gains in intellectual capabilities and healthy adjustment in school settings (Cartledge & Milburn, 1980; Cauce, Comer, & Schwartz, 1987; Deluty, 1985).

Personal and social skills training programs recently have been applied to diverse adolescent prevention programs, especially in school-based settings. These programs have focused primarily on the enhancement of competence (e.g., coping skills, problem-solving skills) or on the reduction of at-risk behaviors (e.g., smoking, unsafe sex). Outcome data from these preventive interventions have been promising, with some positive effects reported for every program (Compas, Phares, & Ledoux, 1989).

Adolescent suicide prevention is one area in which the skills training approach has not been applied in a classroom setting. Most suicide prevention curricula or school-based programs focus primarily on teaching information about suicide, detecting risk factors, referring at-risk students, and developing crisis intervention techniques. Few, if any, strive to change the risk factors related to suicide through personal and social skills enhancement. The success of the skills training approach in other adolescent risk behaviors suggests that it may be an effective approach for suicide prevention as well. This evidence of effectiveness coupled with the compatibility of skills training to Indian culture makes this approach

especially appealing for the current curriculum development and research project undertaken in the Zuni Pueblo to reduce adolescent risk factors for suicide.

#### Initiation of Curriculum Development

In 1986, the Pueblo of Zuni, New Mexico, became increasingly concerned about rising rates of suicide and their perception that the youth were losing touch with Zuni traditions. Concerned leaders initiated a prevention program that they believed would help reduce the stresses and factors attributed to causing suicidal behavior. For the Zuni, the rising suicide rate was an especially distressing phenomenon, since suicide — and even thoughts of it — is forbidden in traditional Zuni culture (A. Seowtewa, personal communication, March 19, 1987).

The superintendent of the Zuni Public Schools sought assistance from Stanford researchers in the area of youth suicide prevention, initially requesting training for the Zuni School District staff on suicide prevention. Researchers responded to the request but also warned that brief, in-service delivery by outside consultants would have limited effectiveness in preventing suicide.

Eventually, consensus was reached that a new suicide prevention school curriculum should be developed to provide a comprehensive, long-term approach to the problem. A graduate student from the anthropology department at Stanford University spent the summer of 1987 at Zuni reviewing existing suicide prevention training programs, preparing a suicide prevention workshop, and meeting with Zuni leaders to plan for more extensive prevention efforts. At the start of the following school year, the tribal council, teachers and entire high school student body participated in a 1-week suicide prevention workshop. By December, the Zuni Public School District had negotiated with the School of Education at Stanford to design a suicide prevention curriculum for the high school. Zuni administrators appraised a draft curriculum in May of 1988, and several months later the Health Promotion Resource Center at Stanford joined the curriculum development team to further refine the curriculum and to design an evaluation study of curriculum effectiveness.

Researchers advocated the use of a skills training approach because of the model's previous effectiveness with interventions for related problems in Indian communities. Information about the symptoms and warning signs of suicide, along with the roles of substance abuse and stress in the development of suicidal feelings, could readily be presented using the skills training format. Cognitive and behavioral skills could be imparted during learning activities focused on problem solving, anger-regulation training, and stress management so that students learn to (a) reject drugs and alcohol (coping mechanisms frequently used in Indian communities that co-occur with suicide at Zuni), (b) manage anger

associated with oppression and discrimination, and (c) expand their ways of coping with changeable and unchangeable encounters (LaFromboise & Bigfoot, 1988). This psychosocial skills training approach differed from most school-based suicide prevention programs in which emphasis is placed on students' demonstrated knowledge regarding suicide, not upon their acquisition of coping and peer-counseling behaviors (Manson, Beals, Dick, & Duclos, 1989; Smith, Eyman, Dyck, & Ryerson, 1987).

The cognitive, behavioral, and emotional problems selected for inclusion in the curriculum reflected the experiences and epidemiological reality of Zuni adolescent life. "Cognitive problems" included negative views of self, the world, and the future. The primary "behavioral problem" targeted was self-destructive action as a coping response (seen as "normal" to many Zuni adolescents) to immediate problems as well as to long-standing life adversities. "Emotional problems" included depression, restraint of emotions, reactions to family instability, or isolation and acculturation conflicts.

#### Components of the Pilot Version of Zuni Life Skills Development (ZLSD) Curriculum

The ZLSD curriculum included components fundamental to effective adaptation and personal/social competence: communication skills, problem solving, and stress and anger regulation. These skills were combined with standard suicide prevention activities devoted to helping students learn to identify common warning signs associated with suicide, engage in active listening with peers when problems arose, and utilize school and community resources for personal or peer referral when issues of suicide emerged.

The ZLSD curriculum was structured as six major units across 28 lesson plans: information about suicide, suicide intervention skills, communication skills, coping with oppression, anger and stress management, and personal and community goal setting. All lessons were interactive and incorporated situations and experiences relevant to Zuni adolescent life such as dating, rejection, divorce, separation, unemployment, and problems with health and the law. Most lessons included brief written scenarios that described problematic life situations that typical Indian adolescents might face. As learning tools, these scenarios provided a chance for students to employ problem solving and apply the suicide-relevant knowledge that they had learned.

#### Cultural Tailoring of the Curriculum

From the start, the emphasis of curriculum development was on culturally "tailoring" the curriculum for Indian youth, specifically for Zuni adolescents. It was expected that a culturally tailored curriculum would be seen as more relevant and would therefore have more impact on student

attitudes and behavior than a curriculum that did not consider the realities and conditions of Indian life. Researchers were aware, however, that this assumption was subject to testing and therefore decided to develop both a Zuni-specific curriculum and a more generic version. While the generic version contained exactly the same information and skills training as the Zuni-specific version, it lacked specific reference to Indian values, beliefs, conditions, and scenarios that were intended to make the Zuni-specific version especially credible and pertinent to Zuni adolescents.

In December of 1989, the curriculum was distributed to Zuni High School language arts teachers for their use in a pilot test. Up to this point, curriculum developers had worked in relative isolation from the Zuni schools and community, but over the next year a great deal of collaboration occurred between Zuni people and developers to create an innovative, sensitive curriculum. Although Indian people were always on the curriculum development team, input from Zuni tribal members and schoolteachers was essential to the specific tailoring process and to achieving community acceptance for the curriculum.

Extensive sessions with Zuni educators and mental health staff determined their views regarding which Zuni values should be promoted throughout the curriculum, the aspects of Zuni life that might make students feel powerful, and the healthy outlets Zunis already had for managing stress. The issue of students acting as "suicidal persons" in role plays was a major concern. Such a role play was contrary to Zuni taboos about acting on or thinking about attempting suicide. It was decided that Zuni students could participate in the role plays as helpers but that non-Zunis would be brought in to play the role of the person considering suicide.

Teachers also offered many useful suggestions for curriculum revisions that were incorporated prior to the pilot test. For example, they objected to the abrupt presentation of suicide information in the beginning of the curriculum and were concerned that self-esteem lessons had been omitted from the course. Agreements were made to add self-esteem lessons and to reorganize the presentation of units so that the two suicide prevention units would be presented toward the latter half of the curriculum.

A final innovative feature to culturally tailoring the curriculum was to pair Zuni community resource people from social service agencies with teachers to team-teach the curriculum. (Non-Zuni resource people were used with the generic version of the curriculum.) This innovative strategy allowed a greater degree of cultural relevance and content to be infused into each lesson. For example, Zuni team teachers could speak to students in their own language to explain important concepts and were more able than the non-Zuni language arts teachers to relate curriculum materials and exercises to traditional and contemporary Zuni activities, beliefs, and values. Zuni resource people were accessible and more able to answer questions from Zuni parents and community members concerned

about openly addressing issues of suicide. In addition, they brought their counseling skills and other resources to the classroom, which served to increase teachers' confidence that they could effectively teach sensitive curriculum content and skills. This extensive planning and coordination among researchers, Zuni community leaders, and educational staff enabled the development of a broad-based skills training curriculum for pilot testing.

### Preparing for Implementation

#### Teacher Training

Recognizing that confidence in the evaluation of the curriculum effectiveness depended upon fidelity to curriculum methods and content, three training sessions were provided to teachers, other school personnel, and community people involved in the curriculum implementation. Each training program was planned around a model for implementing health education innovations (Joyce & Showers, 1980; Tortu & Botvin, 1989), which suggests that five minimal components ensure an adequately implemented prevention program: (a) background on theoretical foundations for the curriculum and the research; (b) demonstration of new skills to be mastered by teachers, preferably using content from the curriculum; (c) practice of skills; (d) observation and feedback on teachers' performance of the new skills; and (e) coaching of the teachers in the application of new concepts and skills within the classroom environment. The structure and orientation of the training program essentially mirrored the skills building approach of the ZLSD curriculum; thus, the training itself provided the teachers with a practical modeling experience. In addition to these training components, participants were educated about research design, responsibilities, and activities, were given information about adolescent suicide, and received repeated instruction regarding suicide risk identification and intervention.

