

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 # S299A160084

Grants.gov Tracking#: GRANT12175848

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="05/31/2016"/>	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: <input type="text" value="Sisseton-Wahpeton Oyate"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="46-0308226"/>	* c. Organizational DUNS: <input type="text" value="0507504700000"/>

d. Address:

* Street1: <input type="text" value="PO Box 509, 12554 BIA Hwy 711"/>
Street2: <input type="text"/>
* City: <input type="text" value="Agency Village"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="SD: South Dakota"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="57262-1255"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Sherry"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Johnson"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Tribal Education Director"/>	

Organizational Affiliation: <input type="text"/>
--

* Telephone Number: <input type="text" value="605-698-8298"/>	Fax Number: <input type="text" value="605-742-0140"/>
---	---

* Email: <input type="text" value="sherryj@swo-nsn.gov"/>

Application for Federal Assistance SF-424

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

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

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.):

SWO Map.pdf

Add Attachment

Delete Attachment

View Attachment

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

Wiyukcan ka Eacunpi (Thinking And Doing)

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.

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="3,999,043.05"/>
* 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="3,999,043.05"/>

*** 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

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:



Big Coulee, Buffalo Lake, Enemy Swim, Heipa, Lake Traverse, Long Hollow and Old Agency are the seven Districts of the Sisseton-Wahpeton Oyate.

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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Ella Robertson"/>	TITLE <input type="text" value="Tribal Chairman"/>
APPLICANT ORGANIZATION <input type="text" value="Sisseton-Wahpeton Oyate"/>	DATE SUBMITTED <input type="text" value="05/31/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Sisseton-Wahpeton Oyate * Street 1: PO Box 509, 12554 BIA Hwy 711 Street 2: * City: Agency Village State: SD: South Dakota Zip: 57262 Congressional District, if known: SD-00		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: Mr. * First Name: David Middle Name: * Last Name: Flute Suffix: * Street 1: PO Box 509, 12554 BIA Hwy 711 Street 2: * City: Agency Village State: SD: South Dakota Zip: 57262		
b. Individual Performing Services (including address if different from No. 10a) Prefix: Mr. * First Name: David Middle Name: * Last Name: Flute 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: Ella Robertson * Name: Prefix: Mr. * First Name: David Middle Name: * Last Name: Flute Suffix: Title: Tribal Chairman Telephone No.: 605-698-8285 Date: 05/31/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160084

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

Section 427 GEPA Assurances.pdf

Add Attachment

Delete Attachment

View Attachment

Section 427 GEPA Assurances

The Sisseton-Wahpeton Oyate and its educational entities will ensure equitable access to and participation in the Native Youth Community Project for students, teachers and other program beneficiaries with special needs. Equitable access and participation will be ensured through documented outreach and recruitment to people with special needs, on-going program monitoring of participation, provision of programmatic and activity accommodation for people with special needs, utilization of physically accessible buildings and sites, and through program evaluation design continually monitors and provides feedback for project modification that addresses effectiveness, efficiency and satisfaction.

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		
Sisseton-Wahpeton Oyate		
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE		
Prefix: Mr.	* First Name: David	Middle Name:
* Last Name: Flute	Suffix:	
* Title: Tribal Chairman		
* SIGNATURE: Ella Robertson	* DATE: 05/31/2016	

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Sisseton-Wahpeton Oyate Wiyukcan ka Eacunpi Project Abstract

The Sisseton-Wahpeton Oyate Wiyukcan ka Eacunpi project titled for “Thinking and Doing” is an action project based on assessment and survey data of needs for the youth of the Sisseton-Wahpeton Oyate of the Lake Traverse Indian Reservation located in the northeast corner of South Dakota. The Sisseton-Wahpeton Oyate includes; 3 tribal schools of which 2 are involved in this project (Tiospa Zina Tribal School and Enemy Swim Day School), 3 Head Start attendance centers, Family and Child Education Program, SWO Youth Department and the Tribal Education Department (TED) entities. The TED entities include the College, GED programs and other entities offering educational services.

The SWO is seeking funding to develop and be able to sustain in the future; 1. Learning academies through partnerships to ensure all students are College and Career ready and 2. Wrap-around programs that will actively teach, reinforce and instill protective factors.

Barriers that the SWO youth face include: Lack of opportunity due to the rural setting, below proficiency academic performance for students at tribal schools includes not making adequate progress and student not academically prepared for the next grade/level, College readiness tests indicate the need for remedial college classes prior to enrolling in College level courses, Early Childhood data indicate students are not ready kindergarten, Lack of career and technical education available for students, Suicide completion and ideation is increasing every year for the past years (lack comprehensive data prior to that), negative behavior that impacts and impedes education opportunity, poor attendance is a concern, and digital/technological instruction and usage are not being fully taken advantage of to engage students in meaningful opportunities. The educational and wrap-around opportunities that will be addressed in this project are within the Tribal Schools, Head Start, and the Youth Department.

The design will utilize the Collective Impact Model (CIM) to create systemic change that will persevere this project and sustain the action oriented goals. The CIM utilizes a structured process to create social change. It brings a full team of focused individuals and concentrates efforts to implement a full education turn-around model that will instill a system change. Inclusion is research and evidence based implementation of curriculum to create a Wrap-Around model for students.

The SMART Objectives are data driven statements that were developed in response to the data in the following areas: Academic Reading, Academic Math, Academic College and Career Readiness, Academic Technology/Digital, Affective Suicide, Affective Attendance, Affective Behavior, Research, and School Readiness.

The Outcomes include: 1. Students who are college and career ready. 2. Well-rounded children that can positively manage conflict or difficulties by proactive methods. 3. Children that attend school every day. 4. Children that are motivated to do well and remain in class every day. 5. Reduction in Suicide attempts, completions, and ideations. Decreased behavior incidences. Increase school attendance. Provide support in protective factors. 6. Students who are ready for Kindergarten. 7. Well-Rounded children that can positively manage conflict or difficulties by proactive methods and children well-versed in their cultural techniques and skills who can rely on their heritage to express themselves, bring self-awareness, and be better able to deal with difficulties.

It is going to take a whole community with a common vision to create the change needed.

Project Narrative File(s)

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Sisseton-Wahpeton Oyate Wiyukcan ka Ecunpi Project

Need for Project: (15 points/7 pages)

The **Wiyukcan ka Ecunpi** Project titled for “Thinking and Doing” is an action project based on assessment and survey data of needs for the youth of the Sisseton-Wahpeton Oyate of the Lake Traverse Indian Reservation located in the northeast corner of South Dakota.

Many of our youth are only one generation away from historical trauma. The federal government’s failed “assimilation policy” which forced an entire generation of native children into military school-like atmospheres at a very young age is one cause of this continuing trauma. Many of these boarding attendees did not learn how to properly parent a child, nor did many of them learn how to show affection and love. Their children – the parents of today’s youth – in turn still have a large number who still have not learned how to parent and learned to show affection and love. Some of our suicide attempts and completions can certainly be attributed to this historical trauma. The data that was gathered is from the past three years of parent assessments, surveys and meetings through the Tribal Education Department and Parent stakeholder meetings. The data were analyzed which resulted in the two foci:

1. To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), Sisseton-Wahpeton Head Start Program (SWO HS) and the Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Ready.
2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain. The programs will actively teach, reinforce, and instill protective factors.

Barriers: Lack of Opportunity in the rural area of the Lake Traverse Indian Reservation that the Sisseton-Wahpeton Oyate make their home, is noted. The closest town is 7 miles north and offers limited services; otherwise it is 59 miles south to the nearest small city that has numerous businesses or 92 miles north to a full venue of options. Reservation life is tough without a vehicle. There are positions available at the Casino if you can make the drive 36 miles. Further, sadly, our tribe is plagued by drug and alcohol use. People in a low income area are known to spend an inordinate amount of their time, resources and efforts just fulfilling the basic needs for themselves and their families. Because of a lack of adequate housing, the area is unattractive and does not draw professionals – both medical and other professionals – to the area. The professionals could assist in the prevention and treatment for many of the problems facing our youth if they came to the Lake Traverse Reservation.

Academic Data: The academic data of the two of our three tribal schools clearly demonstrates a need for change. Enemy Swim Day School (ESDS) is a Pre-Kindergarten through eighth grade school. It serves tribal students and is a feeder school to (primarily) the two area public schools and Tiospa Zina Tribal School. In addition to the annual South Dakota High Stake Test, “Smarter Balanced”, the ESDS tests three times a year in reading and math utilizing the Northwest Evaluation Association (NWEA) Measurement of Academic Progress (MAP) assessment. That assessment measures growth and student learning needs. Using the MAP data the teachers and improvement teams set individual student goals and monitor progress. Below is a data chart showing the ESDS MAP Reading and Math data that contributes to the barrier of College and Career Readiness.