Previous research suggests that training teachers how to identify, refer, or provide minimal intervention for suicidal students is an especially important component of a comprehensive suicide prevention approach (Mulder, Methorst, & Diskstra, 1989). Because teachers interact with students daily, they are in a unique position to observe students' behavior, detect signs of suicide risk, and offer students the support they might need. Thus, the teacher training programs specifically addressed the suicide prevention and intervention role teachers could play. Each session taught or reinforced their understanding of suicide and their ability to identify and refer students appropriately.

This training was especially important since teachers expressed anxieties regarding their potential involvement with suicidal students; indeed, teachers' fears about implementing a suicide prevention

curriculum was a major barrier to their support and participation in this effort. Their understandable concerns about dealing with suicide issues were intensified by the aforementioned community and cultural taboos regarding suicide. They worried about receiving blame from the community or individual students if there was any negative backlash to the curriculum. As previously mentioned, the Zuni community resource persons helped reduce teacher anxiety in this regard. Zuni administrators also invited many nonschool community members to participate in the teacher training. Not only did including community members help to demonstrate community support for the curriculum, it also enhanced community capacity and awareness regarding suicide prevention.

As a final component to teacher training, researchers worked closely with the school, the Indian Health Service (IHS), and community service agencies to identify community resources for suicide intervention and to clarify the referral process. As much as possible, local experts were utilized as trainers to help build collaboration and the awareness that the community had the resources to support teachers and students dealing with the difficult issue of suicide.

#### **On-Site Support**

Since distance prevented any member of the research team to be on-site during implementation, Zuni administrators appointed a high school counselor to be the on-site coordinator for the project. Responsibilities of the coordinator were to lead weekly debriefing and support sessions with teachers, to conduct observations of classroom teaching of the curriculum, and to help in some data collection activities. Weekly phone calls from researchers to the on-site coordinator were planned to help ensure smooth implementation.

#### **Pilot Study Evaluation: Winter 1990**

The design for the pilot test of the curriculum included two curriculum conditions — Zuni-specific and generic — and a control condition. Pilot evaluation was conducted during January to May of 1990 and involved three teachers of six freshman language arts classes with two classes each per experimental condition. There were 106 students participating at the start of the semester.

#### **Measures**

##### **Process Measures**

Process measures were collected from both teachers and students on their perceptions of and experiences with the curriculum. The

student survey was constructed so as to select relevant items (when possible) from instruments previously employed in research with American Indians (Geer, 1988; LaFromboise, 1983b; Liberman & Frank, 1980). Students supplied the following information regarding each unit: (a) likes and dislikes, (b) degree of interest, (c) enjoyment or comfort/discomfort, (d) level of personal participation in class activities, (e) assessment of the unit's relevance to life at Zuni, and (f) opinion as to the most important thing they learned in the unit.

Teacher responses indicated their degree of comfort regarding the lesson, suggestions for improvement, and opinion as to the level of student interest in the content. One purpose of the teacher feedback was to assess areas where teachers deviated from the lesson content and methods and the amount of time spent on each lesson. Additional feedback was obtained from the weekly group sessions that teachers attended to discuss curriculum implementation and to seek advice from other teachers on ways of improving their delivery and handling of the lessons. These sessions were audiotaped and analyzed by researchers, who had weekly conversations with the on-site coordinator to respond to problem situations or teacher concerns regarding the curriculum. A final process measure entailed classroom observations that were scheduled to determine the level of teacher adherence to the curriculum and to assess their comfort with the skills training methods of giving information, modeling, behavior rehearsal, and feedback.

#### Outcome Measures

Outcome measures focused on changes in students in the three experimental conditions. Measures consisted of a student survey administered at the beginning and end of the semester and one mid-semester measure of suicide potential. The student survey included the following variables:

*Suicide behavior.* Items included questions designed to ascertain if the student had ever attempted suicide, recency of the attempt, number of times attempted, if the student had told anyone about the attempt, and if the attempt had been accompanied by a visit to a medical clinic.

*Suicide risk factors.* The questionnaire included several variables identified by earlier research as associated with increased risk for suicide behavior, including measures of suicide potential (Suicide Probability Scale; Cull & Gill, 1982); depression (Indian Adolescent Health Survey; Geer, 1988); hopelessness (Beck Hopelessness Scale; Beck, Weissman, Lester, & Trexler, 1974); psychological distress (Symptom Check List-90-R; Derogatis, 1977); stressful life events (adapted from the Social Readjustment Rating Scale; Holmes & Rahe, 1967); and use of drugs (Indian Adolescent Health Survey; Geer, 1988).

*Personal and social skills.* These items measured skills and behaviors covered in the curriculum that could help students cope better with daily life issues. Most items were created to measure specific curriculum components and included an assessment of anger expression, ways of coping (adapted from Folkman & Lazarus, 1980), self-efficacy for a variety of curriculum-related behaviors, problem solving, and interpersonal communication (items selected from Gay, Hollandsworth, & Galassi, 1975).

*Personal and family characteristics.* Demographic factors such as age and sex were assessed as were the students' home life — including parents' marital status and drug use habits. Students were asked about their liking for and performance in school, sources and uses of social support, and the degree to which they identified themselves as a traditional Zuni. This latter measure was included at the suggestion of Zuni community members, who assisted in development of the items.

*Knowledge of suicide myths and facts.* Several items were included to assess attitudes toward suicidal individuals and knowledge regarding suicide and community resources.

#### Baseline Results About the Need for Zuni Suicide Prevention

Baseline data were available from 77 students. Table 4-1 shows that the sample included 59% females and 41% males; the mean age was 15.6 years. Data indicated that suicide was a significant problem for this group of adolescents, with a full 30% of students reporting that they had attempted suicide at some time in their lives. Fifty-six percent of those who had attempted suicide had done so within the past 6 months; 70% of attempters had tried to kill themselves two or more times; 35% had told no one about the attempt.

Females were significantly more likely to have attempted suicide than males, ( $\chi^2 (1) = 4.68$ ),  $p < .03$ , a finding consistent with previous research on adolescent suicide that indicates that females are more likely to attempt than males, but males are more likely to complete the attempt successfully (Friedman, Asnis, Boeck, & DiFiore, 1987).

#### Process Results

*Student feedback.* Table 4-2 presents a summary of student feedback on the curriculum according to unit topics. The responses indicated that students generally found the lessons interesting, somewhat enjoyable, and clearly appropriate to life at Zuni. They participated in class activities and many felt positive regarding lesson content even when it dealt with issues such as suicide and depression.

In the Self-Esteem Enhancement unit, the majority of students reported that they enjoyed increasing their self-awareness, learning about

Table 5-1  
Study Sample Characteristics

Total Sample = 83*			
Males	= 34		
Females	= 49		
Mean Age	= 15.6		
	Total Sample (N = 77)*	Males (N = 31)*	Females (N = 46)
Suicide Behavior			
Ever attempted suicide	30% (23/77)	16% (5/31)	39% (18/46)
Of those who attempted:			
Tried within past 6 months	56% (13/23)	80% (4/5)	50% (9/18)
Attempted 2 or more times	70% (6/23)	60% (3/5)	72% (13/18)
Told no one about attempt	35% (8/23)	40% (2/5)	33% (6/18)
Medical visit was needed	13% (3/23)	20% (1/5)	11% (2/18)

\* Note. Towards the end of the survey when information about suicide behavior was solicited, some students opted not to respond, resulting in 6 cases with missing data.

peer views of themselves, reflecting on aspects of the adolescent experience, "being themselves," and participating in self-improvement activities. Some believed that they might be more successful in the future as a result of the self-development exercises.

Most students gave enthusiastic feedback to the lessons in the Coping With Oppression unit and especially liked the lesson that involved their identification of events and skills associated with feeling powerful and powerless. Most enjoyed learning about Indian and student rights in the Zuni version (student rights alone were covered in the generic version). Some, however, acknowledged the importance of rights and empowerment but stated that they preferred not to learn about such matters. Issues of suicide emerged, with some expressing that the unit content was depressing and others indicating that the material helped them learn to accept themselves and avoid suicidal urges.

Regarding the Communication Skills unit, students indicated that they had learned to develop their understanding of PR Award # 5299 At 006 to be better listeners, to help a friend, and to like themselves Page 006 They felt

Table 5-2  
Student Feedback on the Life Skills Development Curriculum

	Unit Topics						
	Self-Esteem Enhancement (4 lessons)	Coping with Oppression (2 lessons)	Communication Skills (4 lessons)	Anger & Stress Management (6 lessons)	Information on Suicide (7 lessons)	Strategies for Suicide Intervention (4 lessons)	Goal Setting (5 lessons)
Questions asked of students	(1=not at all; 9=very)			Form Revised**		(1=not at all; 5=very)	
How interesting were the lessons?	5.83	5.40	5.29	3.55	3.83	4.03	—
How much did you enjoy the lessons?*	5.89	4.65	5.02	—	—	—	—
How much did you take part in class activities?	6.21	5.88	5.36	3.40	3.61	3.79	—
How comfortable were you with the lessons?*	6.67	4.63	5.25	—	—	—	—
How appropriate were the lessons to life at Zuni?	5.12	5.34	5.04	3.45	3.71	3.80	—

\* These questions were deleted at the request of teachers after the third unit.

\*\*Form revised to a 5-point Likert Scale after the third unit.

that talking to people about their problems was interesting but difficult and that the peer-helping process made them think more about life. Personal reactions to suicide-related peer counseling began to surface in this unit, with two students indicating on the feedback forms that they would not tell anyone if they decided to commit suicide.

The majority of students felt that they had learned problem solving and self-talk as new ways of controlling anger in the Anger and Stress Management unit. Some expressed an increased awareness of the anger and violence prevalent at Zuni. Others believed that they could apply self-talk strategy to enhance self-confidence and reduce their tendency to worry about things.

Many students felt that they could better articulate the experience of depression as a result of the Information on Suicide unit, with some reporting that they had learned how to talk seriously rather than flippantly about suicide. Many indicated that they were now aware that other people could help them if they experienced suicidal thoughts. One student provided the following disturbing comment on the feedback sheet: "Nothing much as I see [*sic*] in my future years, I hopefully will enjoy my suicide future. Thank you and goodbye." The teachers and the school counselor were informed; the student was closely monitored and offered counseling.

In the latter part of the semester, fewer feedback sheets were completed, presumably due to declining interest with the written feedback process. Responses regarding the Strategies for Suicide Intervention unit indicated that some students believed that they had learned more about the reality of suicide in Zuni and about how to control themselves when they were tempted toward suicide. No feedback was available on the final unit on Personal and Community Goal Setting because of time constraints at the end of the semester.

Feedback that the majority of students were not threatened by the lesson content and appreciated the opportunity to discuss issues such as stress, suicide, and oppression was reinforcing to curriculum developers. The student feedback sheets provided an indirect mechanism for teachers and counselors to gauge student vulnerability as the curriculum progressed. Positive student responses helped to assuage teacher, school board, and community fears that open discussion of these problems could increase negative feelings and harm students. The few student feedback comments regarding the development of "suicide skills" as a result of the curriculum were expected yet still disconcerting.

*Teacher feedback.* Table 5-3 presents a summary of teacher feedback according to unit topics. Responses from teachers through lesson feedback sheets, weekly audiotaped discussions, numerous phone calls, and a postimplementation site visit indicated that the curriculum was seen as both viable and beneficial. Teachers, accustomed to complete control over lesson plans, initially appreciated the background information

Table 5-3  
Teacher Feedback on the Life Skills Development Curriculum

	Unit Topics						
	Self-Esteem Enhancement (4 lessons)	Coping with Oppression (2 lessons)	Communication Skills (4 lessons)	Anger & Stress Management (6 lessons)	Information on Suicide (7 lessons)	Strategies for Suicide Intervention (4 lessons)	Goal Setting (5 lessons)
Questions asked of teachers	(1 = not at all; 9 = very)			Form Revised**		(1 = not at all; 5 = very)	
How much did you enjoy teaching the lessons?*	6.30	5.00	6.44	—	—	—	—
How comfortable were you teaching the lessons?	7.40	5.20	6.44	4.25	3.54	4.50	—
How interested were students in lessons?	6.70	5.20	5.66	3.56	3.66	4.00	—
How comfortable were students with the lessons?*	6.90	5.40	5.66	—	—	—	—
How relevant were the lessons to life at Zuni?	7.44	8.00	8.00	4.75	4.45	5.00	—

\* These questions were deleted at the request of teachers after the third unit.

\*\*Form revised to a 5-point Likert Scale after the third unit.

and structure provided for them but later began to fall back on previous teaching styles.

Teachers felt that the scenarios presented in the curriculum helped to raise student awareness about suicide but wanted to postpone addressing suicide issues directly until the curriculum was well under way. This view conflicted with the researchers' position that issues of suicide should be addressed openly as they emerged in the course of implementing the curriculum. For example, as students began to learn about the expression of feelings, the text made reference to the widespread adolescent belief in their own immortality. One teacher felt that this text should be deleted because it might stimulate discussion on suicide.

There were differing opinions among teachers concerning the appropriateness of the lessons on empowerment and rights in the Coping With Oppression unit. Some felt that attention to Zuni historical and environmental antecedents of self-destruction were relevant to the curriculum; others believed that the material would be better suited to a social studies class. Both teachers and students commented most extensively regarding the lessons on understanding anger and the use of self-talk in anger regulation in the Anger and Stress Management unit.

### Implementation Issues

Although significant effort was made to keep the experimental conditions distinct, potential treatment effects were diffused by the logistic restraints of (a) only one school in which to test the curriculum and (b) a limited number of teachers who could be spared from required classwork to teach the pilot curriculum. Problems caused by these limitations may have been exacerbated by the fact that the on-site coordinator was unable to fulfill his duties throughout most of the pilot program. Later in the semester, teachers were able to fulfill all duties except the planned classroom observations. Thus, classroom assistance and on-site coaching of teachers during their delivery of the curriculum — essential factors to effective implementation — did not occur, which further weakened the delivery's conformity to the curriculum plan.

The feedback received from teachers spotlighted a number of problems in curriculum implementation. Feedback from the teachers indicated that they did not implement the curriculum in a uniform manner, and these variations decreased the comparability of curriculum content and methods across classrooms. Researchers speculated that some teachers may have avoided fully teaching lessons they found disturbing or believed would make students feel uncomfortable and that the information-giving component of the skills training model was most heavily used with less attention given to the unconventional methods of modeling, behavior rehearsal, and feedback.

Other process reports indicated that implementation did not go entirely as planned. One teacher was new to the school and experienced difficulty in maintaining discipline and class attendance, which limited the intervention's potential impact. Some teachers liked the lessons so much that they introduced various concepts from the treatment classes' curriculum to their control classes. Comments from teachers indicated that they found it very difficult to teach the generic curriculum without infusing "Zuni" cultural material into their instruction; therefore, differences between the two intervention conditions were substantially reduced.

#### Outcome Results

Despite uneven implementation, a strong effect was found for suicide potential on the Suicide Probability Scale (SPS), the major outcome measure for the suicide prevention portion of the curriculum. This measure was taken just prior to the curriculum units on suicide prevention (mid-semester pretest) and again at post-test. Due to teacher concerns regarding limited class time and the fears that discussion of suicide without instruction in the control classes would be harmful to students, control classes were measured only at post-test.

To increase power during analysis, the two intervention conditions were combined. This combination was desirable also because researchers believed that the cultural specificity intended to distinguish the intervention conditions had become confounded in implementation. Results from one treatment class were deleted because class records indicated that over 50% of the students had missed more than half of the lessons due to extremely low general attendance.

Table 5-4 shows the results of T-test analyses and indicates that intervention classes significantly reduced their suicide potential by post-test; control classes expressed a suicide potential at post-test equivalent to intervention classes at mid-semester pretest. The same pattern was revealed for three of the four subscales that constitute the SPS: suicide ideation, hostility, and hopelessness. However, the intervention group was not significantly different from the control group on the subscale measuring negative self-evaluation.

A similar effect was found in a 2 (intervention, control) x 2 (pre-test, post-test) analysis of covariance on these same groups applied to a modified version of the suicide ideation subscale, which appeared in the pretest at the start of the curriculum and in the post-test measures. The intervention group ( $\bar{x} = 1.20$ ) had a significantly better suicide ideation score when compared to the controls ( $\bar{x} = 2.58$ ),  $F(1, 54) = 5.12$ ,  $p < .03$ , after controlling for pretest differences. Analyses of covariance on all other variables showed no differences between control and intervention classes.