ESDS NWEA MAP Assessment Data 2 Year Comparison		
Math		
	2014-2015 Proficient/Advanced	2015-2016 Proficient/Advanced

Goal	56%	53%
Begin of Year	26%	33%
End of Year	46%	36%
	20% gain but didn't make goal	3% gain but didn't make goal
Reading		
Goal	54%	59%
Begin of Year	24%	38%
End of Year	38%	33%
	14% gain but didn't make goal	5% loss and didn't make goal

Analysis of ESDS Data:

- ESDS is not making adequate academic progress and in Reading there was a loss.
- Additional analysis of programs, curriculum, and instructional delivery is needed.
- ESDS students will enter High School not academically prepared.

Tiospa Zina Tribal School, located less than a mile from the Tribal Administration building, is a Kindergarten through twelfth grade school that includes an alternative school within the school and serves native students. TZTS also utilizes the Smarter Balanced and NWEA MAPS as required for assessment needs. Below is the data that contributes to the barrier of College and Career Readiness:

TZTS NWEA MAP Assessment Data 2 Year Comparison		
Math		
	2014-2015 Proficient/Advanced	2015-2016 Proficient/Advanced
Goal	43%	51%
Begin of Year	13%	21%
End of Year	15%	29%
	2% gain but didn't make goal	8% gain but didn't make goal
Reading		
Goal	46%	50%

Begin of Year	16%	20%
End of Year	23%	25%
	7% gain but didn't make goal	5% loss and didn't make goal

Analysis of TZTS Data:

- TZTS is not making adequate academic progress.
- Additional analysis of programs, curriculum, and instructional delivery is needed.
- TZTS students will enter Career or College not academically prepared.

Compass College Tests that are given by the Sisseton-Wahpeton College as an entrance examination to determine College placement in regular, advanced and remedial courses were analyzed. Data included four years of data sets. In Math 83%, in Reading 32% and in Writing 63% of the students coming from TZTS needed remedial College courses.

Early Childhood Data: Further combating the problem is school readiness. Children are unprepared and not ready for Kindergarten in both tribal schools. Children that begin at TZTS are found to still be struggling after the first assessment period. The data shows 82% are starting below level. At ESDS 70% are starting below level. The Head Start year end data review showed that 9% are not socially and emotionally prepared, 12% are below level in language skills, and 10% are below level in cognitive measures. The most significant data for early learning is in the areas of Literacy and Mathematics in which 20% and 23%, respectively, are below level. That is nearly one quarter of our children! For the Kindergarten teachers it is an uphill battle developing readiness skills for first grade. There are opportunities for children for early learning in the Early Head Start and Head Start programs but retention and mismatch of learning standards, lack of regular attendance and other concerns need to be researched.

Career and Technical Education has been identified as an area of need. No AP classes are available on site at the present, the students do not take the National Career Readiness

Assessment (NCRC) and of the 16 career clusters for high school courses only 8 options have a few courses from which to select. South Dakota MyLife, is a free career development online tool that could assist students with career options, interest inventories and goals but is used sporadically, if at all.

Suicide Completion and Ideation are also a concern for the SWO. The data was difficult to get released because of its confidentiality in nature but needs to be stated as a CONCERN and needs to be included in the project design. All data sets are showing greater INCREASES every year.

Youth Suicide and Ideation Data	
Local Public Hospital	Between 2013-2015 increased by 34%
Child Services	2014-2015 increased from 1 to 15
Indian Health Service	Between 2013-2015 increased 28%
SD Vital Records	228/100,000 increased to 366/100,000

Additionally, results of a 2015 youth survey stated, “36% thought about suicide last month” which is over 1/3 of the students surveyed. Due to the different sources and the confidentiality it is difficult to validate but these rates showing increases is alarming.

Behavior negatively impacts education opportunities when students are referred out of the classroom due to inappropriate or disruptive behavior. Generational trauma from the impacts of Indian boarding school experiences have taken away and changed parenting styles for a nation of Native people. Parenting classes are a need to support our young parents, one parent families and parents that lack skills. Data is tracked through the Native American Student Information System (NASIS) and through the Schoolwide Information System (SWIS). There are 2 significant impacts: 1 - Teacher retention is being impacted because of behavior in the classroom causing

teacher burnout. Teachers are dealing with most behaviors internally in the classroom. Teacher turnover is high. 2 - In the High School, skipping classes is the number one behavior incident. Defiance and lack of respect to the teacher and school staff is the second most occurring offense in high school but number one in the lower grades. The tribal schools' are schools of choice or the only option. They educate students that either are there by choice or have failed out or were kicked out of public school.

Attendance is a concern for all area schools both Tribal Schools and Public Schools. The process is to refer students that are truant to the Court System but the Court System is so back logged that students don't go to court until three to six months later and then the school year is almost over or it is the next school year. A big systemic change needs to happen and education and regular school attendance needs to be stressed. Presently the attendance rates are: 68% for Head Start, 93% for ESDS, 88% for TZTS K-8 and 80% for TZTS 9-12. Those attendance rates are **unacceptable** as this effects the opportunity to learn. Teachers can't teach them if they aren't there! The expected attendance **minimally is 94%**. There are many students missing 30-40 days of school and they are falling through the cracks due to the current systems.

The **External Team Accreditation Review** for TZTS evaluated the learning environment in 2014. It was noted that 6 of the 7 learning environments were rated in the mid-range. The one that needed the most assistance is the Digital Learning Environment because teachers failed to take full advantage of instructional materials and technologies and to engage students in meaningful classroom interaction. The also failed to incorporate technology into their instruction. Additionally TZTS needs to use technology to support their new Mass Customized Learning Program for 2016-2017.

Opportunities in the community to support students occurs on various levels but they are not enough. The local schools previously were the hub of all programming and now the Youth Center has joined the collaboration for children. All entities work together and share resources. Summer programming of positive activities, summer food programs (sponsored by the Youth Dept.), parent workshops are shared and open events to assist with community and program goals. The Community Health Programs actively conduct health fairs and wellness events. The Early Childhood Intervention Program hosts monthly parent trainings on various topics. The Transportation safety grant hosted bus safety, driver's education, bike safety and other events for children.

Existing policies, programs: The new SWO Youth Department (SWOYD), that replaced the old Boys and Girls Club model for SWO, is funded through gaming revenue. The program has limited staff and funding but has daily programming to support the community needs. Keeping children active and positively engaged is the goal for this rural community. The SWOYD partners with all youth entities to provide opportunities and experiences that our tribal youth would not otherwise have available. The Youth Department has joined the Tribal Education Department for their monthly network meetings since they share common goals and children's best interests. Monthly calendars, activities and collaboration between all is planned to best meet the needs of the community. A partnership of entities recently hosted the first time ever Pre-K Play Date which will now be a regular event. The SWO Tribal Education Department is funded through tax dollars for its operations and is responsible for and to all educational entities. Raising children is a village shared responsibility.

Quality of the Project Design: (30 points/9 pages)

Geographic area. The Sisseton-Wahpeton Oyate is located in the northeast corner of SD on

the Lake Traverse Indian Reservation. The Reservation spans three Counties and is considered a rural setting. SWO has three Tribal Schools and operates three Head Start centers. The greater population of the Sisseton-Wahpeton Oyate is young and over half are below the age of 18.

Circle of Nations is the third Tribal School of the SWO and is our only boarding school servicing 4-8th grades. This project will not directly impact them due to the distance. They are included in the monthly Tribal Education Department meetings and all communications. This project will impact the students in the two Tribal Schools, TZTS and ESDS, and the students attending the area Public Schools, Sisseton and Waubay.

Scientific Research/Culturally appropriate: The Project Design will utilize the Collective Impact Model (CIM) to create systemic change that will persevere this project. The model utilizes a structured process to create social change. In every area the data states that SWO is failing our youth. We are going to need a full team of focused individual and concentrated efforts to implement a full educational turn-around model that will instill a systemic change. The CIM establishes a team with a common vision that tracks progress and strives for continuous improvement. It fosters mutually reinforcing activities and continuous communication.