Table 5-4  
Mean Values for Intervention and Control Classes on  
Suicide Potential

Suicide Potential Measure	Intervention		Control
	Mid-semester Pretest (N = 36)	Post-test (N = 36)	Post-test (N = 26)
Total Suicide Probability Scale score	65.3*	56.2	66.8*
Subscales:			
Ideation	16.7a	13.4	16.8a
Hopelessness	21.6a	16.8	22.4a
Hostility	13.5a	10.8	13.3a
Negative Self Evaluation	14.0	15.3a	14.4a

\* All differences significant at  $p < .01$ .

Note. Higher scores indicate higher suicidal potential.

#### Some Conclusions From the Pilot Results

Results from the curriculum pilot test must be interpreted and analyzed in light of the nonconforming implementation of the curriculum. Several concerns were discussed earlier regarding implementation variations. Any one or combination of these factors could account for lack of significance on the majority of measures. Small sample sizes also must be considered. Power calculations suggest that a minimum of 100 students (or 50 per condition) are necessary for the detection of treatment effects. Pilot sample sizes were reduced as a result of the decision not to include poorly implemented classes and students who did not complete both the pretest and the post-test. However, the consistent finding of reduced suicide potential for intervention classes on the outcome measure and positive unit feedback from students on the process measures were extremely encouraging. The suicide prevention and intervention portions of the curriculum — the original basis for program development — form the basic core of the curriculum and account for the largest proportion of lessons. Significant effects on the outcome measure are likely to be related to (a) thorough consideration of the topic and (b) recency of learning factors (since the suicide prevention units were taught toward the end of the curriculum). Feedback on the process measures indicated that student attitudes were modified about the acceptability of sharing concerns related to suicide with peers, teachers, or counselors.

Data from the pilot test, including the process data, were presented to the Zuni Tribal Council, school board, and high school teachers

and administration. These results supported their beliefs that the life skills and suicide prevention approaches offered in the curriculum were useful and necessary. They agreed to continue supporting efforts to further develop the curriculum that incorporated pilot test findings and to continue the evaluation of a revised curriculum the following school year.

#### Modifications for the Main Trial

The purpose of a pilot test is to provide an opportunity to make adjustments in the intervention, methodology, measures, and working relationships between research and implementation staff. The pilot test of the ZLSD curriculum provided important information in each of these areas, with teacher feedback and consultation contributing greatly to modifications in the curriculum itself.

#### Intervention Modifications

The curriculum developed for the main trial is more interactive and provides more background information for teachers than the pilot test version. Additional background information is included in the content section of each lesson, along with more specific guidelines for teachers on the structure and delivery of each activity. Each lesson plan contains specific instructions for conducting modeling, behavior rehearsal, and feedback activities. Before modification, the curriculum allowed teachers to decide how skills training components would be delivered. The explicit guidance of skills training methods provided in every lesson of the revised curriculum should not only increase the uniformity with which lessons are implemented but also ensure that the skills training format is used.

The curriculum, expanded to 43 lessons, is currently presented daily in language arts classes (in contrast to the twice-a-week exposure of the pilot test). New lessons on self-destructive actions associated with sexual behavior and a lesson on dysfunctional families have been included. The section on coping with oppression — revised for greater student tribal identification — was combined with the personal and community goal-setting unit to form a final unit entitled "Planning Ahead for the Future." Substantially more Zuni cultural content was included in the curriculum's current version, and other instructional methods such as the use of unit theme songs and cartoons relevant to lesson content were incorporated to make the material more appealing to students.

#### Methodology Modifications

Two major methodological changes were made for the main trial of curriculum effectiveness. First, at teachers' suggestion, the new design omitted the generic curriculum. Teachers did not believe that they could

deliver a "culturally generic" curriculum to students, since it is an integral part of their daily role to be responsive to the cultural and personal needs of students. Thus, the design for the main trial includes only two conditions: intervention versus control.

Second, researchers worked closely with the school to increase the study's sample sizes, which was accomplished by including both junior language arts and freshman classes. This change will create a 50% increase in the number of students participating in the main trial compared with the pilot study; however, it does not increase the number of teachers delivering the curriculum, since the same teachers teach both grades.

#### Modification of Measures

The researchers substantially adjusted the main trial measures to add and delete certain outcome variables. For example, rather than continue with specific items related to ways of coping and anger, the self-efficacy scale was revised to include items about perceptions of coping and anger regulation abilities that were more closely tied to the curriculum. In the main trial, students will identify designated "counselors" — such as teachers, counselors, or other helpful community members — from whom they can seek information and support. Researchers expect that the designation process will raise student awareness about available resource persons and facilitate the help-seeking process; furthermore, researchers will monitor whether students approach counselors regarding particular problems.

In addition, the researchers sought a better balance between the two types of student questionnaire measures: those that more directly measured the abilities, attitudes, and knowledge that the curriculum addressed and the more "clinical" outcome measures such as depression and hostility that researchers hoped the curriculum would affect.

Modification of measures was influenced by both community and school input. Many suggested additional measures to help better understand the potential strengths and skills of Zuni adolescents and the community factors that might hinder or aid the development of these abilities. For example, the Zuni Tribal Council wanted to discover if the more traditional Zuni adolescents had better coping resources for responding to distress and suggested that specific questions regarding parental involvement in the teaching of traditions be added to a measure of traditional status.

Administrators concerned about the high level of students indicating past suicide attempts suggested that researchers add new questions to better discriminate between students who had actually tried to commit suicide and those who had only thought about it. According to Zuni beliefs, imagining a suicide attempt can be construed as having actually

acted upon that attempt, thus potentially elevating suicide attempt scores that would be conventionally coded as suicidal ideations. Teachers and researchers advocated the inclusion of a self-concept measure; the Self Esteem Inventory (Coopersmith, 1987) was subsequently added to the test battery. Other teacher and administrator concerns regarding estimating the curriculum's potential impact on the school were addressed by the addition of several items from the Classroom Environment Scale (Moos & Trickett, 1987).

#### **Modifications to Researcher-Community Relations**

Finally, researchers sought to improve community communication, understanding, and commitment both to the curriculum and to the research needs related to its implementation and development. They sought closer coordination with the district and high school administration and were successful in the redefinition of the on-site coordinator responsibilities to provide a crucial link between curriculum implementation and research activities. A Zuni teacher spent 6 weeks at Stanford University collaborating with researchers on revisions of the curriculum, measures, and procedures. This collaboration helped both researchers and implementers understand and accept the others' needs and provided the researchers with an on-site ally during implementation. The Zuni teacher's participation in weekly research meetings also strengthened the school community's voice in curriculum evaluation.

#### **Beyond the ZLSD Curriculum**

Besides conducting the main trial of the revised curriculum, the researchers are currently documenting and facilitating other changes occurring at the Zuni school and community system levels. Increased, active community support for the curriculum will lead to a greater positive impact in helping the community confront the issue of youth suicide. Parents' drug and alcohol programs, human and social service agencies, adolescent risk reduction programs, and the local IHS clinic are being encouraged to develop stronger connections by researchers and community members closest to the curriculum development project. These connections are encouraged because if the larger environment does not provide a supportive context in which adolescents can practice the new personal and social skills taught in the curriculum, it will be difficult for the young people to maintain these skills.

Fortunately, school and community efforts are being made to create a more supportive environment. Some teachers have suggested the development of a suicide crisis telephone line, which would require close coordination with mental health professionals at the IHS, additional funding, and probably volunteer staff. Community members also

are considering parent education programs to help parents communicate more effectively with their children and reinforce life skills behaviors in the home environment. Additionally, there is interest in increasing community recognition of suicidal and other self-destructive behaviors. Community education programs and continued training of laypeople and paraprofessionals in suicide prevention and intervention techniques will respond to this need.

Within the school, the researchers have advocated for the development of a school policy on suicide and long-range planning for integrating the ZLSD curriculum into the overall school educational program. The Zuni Public Schools are eager to involve as many students as possible in the ZLSD curriculum, but the most appropriate grade level for initiating the life skills development and suicide prevention curriculum remains uncertain. Some advocate the introduction of these concepts in middle school; others believe that the curriculum should be implemented at all grade levels because the entire youth population is at risk. Data from the local IHS clinic suggest that recent male graduates of high school are most likely to commit suicide and that immediate prevention efforts, therefore, should focus on this population rather than on the total adolescent population at a younger age. One timing approach would offer the curriculum in late middle or early high school and then develop booster sessions for students in upper grades and adult education courses to reinforce the basic ZLSD training.