Other programs that are planned for implementation (refer to the attached Implementation Plans) are evidenced based and culturally based to specifically target student suicide, sense of hopeless, behavior, motivation and other school improvement goals. Life Skills, Sons and Daughters of Tradition, American Indian Life Skills along with a School Improvement Program will be implemented. The Mass Customized Learning model is being implemented in the High School at TZTS for year 1. Discussion will be held to discuss for the middle schools based on the success of the High School program as determined by data results. Digital textbooks and programs are being explored and implemented in Middle School.

Clearly Specified and Measurable Goals: Teams of stakeholders came together to analyze data and work on the development of this project. The data sets were too numerous to fully be included in the Data section and never before has full data from all youth organizations and others been gathered to this extent. Listed below are the two Focus Goals that are established as a result of the data:

1. To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), and the Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Ready.
2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain. The programs will actively teach, reinforce, and instill protective factors.

The full implementation plan that **is included in the attachments** has the strategies, activities, resources, identified project teams, data sources, long term outcomes, resources, timelines, outputs, and results. Each plan is written a little differently due to the topic, nature of the data, and stakeholder development of the plans. Below are the Smart Objectives:

1.1	Academic Reading	<p>To increase the number of K-8 grade students scoring proficient or advanced on the End of the Year MAP assessment at Enemy Swim Day School from 33% to 53% in 2017 with 85% in 2020.</p> <p>To increase the number of K-11 grade students scoring proficient or advanced on the End of the Year MAP assessment at Tiospa Zina Tribal School from 25% to 47% in 2017 with 80% in 2020.</p>
1.2	Academic Math	<p>To increase the number of K-8 grade students scoring proficient or advanced on the End of the Year MAP assessment at Enemy Swim Day School from 36% to 56% in 2017 with 86% in 2020.</p> <p>To increase the number of K-11 grade students scoring proficient or advanced on the End of the Year MAP assessment at Tiospa Zina Tribal School from 29% to 51% in 2017 with 81% in 2020.</p>

1.3	Academic College & Career Readiness	<p>100% of the 7th and the 8th grade students at Enemy Swim Day School and Tiospa Zina Tribal School will do the SDMyLife.com website one time per week for 30 minutes to increase usage from sporadic to regular.</p> <p>100% of the 9th-12th grade students at Tiospa Zina Tribal School will complete career pathways and have personal career action plans that are measureable.</p>
1.4	Academic Tech./ Digital	<p>All students at Enemy Swim Day School and Tiospa Zina Tribal School will blend technology with student interests to create a math or science project to be presented each year in the Spring.</p> <p>Customized learning will be an option for all 9-12 grade students at Tiospa Zina Tribal School in Math, English/Language Arts, Social Studies and Science in the 2016-17 school year and beyond.</p>
2.1	Affective Suicide	<p>To decrease the number of suicide completions for youth ages 5-19 whom receive services through the Mentoring Program from 2 to 0 in year 1-5+.</p> <p>To decrease the number of suicide attempts for youth ages 5-19 whom receive services through the Mentoring Program from 20 (CDP) 29 (IHS) incidences by 10% year 1, 20% year 2, 20% year 3, 20% year 4, 20% year 5.</p> <p>To decrease the number of suicide ideations for youth grades 6-12th whom receive services through the Mentoring Program from 36% by 5% each year of the project.</p>
2.2	Affective Attendance	<p>To increase the days of attendance in schools for youth whom receive services through the Mentoring Programs and Parent Trainings from:</p> <ul style="list-style-type: none"> • Head Start PreK Programs 68% and • TZTS K-8 grades 88% and • TZTS 9-12 grades 80% and • ESDS K-8th grades 93% to 94% for all schools every year.
2.3	Affective Behavior	<p>To decrease the behavior data – Disrespect, skipping, Defiance (number of referrals) of TZTS and ESDS by 5% each year by implementing NYCP Grant Activities.</p>
3.1	Research	<p>To increase student availability to mentorship programs through the usage of Social Media from zero (0) organized regular mentorship programs at the Sisseton-Wahpeton Oyate for youth to five (5) core mentorship programs with the Social Media being one by year two.</p>
4.1	School Readiness	<p>To increase the number of children entering Kindergarten ready to learn, as monitored in the Literacy area through NWEA MAP assessment and Teaching Strategies, from 82% at TZTS, 70% at ESDS, and 20% at Head Start by 5% yearly.</p>

5.1	Cultural Awareness	<p>It is our goal to increase cultural awareness within and throughout the Sisseton-Wahpeton Oyate Community, specifically focusing on the youth. By implementing various cultural and contemporary activities, it will help to establish confidence, self-awareness, and a sense of identity with our struggling youth this will help to form well rounded youth who will later grow into the leaders of our community.</p> <p>To decrease the number of suicide ideations in youth grades 6-12th the Pride Survey as stated, "36% of students surveyed thought about suicide in the last month" by 5% each year for students whom receive services through the cultural awareness initiative.</p>
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Outcomes include: 1. Students who are college and career ready. 2. Well-rounded children that can positively manage conflict or difficulties by proactive methods. 3. Children that attend school every day. 4. Children that are motivated to do well and remain in class every day. 5. Reduction in Suicide attempts, completions, and ideations. Decreased behavior incidences. Increase school attendance. Provide support in protective factors. 6. Students who are ready for Kindergarten. 7. Well-Rounded children that can positively manage conflict or difficulties by proactive methods and children well-versed in their cultural techniques and skills who can rely on their heritage to express themselves, bring self-awareness, and be better able to deal with difficulties.

It is the intent of the project to teach, develop and reinforce protective factors and resiliency skills through leadership experiences, mentoring programs, and the pairing of children with at least one significant caring adult in specific group settings. The next round of data gathering will be on Alcohol and Drug use as a contributing factor to the restorative approaches that this project is attempting. Service learning will be implemented in the mentor leadership groups.

A research project is embedded in this project. The SWO will propose a Research Project to study *what effect does Social Media have as a support tool for mentoring youth on Indian Reservations?* This is targeting suicide. Youth of today will type things on Social Media, in

private chat rooms and in texting that they won't speak out loud. SWO is going to partner with a University professor to create a research based study to identify the effects of social media on Mentoring. Texting and messaging will be implemented as one form of mentoring and regular contact with At Risk Youth. This study's protocol will be developed and will need to be reviewed by the Local Research Review Board. Data will be gathered to inform the research question. If it can save one child from suicide and that sense of hopelessness it is worth the effort.

Appropriate to population and needs: This grant is attempting to repair what many years under the NCLB law helped promulgate in the schools but it is hoped that schools will flourish and succeed under the new ESSA law. The goals and activities are planned to promote turnaround programs to support tribal control of education through a Collective Impact Model. The Tribal Education Department monthly meetings started the first conversations for the development of the grant. Other meetings fully brought out the other needed impacts.

Paraphrasing U.S. Secretary of Education John B. King Jr.: providing a rich range of offerings—from arts and social studies to computer science and world language creates a well-rounded education that is a huge and welcomed change. Our Woiyukcan ka Eacunpi project includes many of the different art forms and styles as well as our unique culture in order to help create a sense of identity in our youth, which in return will allow the children to feel secure within themselves as living within and a part of Dakota culture community.

Throughout the project, many culturally specific activities are scheduled annually, bi-monthly, and bi-yearly to compliment the mentoring partnerships and to facilitate the partnerships that have been created by the stakeholders.

A major part of this project is the creating a database of cultural experts and advisors available in every field of cultural arts who will be utilized throughout the duration of the project. The cultural advisors role will be to provide mentorship to the program leaders and or youth, assist in the planning and execution of the cultural activities, and establish protective factors.

We would like to develop an after-school and summer based arts program that is specific to, but not limited to cultural activities, arts and crafts. This program will offer awareness in Dakota oral traditions, cultural teachings and ceremonies, Dakota art techniques, song and dance, and a Drama program specifically created from cultural stories. Having these opportunities for our youth will help establish a sense of identity within our youth, which we believe will aide in the reduction of the Sisseton-Wahpeton Oyate youth suicide rates.

Year one of this project would consist mainly of the planning for the various cultural projects and activities. These projects include: Drama, Cultural Arts, Culture Nights, Dakota Traditions and Teachings, Youth as Teacher mentorship, and Song and Dance Development. These cultural projects will utilize and collaborate with the partnerships already established within the Sisseton-Wahpeton Oyate.

The Cultural need of the program will be met by the development of a separate summer camps for boys and girls. These camps will focus on learning about the earth and what she provides for us, as well as learning gathering, harvesting and preparation methods. This will also include the teaching of natural medicine identification, picking and preparation. The value of Canteyuke or generosity will also be taught during this camp by encouraging the children to gift the items collected and prepared to the elders of the community. The established Sisseton-Wahpeton Oyate Youth Department will host bimonthly culture nights at their Youth Center

which will also include cultural activities and teachings with a focus on parent inclusion. We also would like to see an increase of youth participation in the traditional ceremonies in ours and the surrounding communities. To aide in this development we will establish a list, based on parent surveys, of tribal youth who will be interested and granted permission to learn and participate in the planned cultural practices.