Finally, researchers plan to investigate if the approach utilized in this study — the specific adaptation of life skills curriculum to the Zuni culture and values — would be effective and appropriate in other Indian communities. After the main trial, the researchers will develop instructions for other Indian communities on how to tailor the curriculum to reflect their unique circumstances and cultural norms. The strategy intends to make the life skills curriculum highly appealing to Indian schools, relevant to their youth, and effective in teaching students basic skills to improve their quality of life.

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Ivan Sorbel

(b)(6)

**Objective:** To work in an organization that encourages the promotion of well being of the Lakota people. To excel in a position, achieve personal pride and excellence. To encourage and help an organization achieve success.

Current Position: Executive Director, Pine Ridge Area Chamber of Commerce, 2004 to present and one of PRACC's founders in 2001

**Education:**

1988-1990	Central Wyoming College, Riverton Wyoming.
1990-1993	Chadron State College, Chadron Nebraska BA, Criminal Justice
2002-2003	Oglala Lakota College Continuing education Lakota Language 1, 2 & 3
2005	Supervisor Training workshop
2006	Excel Basic Training

**Qualifications:**

Basic knowledge of computers and computer programs. Use of Facsimile, laser and dot matrix printers, postage meter, intercom telephone, E-mail, internet, electric typewriter, copy machine, ten key typing and other basic office equipment. Supervisory experience, community service, public address, CPR and first aid Certified and Notary public commission.

**Employment:**

1993-1994	Counselor-Home School Coordinator, Rocky Ford School Counseled Junior High grades in numerous areas. Coordinated in school activities. Home visits with parents regarding student participation and attendance.
1994-1995	Drywall Apprentice, Puckett Drywall, Rapid City SD Assist Drywall Journeymen in daily work. Learned operation of carpentry tools and basic drywall application.
1995-2000	Administrative Clerk, United States Marine Corps Basic Data Entry of individual records of Marines. Held secret security clearance. Licensed to drive military vehicles. Supervised, trained, disciplined, recommended promotions and personal achievement awards for Marines under my direct command. Promoted to the rank of E-5, Sergeant. Received two medals of achievement and two letters of appraisal for personal

- contributions to units served. Involved in community service, Toys for Tots program within the Des Moines, IA area.  
Honorably discharged in 2001.
- 2000-2001 Self Employed, I&L Sheetrock  
Work primarily in Drywall aspects of construction. Drywall and finish work on commercial and non-commercial buildings. New and remodel construction. Supervise and train employees.
- 2001-2004 Small Business Advocate, Pine Ridge Area Chamber of Commerce  
Promote business on the Pine Ridge Reservation. Supervisory duties, office clerical work, data entry, record keeping, pay, bookkeeping, taxes, special event coordination, fundraising and public address.  
Placed as Acting Executive Director July 2004.  
Initiate and participate in partnerships with like-minded organizations to create economic development on the Pine Ridge Reservation and financial stability of the Chamber.
- 2004-present Executive Director, Pine Ridge Area Chamber of Commerce  
Responsible for the overall operation of PRACC to include budgets, personnel, supplies, payroll, communications, marketing, grant search and fundraising.
- 2002-present Alliance of Tribal Tourism Advocates Board Treasurer  
Ensure proper procedures are followed pertaining to the annual budget and financials. Check signer.
- 2007-2013 Lakota Fund Board member (Served as President for four years)
- 2012-present South Dakota Department of Tourism Board Member

**References:**

Mark Tilsen, Lakota Express

(b)(6)

Loren Pourier, Muddy Creek Oil

(b)(6)

James Red Cloud, Red Cloud Law Firm

(b)(6)

January Rose Mathis (Expected Mentor/Community Service Coordinator)

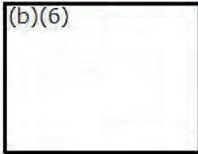
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**Objective**



# Sydnee Ferguson

## (Anticipated Bookkeeper)



### Education

May 2010 | High School Diploma, Little Wound School  
June 2013 | AAS Office Technology, Oglala Lakota College

### Skills

- Knowledgeable in office machines, ie: fax, copiers, telephones
- Knowledgeable with Microsoft Office programs
- Outgoing and friendly
- Dedicated and willing to learn

### Employment

#### Dean's Fireworks June –July 2005-2013

- Seasonal employment
- Sold fireworks
- Sorted and priced fireworks
- Did Payroll Deduction forms for customers
- Supervised 1 – 2 employees

#### Subway January 2010

- Made sandwiches
- Prepped the vegetables for sandwiches
- Ran the cash register
- Cleaned area, washed dishes

## **Internship**

### **Pejuta Haka College Center January 2013**

- Answered phones, took messages
- Made copies as needed for Director and Counselors
- Typed memos
- Kept area clean, swept and mopped as needed

## **Extra-Curricular Activities**

- Participated in High School Basketball 2007-2010
- Participated in High School Volleyball 2007-2008
- Football Manager 2009-2010
- Volunteer at Our Lady of Sorrows Bible School June 2010-2011
- Participated in Down Under Sports, Brisbane, Australia 2009
- Participant in the American Indian College Fund "Help A Student Help A Tribe" Campaign 2011

## **Awards**

- Grandpa Mustang Memorial Scholarship 2010
- Angie Reyes Memorial Scholarship 2010
- Little Wound School Scholarship 2010
- BOT Supplemental Scholarship 2010, 2011, 2012, 2013
- BOT 100% Attendance Scholarship 2011, 2012
- Tobacco Free Scholarship 2011, 2012
- Dakota Indian Foundation Scholarship 2012

**PRACC OLLL School Community Coordinator  
To Be Hired**

**Reports to: Project Director**  
**Number of Days: 12 months**

**Position Summary:** Facilitates the implementation and management of the development of community school activities, events, programs and services that lead to student job and higher education readiness. Provides leadership for the coordination of community school efforts including classes, community service, internships, and work with volunteers within the pilot schools.

**Qualifications/Job Requirements:**

**Education:** • Bachelor's degree education, or social work -master's preferred.

**Specialized Knowledge, Licenses, etc:**

• Lakota language speaker and cultural knowledge preferred

**Experience:**

- Five years of experience in community building including Reservation-based experience
- Five years of experience in program planning, implementation, evaluation and organizational support.

**Other:**

- Knowledge of community resources.
- Demonstrated ability to work with school age youth
- Ability to build community partnerships and maintain working relationships.
- Ability to work in a school bureaucracy.
- Proven skills in leadership, group facilitation, coordination, marketing, data collection and evaluation.
- Ability to demonstrate cultural sensitivity and work with a diverse group of people.
- Ability to adhere to school policies and procedures.
- Ability to organize, prioritize and respond to deadlines while working on multiple tasks.
- Effective oral and written communication skills.
- Exhibits the ability to be a creative thinker and self-starter.

**Duties and Responsibilities:**

Facilitates adaptation and integration of existing curriculum to result in OLLL developmentally appropriate life skills activities for grades four through twelve, including community service.

Facilitates initial pilot of curriculum with youth in year one.

Establishes linkages with non-profits, local businesses, Chamber members, and resource people to promote their involvement in the OLLL project (in coordination with the Project Director).

Initially trains one secondary teacher in each pilot school to facilitate high school classes as well as assists with those classes.

Trains teachers in grades four through eight in each pilot school to integrate age appropriate OLLL activities daily within the school day (in years two through four).

Schedules and assists teachers to schedule volunteer community resource people to facilitate project activities within and after the school day, including community service.

Assists with institutionalizing the project within each pilot school so that the model continues to be offered after this project ends.

Performs tasks for the day to day management and coordination of activities.

Develops, maintains and nurtures relationships with school administration and staff, parents, family members, and community

Responsible for required data collection and evaluation within school sites.

Prepares and presents written and oral reports to OLLL director.

Participates in training and professional development.

Performs other duties as assigned by the OLLL Director

Scheduling flexibility.

Communicate clearly and processes complex information.

# ABOUT SWEET GRASS CONSULTING, LLC

## FIRM OVERVIEW

Sweet Grass Consulting, LLC provides professional, evaluation, and research services that promote and support asset-based development initiatives in economically burdened communities. Sweet Grass Consulting, LLC was founded by Andrea Akers and Michael Brydge in 2014 in response to a need they identified working in Reservation communities since 2009. Sweet Grass Consulting, LLC specializes in impact evaluation for a variety of organizations. Sweet Grass Consulting, LLC has expertise in many anthropological methods which are utilized to accomplish a variety of professional, evaluation, and research services. We are committed as an organization to participatory methods with an expertise in community development, monitoring and evaluation, qualitative research, and quantitative research. Through utilizing these methods we are able to focus on delivering the following products to our clients:

**Impact Measurement Plans:** Theory of Change, Logic Models, Data Collection Instruments, Database Creation and Management, Standardized Custom Reports

**Market and Community Surveys:** Survey and Research Design, Data Collection and Project Monitoring, Surveyor Training and Monitoring, Data Analysis and Reporting

**Community Building and Development:** Project Design and Implementation, Local Tourism Development, Family Based Initiatives, Job Readiness Trainings, Workforce Development, Participatory Research

## CURRENT PARTNERS

- Thunder Valley Community Development Corporation
- Sustainable Home Ownership Program
- Seven Sisters Community Development Group
- South Dakota Native Homeownership Coalition
- Black Hills Habitat for Humanity
- Pine Ridge Area Chamber of Commerce
- Cheyenne River Tribal Ventures
- First Peoples Fund
- Tatanka Wakpala Model Sustainable community
- Village Earth
- The Lakota Funds
- Knife Chief Buffalo Nation
- Native American Community Development Corporation
- First American Capital Corporation
- Northern Shores Community Development
- Northwest Native Development Fund
- Citizen Potawatomi Community Development Corporation
- Lummi Community Development Financial Institution
- Four Bands Community Fund
- Chehalis Tribal Loan Fund
- First Nations Development Institute
- First Nations Oweesta Corporation
- Rosebud Economic Development Corporation
- Bluestem Consulting, LLC

## CONTACT INFORMATION

info@sweetgrassconsulting.net  
www.sweetgrassconsulting.net  
540.448.1826  
970.412.5836

# TEAM MEMBERS

## ANDREA AKERS PRINCIPAL DIRECTOR OF OPERATIONS & PROGRAMS

(b)(6)

(b)(6)

Andrea Akers is the principal director of operations and programs for Sweet Grass Consulting. She received her MA in Cultural Anthropology with a specialization in Technical and Professional Methods from Colorado State University. Her work, both

during and following her education, has ranged from data management and analysis, evaluation and outcome measurement, strategic planning and community building, training and conference planning, graphic and website design, membership management and recruitment, research design and reporting, and personnel management and meeting facilitation. Her strengths are providing detailed work with an attention to both macro and micro levels of the organizations interaction and goals to produce both a comprehensive and detailed product. Andrea values working with organizations to recognize and reach their goals.

## MICHAEL BRYDGE PRINCIPAL DIRECTOR OF DEVELOPMENT & COMMUNITY ENGAGEMENT

(b)(6)

(b)(6)

Michael Brydge is the principal director of development and community engagement for Sweet Grass Consulting. He received his MA in Cultural Anthropology from Colorado State University. Since 2007, he has engaged in survey and data analysis; report writing; asset-based problem solving; ecological change assessments; participatory mapping; youth development; community beautification; and eco-building and tourism initiatives. His work has primarily been conducted in collaboration with various Lakota tribes in South Dakota but also with farmers and ranchers in eastern Colorado and a school district in northern Colorado. Michael's strengths are enhancing and utilizing local assets to establish community driven solutions for local needs. He has an 18 year background in construction. He has two twin boys and lives in Colorado.

## JOSH SHAUGHNESSY PROJECT MANAGER

(b)(6)

(b)(6)

Joshua Shaughnessy is the program manager for Sweet Grass Consulting. He has worked with Reservation Communities since 2014. Joshua is

currently pursuing his MA in Cultural Anthropology with a concentration in Human Health and Well-being from Colorado State University. He is experienced in a variety of research methods and techniques including: survey and interview instrument creation; data collection and management (in a variety of software platforms); impact measurement procedures; research methods; and report writing. Joshua has worked and done research on several Reservations in South Dakota, most recently he spent 3 months in the summer of 2015 researching food systems and sovereignty on the Cheyenne River Reservation in partnership with Cheyenne River Tribal Ventures, as well as in Gozo, Malta. His strengths include his knowledge of database management systems, qualitative research methods and his ability to quickly learn and adapt to a variety of methods to best serve the needs of organizational clients.

## MACKENZIE HOWSHAR MONITORING & EVALUATION COORDINATOR

(b)(6)

(b)(6)

Mackenzie Howshar is the monitoring and evaluation coordinator for Sweet Grass Consulting. She received her BS in Psychology from Colorado State University, where she conducted a thesis project on the use of technology in classrooms. She has worked with a variety of diverse populations technology in classrooms. dealing with obstacles including poverty, homelessness, aging, domestic violence, and sexual assault. She provides technical assistance and engages in database management, impact measurement, data analysis, and report writing. Her strengths include detail-oriented analysis and creation of instruments to optimize impact tracking in organizations

## **Pine Ridge Area Chamber of Commerce**

### **Board of Directors 2016-2017**

President – Arlin Whirlwind Horse (OST enrolled member), Associate Judge, Oglala Lakota Tribe

Vice President – Howard Olson (OST enrolled member), Business owner, Singinghorse

Secretary – Sharice Davids (OST enrolled member), Deputy Director, Thunder Valley

Treasurer – Gerald Cournoyer (OST enrolled member), Owner, Art Galley and artist

5<sup>th</sup> Member – Donald Montileaux (OST enrolled member), Artist

#### **Board Members**

Shawn Reinhart (OST enrolled member), Oglala Lakota College

Marquittee Heathershaw (OST enrolled member), Business Owner, Heathershaw Designs

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 HIGHER EDUCATION PROGRAM, TRIBAL EDUCATION AGENCY, LITTLE WOUND SCHOOL, CRAZY HORSE SCHOOL AND THE PINE RIDGE AREA CHAMBER OF COMMERCE 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 Pine Ridge Area Chamber of Commerce 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 and OST Higher Education Program to partner with the Pine Ridge Area Chamber of Commerce and Little Wound School and Crazy Horse School for this grant on April 11, 2016, now

THEREFORE BE IT RESOLVED, that the Executive Committee of the Oglala Sioux Tribe hereby approves the partnership agreement between the Pine Ridge Area Chamber of Commerce, OST Tribal Education Agency, OST Higher Education, Little Wound School and Crazy Horse School in applying 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. 16-61XB  
Page Two

(b)(6)

A-T-T-E-S-T:  
(b)(6)

RHONDA TWO EAGLE  
Secretary  
Oglala Sioux Tribe

JOHN YELLOW BIRD STEELE  
President  
Oglala Sioux Tribe



**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)

## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

**PRACC OLLL-Year One Budget**

<b>Category/Line Items</b>	<b>Federal</b>	<b>Total</b>
<b>Personnel</b>		
Project Director 5% time (\$50,000 full time)	\$2,500.00	
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	
School Community Coordinator-Full-time	\$44,173.00	
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	
<b>Total Personnel</b>		<b>\$72,173.00</b>
<b>Fringe</b>		
OASI/Medicare - 7.65%	\$5,521.23	
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	
<b>Total Fringe</b>		<b>\$21,121.23</b>
<b>Travel - Out-of State</b>		
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350) 4 days meals & exp. \$70/day x 2 (\$980) 1,335 airfare x 2 ( 2,670)	\$5,000.00	
<b>Total Travel</b>		<b>\$5,000.00</b>
<b>Equipment</b>		
<b>Supplies-20 classrooms @\$500 each</b>	\$0.00	
<b>Total supplies</b>	\$10,000.00	<b>\$10,000.00</b>
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	
LWS (high school teacher) extra duty	\$15,000.00	
Crazy Horse (high school teacher) extra duty	\$15,000.00	
CPA for mandatory audit-this program only	\$2,000.00	
Program evaluation	\$10,000.00	
<b>Total Contractual</b>		<b>\$72,000.00</b>
<b>Other</b>		
Program liability-out of school only	\$1,000.00	
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	
KILI radio program for project @ \$75/wk.	\$3,900.00	
Project info for parents-flyers, newsletters10 m. x 500/m.	\$5,000.00	
10 Community service projects- 2 comm. @ \$400	\$8,000.00	
Local mileage- 2 program staff only .54/mi. x average of 1,550 mile/m. (\$20,088) Youth travel -\$5,000/school x 2	\$30,088.00	
Youth needs-2 schools @ \$500/school	\$1,000.00	
<b>Total Other</b>		<b>\$69,463.00</b>
<b>Total Federal Request</b>		<b>\$249,757</b>