The Oral Traditions portion of the cultural program will plan and host winter camp that will focus on storytelling, passing down of oral traditions, and reenactment of those stories in a play form. It could possibly be held in and in collaboration with one of our tribal school gymnasiums. This camp would need to be held over Christmas break to enforce the tradition of telling certain stories and oral traditions only during the winter months. This would also work towards and with the Drama aspect of the program.

The Performance Art portion of the program will include many various types of cultural and contemporary art forms which include: acting, costume design, scene design, and directing. This drama program will reenact Dakota oral traditions and stories which will allow the youth to learn and teach each other as well as the people of the community when performed. We will utilize drama to embrace our culture and use it as a tool to build confidence levels in public speaking and performance. At the end of the every year we will host a final play, building in length and difficulty over the four year project. The final year of the project we will host various workshops including resume building, audition process that will be implemented together in a final performance at the end of the last year, this will prepare any of the drama students for future work in the theatre world or film industry.

The Fine Arts need of the youth will be met by offering weekly cultural art classes which will include drawing, painting, Dakota quillwork, beadwork, and regalia making. Every year we

will plan and host an annual Youth Art Show. This showcase can include all media and art created as part of this project as well as items created outside of the program involvement for example art created at home, in school, or other programs throughout the community. The confidence levels of all the youth artists will increase every year of the project, the end of the fourth year a juried art show to be planned and hosted by the Culture/Language Specialist. The regalia making classes will be a team building activity between adult and child, the adult can be a part of the mentorship program, parent, or relative. The sewing classes will help to prepare child for participation in the community's powwow celebrations and will team up with the Song and Dance aspect of the Art Program.

The Song and Dance Portion of the Art Program will establish a Youth as Teacher Plan which will match older youth with the youth of head start and elementary aged children to teach the different styles of dance with the assistance of the Cultural/ Language Specialist. This will be a reoccurring workshop that will be planned throughout the life of the project. In congruency with this Song and Dance classes, an Annual Youth Wacipi (powwow) will showcase the song and dance teachings, along with the regalia created throughout the year. This powwow will allow the youth to publicly honor others which is also a Dakota value called Woyuonihan. To meet the musical component of the program we will also plan and host songwriting workshops which will include traditional drum songs, Dakota flute playing, and contemporary music styles during year one of the project. During the remaining years of the project, bi-monthly music nights which will include musical performances, will be held in conjunction with the Sisseton-Wahpeton Oyate Youth Department. These bi-monthly events will aide in the youth's Waditaka or Courage, to overcome their fears of public speaking and the stage fright issues that comprise the native community.

Collaborative Partners: Partnership agreements are included for the three main partners.

The Tiospa Zina Tribal School, Enemy Swim Day School, and Sisseton-Wahpeton Oyate Youth Department are the main partners. Another entity that needs to be added to the group of partners is the Head Start Programs and the Family and Child Education Programs (FACE). After starting to analyze the data and the stakeholder and parent meetings were held it became apparent that the project needed an Early Learning Goal and that school readiness and kindergarten readiness was a contributing factor to student performance. Early Childhood entities provided additional data and worked with the team to plan and identify impacts, activities and solutions. All children of the SWO attend either the Head Start Programs or the FACE programs that operates out of the Enemy Swim Day School.

Enemy Swim Day School is a Pre-K to 8th grade school and Tiospa Zina Tribal School is a K to 12th grade school. Collaboration through the Collective Impact Model will be started. The schools meet on a monthly basis through the Tribal Education Department meetings but the intensity of a data driven process does not happen in that public setting. Planning through the CIM process needs to “be and feel safe” for all entities in order for true collaboration. The staffing and the programs are planned to be primarily implemented in the project partners’ environment and settings.

The Youth Department partners on a regular basis with all entities serving Youth. They are planning on implementing mentor groups as planned and are looking forward to additional staff to assist! They have numerous goals to improve the lives of youth but not enough staff and resources to make the major impacts, systemic changes and regular contacts with all students that are needed. They can be counted on to be active partners in planning and partnerships. The Manager operates the Youth department and other organizations that oversee all youth programs.

They have joined the Tribal Education Department monthly meetings because we share common concerns and services to the Youth.

Quality of Project Personnel: (10 points/3 pages)

Project Director: The **Wiyukcan ka Iacunpi Project Director**, Dr. Sherry Johnson, will provide 25% of her time to the project. She is the Sisseton-Wahpeton Oyate Tribal Education Director and oversees the Education Department for the tribe. She has been at her current position for over three years. She has formed and developed the Tribal Education Department in those first two years and networked with all education entities. She has over 28 years of experience in Education. Her past employment has been at the school level as a teacher for 13 years and then as the Superintendent for over 15 years. Her role in the Wiyukcan ka Iacunpi Project is to provide general oversight and to serve as the liaison to the schools and ensure the effective management of the goals and objectives of the implementation and evaluation plan.

Key Project Personnel: The **SWO Education Specialist**, Bonnie Haines, will provide 25% of her time to the project. She has over 30 years of experience in education as a teacher, counselor, and education specialist. She worked for the Bureau of Indian Education for nearly 12 years. In that position she worked with the schools to implement many new programs/initiatives during those years. She has extensive experience with data interpretation and program evaluation. Her role in the Wiyukcan ka Iacunpi Project is to provide general oversight and to serve as the liaison to the schools and assist with the management of the goals and objectives.

There will be a **Chief Academic Officer** hired who will provide leadership, vision, strategic direction and technical assistance in the implementation of the Wiyukcan ka Iacunpi Project. The Chief Academic Officer will understand the academic components of ESSA (Every Student Succeeds Act) and the requirements of Career and College readiness. The CAO will collaborate

with all stakeholders on the goals and objectives of the project to ensure the needs of all students at Enemy Swim Day School and Tiospa Zina Tribal School are being met.

A **Student Support Specialist** will be hired to provide support and guidance to the mentors and youth groups at Enemy Swim Day School and Tiospa Zina Tribal School as defined in the Wiyukcan ka Icupi Project. The Student Support Specialist will work with the schools to analyze the data and surveys to assist in assessing the successes of the programs and planning for areas for improvement.

A **Director of Information** will be hired to provide support and guidance to the academic, language/culture, behavior/climate, college & career and early childhood specialists. The Director of Information will facilitate an open exchange of information between the specialists, Enemy Swim Day School, Tiospa Zina Tribal School and the Tribal Education Department. The focus of the Director of Information is to ensure the education programs and initiatives are addressing the needs of the whole student.

A **Chief Technology Officer** will be hired to work with the schools on their strategic vision for their technology department supporting both student achievement and school infrastructure. The CTO will help plan, develop, implement and oversee information systems that serve the schools and support education programming. The focus will be on ensuring all students have access to technology and technology based programming that improves academic achievement and performance.

All these positions are vital to the achievement of the project goals and to create systemic change that will persevere.

Capacity. The Tribal Education Department under the guidance of Dr. Sherry Johnson has a successful track record of past performance and networking with education entities to share

resources and provide better services to children. She brought in additional staff through securing funding to meet tribal needs and staffing and created the Tribal Research Office to protect tribal rights. She was on the original team that created the SWO Tribal Education Code. When they were stalled, she championed them, revised them again and was able to go through the judicial process and meet with all 7 districts and attended community meetings to successfully get the codes adopted by Tribal Council. She next tackled the need for SWO Research Codes, drafted them and took them through the same procedure. In the past 3 years she has written four successful projects which brought in thousands of dollars into the SWO to support youth and education. Of which the major one is the Sovereignty in Education Grant, to build Tribal Education Department infrastructure. She is noted for communication, consistency and follow-through and will continue to develop programs to support education. Regular monthly Tribal Education Department (See attached flowchart) meetings bring all entities together to discuss concerns, celebrations and establish goals. The Youth Department entities (see attached flowchart) have also joined the meetings.

In line with **GEPA** requirements and our own tribal values, we will ensure equitable access to, and participation in our Wiyukcan ka Icupni Project for all students. The Sisseton-Wahpeton Oyate reserves the right of **Indian preference** in the hiring of all staff and empowers the Human Resource Director to determine the applicants who are eligible for Indian preference. The SWO strives to employ members of their tribe before hiring other Native Americans.