**PRACC OLLL-Year One Budget Justification**

<b>Item</b>	<b>Federal</b>	<b>Justification</b>
<b>Personnel</b>		Salaries per salary schedule
Project Director 5% time (\$50,000 full time)	\$2,500.00	Administrative
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	Needed to provide services to grad, and to coor. Community work exper.
School Community Coordinator-Full-time	\$44,173.00	See job description
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	Admin. For fiscal accountability
<b>Total Personnel</b>	<b>\$72,173.00</b>	
<b>Fringe</b>		Per Board approved policies
OASI/Medicare - 7.65%	\$5,521.00	Mandated
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	Mandated
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	Mandated
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	Mandated
<b>Total Fringe</b>	<b>\$21,121.00</b>	
<b>Travel - Out-of State</b>		Travel rates per PRACC policies
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350) 4 days meals & exp. \$70/day x 2 (\$980) 1,335 airfare x 2 ( 2,670)		Recommended meeting
<b>Total Travel</b>	<b>\$5,000.00</b>	
<b>Equipment</b>	\$0.00	
<b>Supplies-20 classrooms @\$500 each</b>	\$10,000.00	For OLLL activities-all grades)
<b>Total supplies</b>	<b>\$10,000.00</b>	
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	Aver. \$10/hr. plus travel
LWS (high school teacher) extra duty	\$15,000.00	For OLLL services only
Crazy Horse (high school teacher) extra duty	\$15,000.00	For OLLL services only
CPA for mandatory audit-this program only	\$2,000.00	Based on historical data
Program evaluation	\$10,000.00	40 days @ \$250/day
<b>Total Contractual</b>	<b>\$72,000.00</b>	
<b>Other</b>		
Program liability not covered by schools	\$1,000.00	Mandated
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	Program services in pilot schools
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	Keep parents involved
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	Per AI Living Skills price list
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	Class handouts & worksheets
KILI radio program for project @ \$75/wk.	\$3,900.00	Keep community involved
Project info for parents-flyers, newsletters10m@\$500	\$5,000.00	Keep parents involved
10 Community service projects- 2 comm.-\$400 ea.	\$8,000.00	Clean-up-other supplies/travel
Local mileage- 2 program staff only .54/mi. x av. of 1,550 mile/m(\$20,088) Youth travel -\$5,000/2 schools	\$30,088.00	Extensive travel needed to serve 2 schools in rural area
Youth needs-2 schools @ \$500/school	\$1,000.00	To get SS #, work clothing, recognition items, other
<b>Total Other</b>	<b>\$69,463.00</b>	

**PRACC OLLL-Year Two Budget**

<b>Category/Line Items</b>	<b>Federal</b>	<b>Total</b>
<b>Personnel</b>		
Project Director 5% time (\$50,000 full time)	\$2,500.00	
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	
School Community Coordinator-Full-time	\$44,173.00	
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	
<b>Total Personnel</b>		<b>\$72,173.00</b>
<b>Fringe</b>		
OASI/Medicare - 7.65%	\$5,521.23	
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	
<b>Total Fringe</b>		<b>\$21,121.23</b>
<b>Travel - Out-of State</b>		
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350) 4 days meals & exp. \$70/day x 2 (\$980) 1,335 airfare x 2 ( 2,670)	\$5,000.00	
<b>Total Travel</b>		<b>\$5,000.00</b>
<b>Equipment</b>		
<b>Supplies-20 classrooms @\$500 each</b>	\$0.00	
<b>Total supplies</b>	\$10,000.00	<b>\$10,000.00</b>
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	
LWS (high school teacher) extra duty	\$15,000.00	
Crazy Horse (high school teacher) extra duty	\$15,000.00	
CPA for mandatory audit-this program only	\$2,000.00	
Program evaluation	\$10,000.00	
<b>Total Contractual</b>		<b>\$72,000.00</b>
<b>Other</b>		
Program liability-out of school only	\$1,000.00	
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	
KILI radio program for project @ \$75/wk.	\$3,900.00	
Project info for parents-flyers, newsletters10 m. x 500/m.	\$5,000.00	
10 Community service projects- 2 comm. @ \$400	\$8,000.00	
Local mileage- 2 program staff only .54/mi. x average of 1,550 mile/m. (\$20,088) Youth travel -\$5,000/school x 2	\$30,088.00	
Youth needs-2 schools @ \$500/school	\$1,000.00	
<b>Total Other</b>		<b>\$69,463.00</b>
<b>Total Federal Request</b>		<b>\$249,757</b>

**PRACC OLLL-Year Two Budget Justification**

<b>Item</b>	<b>Federal</b>	<b>Justification</b>
<b>Personnel</b>		Salaries per salary schedule
Project Director 5% time (\$50,000 full time)	\$2,500.00	Administrative
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	Needed to provide services to grad, and to coor. Community work exper.
School Community Coordinator-Full-time	\$44,173.00	See job description
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	Admin. For fiscal accountability
<b>Total Personnel</b>	<b>\$72,173.00</b>	
<b>Fringe</b>		Per Board approved policies
OASI/Medicare - 7.65%	\$5,521.00	Mandated
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	Mandated
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	Mandated
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	Mandated
<b>Total Fringe</b>	<b>\$21,121.00</b>	
<b>Travel - Out-of State</b>		Travel rates per PRACC policies
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350)		Recommended meeting
4 days meals & exp. \$70/day x 2 (\$980)		
1,335 airfare x 2 ( 2,670)		
<b>Total Travel</b>	<b>\$5,000.00</b>	
<b>Equipment</b>	<b>\$0.00</b>	
<b>Supplies-20 classrooms @\$500 each</b>	<b>\$10,000.00</b>	For OLLL activities-all grades)
<b>Total supplies</b>	<b>\$10,000.00</b>	
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	Aver. \$10/hr. plus travel
LWS (high school teacher) extra duty	\$15,000.00	For OLLL services only
Crazy Horse (high school teacher) extra duty	\$15,000.00	For OLLL services only
CPA for mandatory audit-this program only	\$2,000.00	Based on historical data
Program evaluation	\$10,000.00	40 days @ \$250/day
<b>Total Contractual</b>	<b>\$72,000.00</b>	
<b>Other</b>		
Program liability not covered by schools	\$1,000.00	Mandated
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	Program services in pilot schools
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	Keep parents involved
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	Per AI Living Skills price list
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	Class handouts & worksheets
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Youth needs-2 schools @ \$500/school	\$1,000.00	To get SS #, work clothing, recognition items, other
<b>Total Other</b>	<b>\$69,463.00</b>	

**PRACC OLLL-Year Three Budget**

<b>Category/Line Items</b>	<b>Federal</b>	<b>Total</b>
<b>Personnel</b>		
Project Director 5% time (\$50,000 full time)	\$2,500.00	
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	
School Community Coordinator-Full-time	\$44,173.00	
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	
<b>Total Personnel</b>		<b>\$72,173.00</b>
<b>Fringe</b>		
OASI/Medicare - 7.65%	\$5,521.23	
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	
<b>Total Fringe</b>		<b>\$21,121.23</b>
<b>Travel - Out-of State</b>		
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350) 4 days meals & exp. \$70/day x 2 (\$980) 1,335 airfare x 2 ( 2,670)	\$5,000.00	
<b>Total Travel</b>		<b>\$5,000.00</b>
<b>Equipment</b>		
<b>Supplies-20 classrooms @\$500 each</b>	\$0.00	
<b>Total supplies</b>	\$10,000.00	<b>\$10,000.00</b>
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	
LWS (high school teacher) extra duty	\$15,000.00	
Crazy Horse (high school teacher) extra duty	\$15,000.00	
CPA for mandatory audit-this program only	\$2,000.00	
Program evaluation	\$10,000.00	
<b>Total Contractual</b>		<b>\$72,000.00</b>
<b>Other</b>		
Program liability-out of school only	\$1,000.00	
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	
KILI radio program for project @ \$75/wk.	\$3,900.00	
Project info for parents-flyers, newsletters10 m. x 500/m.	\$5,000.00	
10 Community service projects- 2 comm. @ \$400	\$8,000.00	
Local mileage- 2 program staff only .54/mi. x average of 1,550 mile/m. (\$20,088) Youth travel -\$5,000/school x 2	\$30,088.00	
Youth needs-2 schools @ \$500/school	\$1,000.00	
<b>Total Other</b>		<b>\$69,463.00</b>
<b>Total Federal Request</b>		<b>\$249,757</b>

**PRACC OLLL-Year Three Budget Justification**

<b>Item</b>	<b>Federal</b>	<b>Justification</b>
<b>Personnel</b>		Salaries per salary schedule
Project Director 5% time (\$50,000 full time)	\$2,500.00	Administrative
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	Needed to provide services to grad, and to coor. Community work exper.
School Community Coordinator-Full-time	\$44,173.00	See job description
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	Admin. For fiscal accountability
<b>Total Personnel</b>	<b>\$72,173.00</b>	
<b>Fringe</b>		Per Board approved policies
OASI/Medicare - 7.65%	\$5,521.00	Mandated
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	Mandated
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	Mandated
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	Mandated
<b>Total Fringe</b>	<b>\$21,121.00</b>	
<b>Travel - Out-of State</b>		Travel rates per PRACC policies
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350)		Recommended meeting
4 days meals & exp. \$70/day x 2 (\$980)		
1,335 airfare x 2 ( 2,670)		
<b>Total Travel</b>	<b>\$5,000.00</b>	
<b>Equipment</b>	<b>\$0.00</b>	
<b>Supplies-20 classrooms @\$500 each</b>	<b>\$10,000.00</b>	For OLLL activities-all grades)
<b>Total supplies</b>	<b>\$10,000.00</b>	
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	Aver. \$10/hr. plus travel
LWS (high school teacher) extra duty	\$15,000.00	For OLLL services only
Crazy Horse (high school teacher) extra duty	\$15,000.00	For OLLL services only
CPA for mandatory audit-this program only	\$2,000.00	Based on historical data
Program evaluation	\$10,000.00	40 days @ \$250/day
<b>Total Contractual</b>	<b>\$72,000.00</b>	
<b>Other</b>		
Program liability not covered by schools	\$1,000.00	Mandated
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	Program services in pilot schools
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	Keep parents involved
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	Per AI Living Skills price list
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	Class handouts & worksheets
KILI radio program for project @ \$75/wk.	\$3,900.00	Keep community involved
Project info for parents-flyers, newsletters10m@\$500	\$5,000.00	Keep parents involved
10 Community service projects- 2 comm.-\$400 ea.	\$8,000.00	Clean-up-other supplies/travel
Local mileage- 2 program staff only .54/mi. x av. of 1,550 mile/m(\$20,088) Youth travel -\$5,000/2 schools	\$30,088.00	Extensive travel needed to serve 2 schools in rural area
Youth needs-2 schools @ \$500/school	\$1,000.00	To get SS #, work clothing, recognition items, other
<b>Total Other</b>	<b>\$69,463.00</b>	

**PRACC OLLL-Year Four Budget**

<b>Category/Line Items</b>	<b>Federal</b>	<b>Total</b>
<b>Personnel</b>		
Project Director 5% time (\$50,000 full time)	\$2,500.00	
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	
School Community Coordinator-Full-time	\$44,173.00	
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	
<b>Total Personnel</b>		<b>\$72,173.00</b>
<b>Fringe</b>		
OASI/Medicare - 7.65%	\$5,521.23	
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	
<b>Total Fringe</b>		<b>\$21,121.23</b>
<b>Travel - Out-of State</b>		
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350) 4 days meals & exp. \$70/day x 2 (\$980) 1,335 airfare x 2 ( 2,670)	\$5,000.00	
<b>Total Travel</b>		<b>\$5,000.00</b>
<b>Equipment</b>		
<b>Supplies-20 classrooms @\$500 each</b>	\$0.00	
<b>Total supplies</b>	\$10,000.00	<b>\$10,000.00</b>
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	
LWS (high school teacher) extra duty	\$15,000.00	
Crazy Horse (high school teacher) extra duty	\$15,000.00	
CPA for mandatory audit-this program only	\$2,000.00	
Program evaluation	\$10,000.00	
<b>Total Contractual</b>		<b>\$72,000.00</b>
<b>Other</b>		
Program liability-out of school only	\$1,000.00	
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	
KILI radio program for project @ \$75/wk.	\$3,900.00	
Project info for parents-flyers, newsletters10 m. x 500/m.	\$5,000.00	
10 Community service projects- 2 comm. @ \$400	\$8,000.00	
Local mileage- 2 program staff only .54/mi. x average of 1,550 mile/m. (\$20,088) Youth travel -\$5,000/school x 2	\$30,088.00	
Youth needs-2 schools @ \$500/school	\$1,000.00	
<b>Total Other</b>		<b>\$69,463.00</b>
<b>Total Federal Request</b>		<b>\$249,757</b>

**PRACC OLLL-Year Four Budget Justification**

<b>Item</b>	<b>Federal</b>	<b>Justification</b>
<b>Personnel</b>		Salaries per salary schedule
Project Director 5% time (\$50,000 full time)	\$2,500.00	Administrative
Mentor/Community Service Coordinator 75% time (\$28,000 per annum)	\$21,000.00	Needed to provide services to grad, and to coor. Community work exper.
School Community Coordinator-Full-time	\$44,173.00	See job description
Bookkeeper-25% time -\$18,000 per annum	\$4,500.00	Admin. For fiscal accountability
<b>Total Personnel</b>	<b>\$72,173.00</b>	
<b>Fringe</b>		Per Board approved policies
OASI/Medicare - 7.65%	\$5,521.00	Mandated
SD Unemployment -1st \$15,000 - 2%	\$7,400.00	Mandated
Workers Comp-2.05 FTE aver. \$1000/FTE	\$2,050.00	Mandated
Medical -prorated for part-time 2.05 employees * 3000	\$6,150.00	Mandated
<b>Total Fringe</b>	<b>\$21,121.00</b>	
<b>Travel - Out-of State</b>		Travel rates per PRACC policies
Dept. of Education meeting P. Dir. And 1 staff 3 nights lodging @ \$225*2 (\$1,350)		Recommended meeting
4 days meals & exp. \$70/day x 2 (\$980)		
1,335 airfare x 2 ( 2,670)		
<b>Total Travel</b>	<b>\$5,000.00</b>	
<b>Equipment</b>	<b>\$0.00</b>	
<b>Supplies-20 classrooms @\$500 each</b>	<b>\$10,000.00</b>	For OLLL activities-all grades)
<b>Total supplies</b>	<b>\$10,000.00</b>	
<b>Contractual (Travel included per arrangement)</b>		
Mentors 10 @ 3,000 each	\$30,000.00	Aver. \$10/hr. plus travel
LWS (high school teacher) extra duty	\$15,000.00	For OLLL services only
Crazy Horse (high school teacher) extra duty	\$15,000.00	For OLLL services only
CPA for mandatory audit-this program only	\$2,000.00	Based on historical data
Program evaluation	\$10,000.00	40 days @ \$250/day
<b>Total Contractual</b>	<b>\$72,000.00</b>	
<b>Other</b>		
Program liability not covered by schools	\$1,000.00	Mandated
Phone/internet- pilot schools-project share -\$200/mo.	\$2,400.00	Program services in pilot schools
Freight/postage for parent mailings-\$100/mo.	\$1,200.00	Keep parents involved
Evidence based curr.-manuals-25 copies @275 each	\$6,875.00	Per AI Living Skills price list
OLLL curr. copies for youth/teachers-500 x \$200	\$10,000.00	Class handouts & worksheets
KILI radio program for project @ \$75/wk.	\$3,900.00	Keep community involved
Project info for parents-flyers, newsletters10m@\$500	\$5,000.00	Keep parents involved
10 Community service projects- 2 comm.-\$400 ea.	\$8,000.00	Clean-up-other supplies/travel
Local mileage- 2 program staff only .54/mi. x av. of 1,550 mile/m(\$20,088) Youth travel -\$5,000/2 schools	\$30,088.00	Extensive travel needed to serve 2 schools in rural area
Youth needs-2 schools @ \$500/school	\$1,000.00	To get SS #, work clothing, recognition items, other
<b>Total Other</b>	<b>\$69,463.00</b>	

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Ivan		Sorbel	

Address:

Street1:	7900 Lakota Prairie Drive
Street2:	PO Box 375
City:	Kyle
County:	Oglala Lakota
State:	SD: South Dakota
Zip Code:	57752
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
605-455-2685	605-455-2785

Email Address:

PRACC@gwtc.net
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**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

Pine Ridge Area Chamber of Commerce

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	72,173.00	72,173.00	72,173.00	72,173.00		288,692.00
2. Fringe Benefits	21,121.00	21,121.00	21,121.00	21,121.00		84,484.00
3. Travel	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	10,000.00	10,000.00	10,000.00	10,000.00		40,000.00
6. Contractual	72,000.00	72,000.00	72,000.00	72,000.00		288,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	69,463.00	69,463.00	69,463.00	69,463.00		277,852.00
9. Total Direct Costs (lines 1-8)	249,757.00	249,757.00	249,757.00	249,757.00		999,028.00
10. Indirect Costs*	0.00					0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	249,757.00	249,757.00	249,757.00	249,757.00		999,028.00

**\*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 # S299A160041

Name of Institution/Organization Pine Ridge Area Chamber of Commerce	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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