Adequacy of Resources: (10 points/2 pages)

Relevance and Commitment. The demonstrated commitment of the project is stated in the signed Partnership agreements attached. Through strong collaborations all entities work hard to make a positive impact. For this project each entity provided data, helped develop the project,

attended meetings, and assisted with the implementation plans. Collaboration and working together to benefit youth and the need for quality education is evident. For instance, when the schools are not in session the youth department opens and extends the hours to benefit children and to keep them safe. They regularly plan activities to keep students involved in positive ways. The schools and the youth department plan for cultural teachings and experiences regularly.

Relevancy is grounded in culture. In establishing wrap-around programs for the Woyukcan ka Eacunpi Project, we recognize the participation in Dakota culture as an integral part of our being Dakota and that our youth need to feel a sense of connection and identity. Throughout the project, activities relating to teaching the culture will be included as a tool to increase self-esteem and their sense of identity as a whole.

The extent of project in relation to anticipated results. The Woyukcan ka Eacunpi project is a pilot project that clearly and directly fits to the purpose of the demonstration grants for Indian Children. Demonstration grants develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of preschool, elementary and secondary Indian Students. This project is attempting to develop and sustain systemic change by data driven collaborative efforts through the Collective Impact Model. It is unique, as the project will also be studying a research question that could positively impact our greatest sadness in Indian Country – Suicide. Further results will be founded in the data for the curricular programs of Life Skills, American Indian Life Skills, Sons and Daughters of Traditions, Circle of Hope and other traditional based instruction.

The extent of data and results that will be gathered far outweighs the financial cost of this project. Native American data, whether it is research, evidence based or even peer reviewed, is lacking. The American Indian Life skills is evidenced based for the high school component but

lacks the evidence for middle school. Our Native children are considering suicide, attempting and completing at younger rates. Mentoring and positive programs need to be implemented earlier. The Circle of Life is a Lakota program that begins at 2nd grade. Many find it appalling thinking that we are considering suicide curriculum that will provide children with protective factor training at that age. Yet students as young as 8 have sought (or were made to) attend counseling for attempts. This is yet another Reasonable comparison for need.

Quality of the Management Plan: (30 points/9 pages)

Collaboration and communication is vital to the success of the Woiyukcan ka Eacunpi project. Monthly meetings and reports will inform the staff on the progress of the grant goals in the areas of Reading, Math, College and Career Ready, Technology/Digital, School Readiness, Suicide, Research and Cultural awareness. Reporting to the Tribal Administration will be done monthly. There will also be quarterly reporting to the Tribal Council. Forms and evaluation data will be developed for all reporting and accountability. Every year a State of Education Report is written and an oral report is provided to the Sisseton-Wahpeton Oyate membership. Both reports will include the progress of the Wiyukcan ka Eacunpi project goals.

The adequacy of the management plan is shown through the chart below.

Woiyukcan ka Ecuñpi

The complete Implementation Plans are attached

The legend for the abbreviations used in the Timeline is as follows:

√=Completed or addressed during that year W= Weekly M=Monthly Q=Quarterly A=Annually

Focus Area: Academic

To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), the Sisseton-Wahpeton Oyate Youth Department (SWOYD) and the Sisseton-Wahpeton Oyate Head Start (SWO HS) to ensure all students are College and Career Ready.

SMART Goals (Reading)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
1.1 - To increase the number of K-8 grade students scoring proficient or advanced on the End of the Year MAP assessment at Enemy Swim Day School from 33% to 53% in 2017 with 85% in 2020. 1.1 - To increase the number of K-11 grade students scoring proficient or advanced on the End of the Year MAP assessment at Tiospa Zina Tribal School from 25% to 47% in 2017 with 80% in 2020.	Assess prior knowledge (KWL)	√	√	√	√	Director of Information, Academic Specialists, School Reading Coaches, School Instructional Staff, Leadership Teams, Mentoring and Tutoring teams	Meeting adequate progress goals as identified in the Personal Learning Plan as measured by the NWEA MAP assessment each testing period.
	Differentiated instruction	√	√	√	√		
	Interventions	√	√	√	√		
	Accelerations	√	√	√	√		
	Vocabulary improvement	√	√	√	√		
	Technology/media	√	√	√	√		
	Culture & Native themed books and lessons	√	√	√	√		
	Mentoring & Tutoring programs	√	√	√	√		
	Teacher collaborations	√	√	√	√		
Personal Learning Plans (PLP)	√	√	√	√			
SMART Goals (Math)	Strategies	Timeline				Persons Responsible	Milestones
1.2 - To increase the number of K-8 grade students scoring proficient or advanced on the End of the Year MAP assessment at	Assess prior knowledge (KWL)	√	√	√	√	Director of Information, Academic Specialists, School Math Coaches, School	Meeting adequate progress goals as identified in the Personal Learning
	Differentiated instruction	√	√	√	√		
	Interventions	√	√	√	√		

<p>Enemy Swim Day School from 36% to 56% in 2017 with 86% in 2020.</p> <p>1.2 - To increase the number of K-11 grade students scoring proficient or advanced on the End of the Year MAP assessment at Tiospa Zina Tribal School from 29% to 51% in 2017 with 81% in 2020.</p>	Accelerations	√	√	√	√	<p>Instructional Staff, Leadership Teams, Mentoring and Tutoring teams</p>	<p>Plan as measured by the NWEA MAP assessment each testing period</p>
	Vocabulary improvement	√	√	√	√		
	Technology/media	√	√	√	√		
	Culture & Native themed books and lessons	√	√	√	√		
	Mentoring & Tutoring programs	√	√	√	√		
	Teacher collaborations	√	√	√	√		
	Personal Learning Plans (PLP)	√	√	√	√		

SMART Goals (College & Career Ready)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
<p>1.3 - 100% of the 7th and the 8th grade students at Enemy Swim Day School and Tiospa Zina Tribal School will do the SDMyLife.com website one time per week for 30 minutes to increase usage from sporadic to regular.</p> <p>1.3 - 100% of the 9th-12th grade students at Tiospa Zina Tribal School will complete career pathways and have personal career action plans that are measurable.</p>	SDMyLife.com	√	√	√	√	<p>Director of Information, College & Career Specialists, School Instructional Staff, Youth Department Staff, Education Department Staff, Mentoring and Tutoring teams</p>	<p>Meeting adequate progress goals as identified in the Personal Career Plans as measured by the SDMyLife and career pathways programs.</p>
	Goal setting	Q	Q	Q	Q		
	Career development workshops	√	√	√	√		
	Interest inventories	√	√	√	√		
	ASVAB test	A	A	A	A		
	ACT test	A	A	A	A		
	SAT test	A	A	A	A		
	Vocational Education visits	A	A	A	A		
	College visits	A	A	A	A		
	Career Pathways	A	A	A	A		
	FAFSA applications	A	A	A	A		
	Job applications	√	√	√	√		
	Scholarship applications	√	√	√	√		
	Parent workshops and survey	√	√	√	√		
Mentoring and Tutoring programs	√	√	√	√			

SMART Goals	Strategies	Timeline					
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(Technology/ Digital)		16- 17	17- 18	18- 19	19- 20	Persons Responsible	Milestones
<p>1.4 - All students at Enemy Swim Day School and Tiospa Zina Tribal School will blend technology with student interests to create a math or science project to be presented and displayed each year in the Spring.</p> <p>1.4 - Customized learning will be an option for all 9-12 grade students at Tiospa Zina Tribal School in Math, English/Language Arts, Social Studies and Science in the 2016-17 school year and beyond.</p>	Educational computer apps	√	√	√	√	Chief of Technology, Technology Specialist, School Reading/Math Coaches, School Instructional Staff, Leadership Teams, Youth Department Staff, Tribal Education Department Staff, Mentoring and Tutoring teams	Meeting adequate progress goals as identified in the Personal Learning Plan as measured by completed projects and NWEA MAP assessment results.
	Culture & Native themed digital and computer materials	√	√	√	√		
	Mentoring & Tutoring programs	√	√	√	√		
	Teacher collaborations	√	√	√	√		
	Schoology support	√	√	√	√		
	Project research and documentation	√	√	√	√		
	New educational websites and/or apps	A	A	A	A		

SMART Goal (School Readiness)	Strategies	Timeline				Persons Responsible	Milestones
		16- 17	17- 18	18- 19	19- 20		
<p>4.1 - To increase the number of children entering Kindergarten ready to learn, as monitored in the Literacy area through NWEA MAP assessment and Teaching Strategies, from 82% at TZTS, 70% at ESDS, and 20% at Head Start by 5% yearly.</p>	Early Education team	√	√	√	√	Director of Information, Early Learning teachers, Kindergarten and Preschool teachers, Education Coordinator, Youth Department Staff, Tribal Education Department Staff, School Reading/Math	Meeting adequate progress goals as measured by the NWEA MAP, Brigance and Battelle assessment results.
	Analyze standards	A	A	A	A		
	Analyze assessments	A	A	A	A		
	Parent campaign	M	M	M	M		
	Summer Bridge programs	A	A	A	A		
	Parent reading to children program	A	A	A	A		

	Literacy resources programs	A	A	A	A	Coaches, School Instructional Staff, Leadership teams, Early Educational teams
	Attendance contracts	√	√	√	√	
	Mentor groups	√	√	√	√	

Focus Area: Affective							
To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain. The programs will actively teach, reinforce, and instill protective factors.							
SMART Goals (Suicide)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
<p>2.1 - To decrease the number of suicide completions for youth ages 5-19 whom receive services through the Mentoring Program from 2 to 0 in year 1-5+.</p> <p>2.1 - To decrease the number of suicide attempts for youth ages 5-19 whom receive services through the Mentoring Program from 20 (CDP) 29 (IHS) incidences by 10% year 1, 20% year 2, 20% year 3, 20% year 4, 20% year 5.</p> <p>2.1 - To decrease the number of suicide ideations for youth grades 6-12th whom receive services through the Mentoring</p>	Sons and Daughters of Traditions	√	√	√	√	Student Support Specialist, SWO Wellness Staff, IHS Psychologists, Social Workers, Youth Department Staff, Tribal Education Department Staff, Mentoring team, Newly formed-Tehinda Team	Meeting adequate progress goals as identified by data from the data sources, CDP, IHS, Pride Survey, At Risk School Student surveys, etc.
	Mentorship groups	A	A	A	A		
	Curriculums	√	√	√	√		
	Adult mentors	√	√	√	√		
	Support group	M	M	M	M		
	System of support	√	√	√	√		
	Process and protocol	√	√	√	√		
	Resources and information website	√	√	√	√		

Program from 36% by 5% each year of the project.	Update website	Q	Q	Q	Q		
SMART Goal (Attendance)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
2.2 - To increase the days of attendance in schools for youth whom receive services through the Mentoring Programs and Parent Trainings from: <ul style="list-style-type: none"> • Head Start PreK Programs 68% and • TZTS K-8 grades 88% and • TZTS 9-12 grades 80% and • ESDS K-8th grades 93% to 94% for all schools every year. 	Parent meetings and trainings	√	√	√	√	Student Support Specialist, Attendance Clerks at the Schools, Tribal Education Department Staff, School Staff, Mentoring and Tutoring teams	Meeting adequate progress goals as identified by the NASIS data.
	Attendance awards	A	A	A	A		
	Parent contracts	√	√	√	√		
	Parent and grandparent involvement programs	W	W	W	W		
	Media campaign	W	W	W	W		
	Family Circles	W	W	W	W		
	Parent meetings in the home	M	M	M	M		
	Tribal database	√	√	√	√		
	Judicial meetings	√	√	√	√		
	Electronic learning tools	√	√	√	√		
Mentoring groups	√	√	√	√			
SMART Goal (Behavior)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
2.3 - To decrease the behavior data (number of referrals) of TZTS and ESDS by 5% each year by implementing NYCP Grant Activities.	Parent meetings and trainings	√	√	√	√	Student Support Specialist, Behavior Clerks at the Schools, Tribal Education Department Staff, School Staff, School	Meeting adequate progress goals as identified by the NASIS, Conscious Discipline and Positive Behavior
	Recognition awards	A	A	A	A		
	Behavior research	√	√	√	√		
	Parent and grandparent involvement programs	W	W	W	W		
	Media campaign	W	W	W	W		
	Family Circles	W	W	W	W		

	Parent meetings in the home	M	M	M	M	Principals, School Improvement and Leadership teams, Mentoring and Tutoring teams.	Supports data.
	Tribal database	√	√	√	√		
	System of support	√	√	√	√		
	Seek resources	√	√	√	√		
	Mentoring groups	√	√	√	√		
	Student intervention groups	√	√	√	√		
	Motivational exercises	Q	Q	Q	Q		
	Conscious Discipline and Positive Behavior Supports	√	√	√	√		
	Behavior curriculum	√	√	√	√		

SMART Goal (Research)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
3.1 - To increase student availability to mentorship programs through the usage of Social Media from zero (0) organized regular mentorship programs at the Sisseton-Wahpeton Oyate for youth to five (5) core mentorship programs with the Social Media being one by year two.	Mentorship programs	A	A	A	A	Tribal Education Director, University Colleague, Chief Academic Officer, Research Team	Meeting progress goals as identified by the final report
	Focus on data	√	√	√	√		
	Social media program	√	√	√	√		
	Pre- and post-survey	√	√	√	√		
	Data protocols	√	√	√	√		
	Permissions	√	√	√	√		
	Mentoring program with social media	√	√	√	√		
	Analyze data	√	√	√	√		
	Final report				√		

SMART Goals (Cultural Awareness)	Strategies	Timeline				Persons Responsible	Milestones
		16-17	17-18	18-19	19-20		
5.1 - It is our goal to increase cultural awareness within and throughout the Sisseton-Wahpeton Oyate Community,	Database of cultural advisors	√	√	√	√	Director of Information, Language/ Culture Specialist, Language/	Meeting adequate progress goals as identified by the suicide,
	Website for resources	√	√	√	√		

<p>specifically focusing on the youth. By implementing various cultural and contemporary activities, it will help to establish confidence, self-awareness, and a sense of identity with our struggling youth this will help to form well rounded youth who will later grow into the leaders of our community.</p> <p>5.1 - To decrease the number of suicide ideations in youth grades 6-12th the Pride Survey as stated, "36% of students surveyed thought about suicide in the last month" by 5% each year for students whom receive services through the cultural awareness initiative.</p>	After-school arts program	√	√	√	√	<p>Culture Mentors, Youth Groups, School Cultural Staff, Youth Department Staff, Tribal Education Department Staff, Mentoring and Tutoring teams, Newly formed- Tehinda Team</p>	<p>NASIS, Conscious Discipline, Positive Behavior Supports data.</p>
	Summer arts program	√	√	√	√		
	Winter camp	A	A	A	A		
	Summer camp	A	A	A	A		
	Culture night	M	M	M	M		
	Moccasin and hand games	√	√	√	√		
	Parent survey	√	√	√	√		
	Youth as Teacher plan	√	√	√	√		
	Songwriting workshops	√	M	M	M		
	Youth wacipi (powwow)	A	A	A	A		
	Youth art show	A	A	A	A		
	Youth drama group	√	√	√	√		

Extent of Involvement: The grant application process is directly being written by a team of tribal stakeholders through the education department. It is planned that the Wiyukcan ka Eacunpi Project will be administered through the Tribal Education Department located in the main Tribal Administration Building in the heart of the Central Government. The staff will work primarily in the schools with the teachers and staff and in the Youth Department. Programming will not only be within the school day but extend to after-school hours, weekends and summer. The Tribal

Education Director will hold all staff accountable to the goals of the project and continually assess progress.

Stakeholder meetings will be continued as a venue to get information. For the grant application, meetings were held to gather information and discuss what a “Community” project would look like that would help with College and Career Readiness and other youth needs in our community. The suicide concern always arose in discussions and the need for wrap-around services. In meetings with staff and parents regarding student behavior and data many student’s disruptions and behaviors are not directly related to school but rather something that was going on at home. Developing coping and resiliency skills came through in meetings with parents. One parent of a child whom attempted suicide stated that they, “*just didn’t see it coming*” and didn’t understand the “*whys*”. An additional concern that was discussed by parents was cutting and self-harm actions. Girls are cutting the inside of their arms or legs in retaliation and anger or for other disappointments. Numerous meetings were held with parents and school staff.

Going forward a parent group will be sought through the mentoring program to help guide the program. Key mentors will be trained in various areas to make a direct impact and teach children. They will meet on a monthly basis. The key staff at ESDS, TZTS, Head Start and Youth Department will meet to guide the project, evaluate effectiveness, and share information on a monthly basis. Others will be brought in as needed. Quarterly stakeholder (ie. parents, community members, and school staff) meetings will be held. Specific agenda items will be set and data shared from the implementation plans in addition to concerns from the floor.

The Mentoring Program will consist of Community People to include youth, elders and all other ages to host the programs in a wide variety of areas for needed program.

School Boards and Policy Council Boards will be included in the further planning and development of the activities within the project. Their roles in oversight rather than management will be utilized in the Wiyukcan ka Eacunpi Project. Reports and charts of data will be provided to the Boards on a quarterly basis for them to monitor. Activities reports will be provided on a monthly basis.

Extent the Project Builds Capacity: The project is building a healthy community and building skills for a well-rounded education. The project will develop a data base for information that will inform decisions. The gathering of the data for the writing of this grant was extensive and barriers were realized along with identifying sources for information. A data base for information will be developed that will sustain to future years.

The mentoring and tutoring activities will set up a procedure and program of regular meetings and contacts to ensure that youth are paired with significant adults. Trainings in the school system and curricular changes to assist student development of protective factors will become a part of their regular school program. Culture and language will once again be strongly implemented under the new ESSA law and its push for well-rounded education.

Teachers will use Personal Learning Plans and Customized Learning processes that individualize learning based on assessment to improve motivation, school attendance and decrease behavior and disruptions.

This project will teach the community how to work together for a common goal. The sharing of resources (both material and people) will become a norm. It is intended that systemic change will happen in three areas: 1. Attending pre-school, Early Headstart, Elementary, Middle, High School and College every day is critical to success and sets patterns for future; 2. Suicide is not

an option. Suicide ideation seek help; 3. Education is serious and our community needs to be involved.

Quality of Project Evaluation: (5 points/1 page)

The SWO will contract with Oceti Sakowin Education Consortium Executive Director Chris Bordeaux for evaluation services. Mr. Bordeaux has a Master of Arts in Educational Administration from Oglala Lakota College and an Administrator Certificate from the South Dakota Department of Education. Mr. Bordeaux has 33 years of experience in the education field. He has provided technical assistance in school improvement to other tribal schools and as a tribal member, has a base of knowledge in Indian education that will allow a deeper understanding of the cultural components of our Wiyukcan ka Icunpi Project.

The SWO will collect data on the following measures: Academic data will be collected on a yearly basis based upon NWEA MAP testing conducted at both tribal schools. Attendance data will be collected on a quarterly basis from the School Wide Information System (SWIS) and Native American Student Information System (NASIS). Compass College Test scoring will be available on a yearly basis from the Sisseton-Wahpeton College. The U.S. Department of Education's online survey tool will be utilized on a yearly basis to measure student climate data. PRIDE survey data on self-reported student behavior and measures of emotional well-being will be collected every two years using a questionnaire. All of the instruments identified are standardized tools, have been proven to be evidenced based and have been previously tested for validity.

In addition, suicide data will be collected and analyzed based upon data gathered from the following sources: the local hospital, child protection, Indian Health Service and Aliive Roberts County. The SWO is starting a school-based research project based upon social media impacts

on youth entitled “How effective is social media as utilized as a support tool with youth?” This data will also be included as an additional measure of student emotional well-being.

All data collected will be used to monitor the progress of the goals and objectives of the project. The data will be analyzed objectively by the project evaluator and tracked over time to show impact.

Attachments List

ED GEPA A427 Form

Abstract Narrative

Project Narrative

Additional Project Narrative Attachments

Organization Chart

Position Descriptions and Resumes

Implementation Plans

Evidence of Capacity

Evidence of Involvement of Indian Tribes and Parents

Demonstration of Research Bias

Description of Continuing Activities

Data Sources

Budget Narrative

Additional Budget Narrative Attachments

Tribal Budget Templates

Indirect Costs

Other Attachments

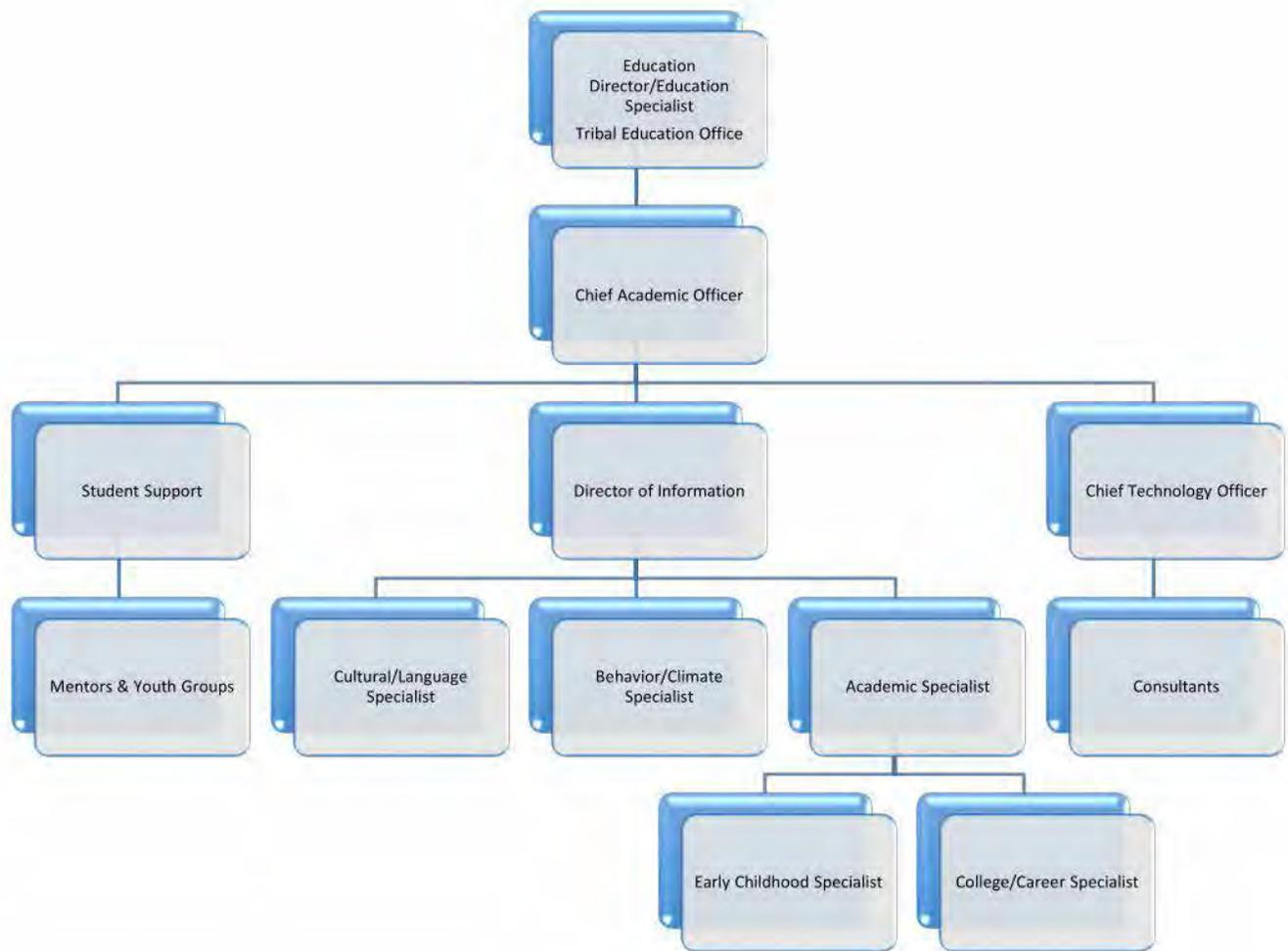
SWO Map

Documentation of Indian Organization

Tribal Resolution

Signed Partnership Agreements

Request for Competitive Preference Priority Three



Sisseton Wahpeton Oyate

Job Description

Job Title: SWO Education Director

Reports to: Tribal Secretary

Summary:

The Director advises the Sisseton Wahpeton Oyate in identifying needs and developing educational priorities, policies and procedures through the Tribe. The Director researches all available education scholarships, grants and funding sources. The Director identifies and recommends educational goals and objectives that would enhance the education of tribal members and the planning for their education needs. The Director monitors state and federal legislation affecting Indian education. The Director recommends education conferences, seminars and workshops to provide educational enhancement of tribal members. The Director conducts on-going reviews of educational program activities for possible recommended revisions and changes. The Director works with Educational Program staff in drafting education policy and procedure manuals consistent with tribal priorities and federal requirements. The Director coordinates hearings on formal education appeals, grievances and education related complaints. The Director undertakes other education related duties and responsibilities as delegated by the Tribal Secretary and conducts business according to the Tribe's Ordinances and Resolutions. The Director will report to the Tribal Secretary and is under the direct supervision of the Tribal Secretary.

Duties and Responsibilities:

- Review and update the Education Codes on a biennial basis.
- Lobby and advocate at all levels of tribal, state and federal; follow and know legislation.
- Work on upgrading the education code.
- Develop, establish and implement tribal accreditation for all Indian schools in the community.
- Be a liaison between all public, private schools that have native populations.
- Be a liaison between Tribal school, State Department of Education, Federal Department of Education and BIE Education Office.
- Research Federal grants.
- Provide technical assistance.
- Research testing materials and participate in the development of an alternative definition of Adequate Yearly Progress.
- Establish policies and procedures.
- Apply knowledge of administrative and business processes, programmatic and operational controls, personnel management and budgetary controls.
- Apply knowledge of program evaluation, analysis and strategic planning.

- Overall management and strategic planning for assigned administrative/business and program functions.
- Extensive independence of decision-making, reporting to the Tribal Executives.
- Oversight of policy development, interpretation and implementation.
- May direct and oversee programmatic policies, legislative and agency operations to include strategic planning, economic development and implementation of the Tribal Education budget.
- Under the Tribal Education departmentalization Administrative flow chart, program oversight includes: Head Start (HS), Early Head Start (EHS), Higher Education Scholarship Program (HESP), Enemy Swim Day School(ESDS), Tiospa Zina Tribal School(TZTS), Dakota Language Institute(DLI), Sisseton Wahpeton College(SWC), Johnson O'Malley Program(JOM), Early Childhood Intervention Program(ECIP) and the public schools that have Native American Students that are located within the Lake Traverse Indian Reservation boundaries that receive JOM, Impact Aid or other related Indian derived funding.

QUALIFICATION REQUIREMENTS:

- Must possess a Master's Degree in Education and/or Education Administration, Ph.D. in Education preferred.
- Must possess five (5) years of experience in education administration.
- Must possess experience or knowledge in working with tribal grant schools, locally controlled schools such as state, parochial and private, demonstrate competency in the area of Pre-K to 12th grade programs.
- Must possess excellent communication skills.
- Must be drug and alcohol free.
- Must pass local, state and federal background checks.
- Must be knowledgeable in Pre-K to 12th grade state and local assessments, of all education resources on and off the reservation, federal programs, Dakota language, culture and history, program applicable to the needs of the students.
- Must possess strong background in fiscal management/accountability.
- Must possess experience in curriculum development and content standards.
- Must possess valid driver's license and must be able to travel.
- Fluency in Dakota and English language preferred.
- Must possess experience and proven knowledge in advocacy at the federal level.
- Must possess experience in successful grant writing for tribal schools.
- Must possess knowledge and experience with and use of computers.
- Indian preference applies.

Approved by

Date

Biographical Sketch

Sherry Johnson

Professional Preparation

Sisseton-Wahpeton College, Sisseton, SD	General Stud/Elementary Education A.A.	1989
Sinte Gleska University, Mission, SD	Elementary Education	B.S. 1991
University of South Dakota, Vermillion, SD	Curriculum & Instruction, Science Education Emphasis	M.S. 1991
University of South Dakota, Vermillion, SD	Curriculum & Instruction, Education Administration Superintendent	Ed.D. 2003
University of Nebraska-Lincoln, Lincoln, NE	School Improvement Specialist Certification/Degree	2006

Appointments

2013 – Present: Sisseton-Wahpeton Oyate (SWO) Education Director, SWO Educational Systems Agency Village, SD

1998 – 2013: Enemy Swim Day School Superintendent, School Districts Waubay, SD

1988 – 1998: Tiospa Zina Tribal School Educator Middle School Science, Middle School Math, Middle School Social Studies, Gifted and Talented, Alternative Education Program Agency Village, SD

Products

None

Synergistic Activities

Teacher/Administrator integral in broadening participation of tribal students in STEM

After obtaining an elementary education degree I worked teaching middle school science and math, and alternative education at Tiospa Zina Tribal School. I furthered my education and received a masters' and doctorate degree and served as the Superintendent at Enemy Swim Day School. I taught Middle School Science at Enemy Swim Day School for ten years in addition to the Superintendent duties, and while pursuing a doctoral degree. My dissertation "Perceptions of Factors that Contribute to the Success of American Indian Children" helped prepare me to accept the newly created position of Sisseton-Wahpeton Education Director to develop the office. One initiative that the education department was given was to write the Research Codes and set up the research protocol and processes for the tribe. With grant funding to assist the tribe – that I applied for and received - the research office under the guidance of the education department has focused on research goals to include Internal Review Board activities. I am a current member of the Sisseton-Wahpeton Oyate Research Review Board.

Member of organizations in service to tribal education

South Dakota Indian Education Advisory Committee,
South Dakota After-School Partnership Committee,

Oceti Sakowin Education Commission, and Oceti Sakowin Education Consortium,
South Dakota Native Language Coalition School Member,
South Dakota Advisory to the S.D. Department of Education work task group member,
Tribal Education Departments National Assembly,
Association of Supervision and Curriculum Development,
Board of Advisors Northeast Educational,
Bureau of Indian Education Tribal Consultation member

Sisseton Wahpeton Oyate

Job Description

Job Title: SWO Education Specialist

Reports to: Tribal Secretary

General Supervision: Tribal Education Director

Summary: The Sisseton-Wahpeton Oyate through the Tribal Education Department (TED) will implement the education technical assistance program for Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), and the Sisseton-Wahpeton Oyate (SWO). The Education Specialist directly provides technical assistance to Tiospa Zina Tribal School and Enemy Swim Day School to identify needs and develop educational priorities, procedures and services for overall school improvement. The Education Specialist will serve as the technical expert in effective math and reading instruction. The Education Specialist will stay abreast of current best practices, scientifically researched based instruction materials and instructional practices, direct instructional methodologies, assessments and assessment practices, NATIVE Star, Common Core and other Academic Standards, Accreditation, and BIE (South Dakota) Accountability Workbook and other mandated accountability requirements. The Education Specialist will provide support and supervisory oversight of the SIE (Sovereignty in Indian Education) Enhancement grant staff. The Education Specialist will report to the Tribal Secretary; is under the general supervision of the Tribal Education Director.

Duties and Responsibilities:

Services that the technical assistance program will provide but are not limited to:

- Provide direct services to staff and students to support effective implementation of scientifically-based reading and math improvement strategies.
- Provide professional development and other trainings for school staff for focused assistance in Reading, Math and other pertinent professional development through pre-service, in-service and on-going contact with instructional staff.
- Gather and disseminate information regarding best practices in reading and math, to include the development, implementation, coordination and evaluation of Math and Reading through the utilization of the Common Core or other Academic Standards.
- Research effective practices that effectively work with the children of the Sisseton-Wahpeton Oyate to enhance retention, application and overall academic knowledge.
- Provide parent training to support improvement strategies.
- Partner and guide the development of school improvement, to include the identification of specific areas of needs for students and staff.

- Develop strategies for technical assistance to improve academic achievement.
- Act as a liaison between SWO/TZTS/ESDS and BIE/BIA and other federal and state agencies and develop collaborative relationships.
- Assist schools, parents and other stakeholders concerning SPED due process procedures.
- Provide Technical Assistance to schools for referrals, evaluation, identification, placement, and implementation of the IEP in the least restrictive environment for children with disabilities and FAPE (Free Appropriate Public Education).
- Assist schools in the interpretation of legislation and implementation of ESSA (Every Student Succeeds Act of the ESEA (Elementary and Secondary Education Act), Title I, II, IV, VI, VII, VIII; IDEA (Individuals with Disabilities Education Act), 108-446; and other laws related to education.
- Assist schools to collect, analyze data and to prepare reports in appropriate format and content to the Department of Education, Congress, SWO and BIE.
- Assist schools to develop a self-monitoring process and a reporting system for the school administration, school board and SWO if not already in place.
- Monitor and guide educational programs to ensure compliance with Grant School and SWO regulations.
- Provide assistance with the NATIVE Star, if schools choose to use.
- Provide Federal programs (Title programs & SPED) oversight to insure that schools are in compliance and to assist with required reports.
- Provide assistance with the research, development, writing and submission of grants that support Indian Education and/or Native Culture and Language.
- Provide support and supervisory oversight of the SIE (Sovereignty in Indian Education) Enhancement staff.

QUALIFICATION REQUIREMENTS:

- Must possess excellent communication skills.
- Must pass local, state and federal background checks.
- Must possess experience in curriculum development and content standards.
- Must possess valid driver's license and must be able to travel.
- Must actively works toward fluency in Dakota.
- Must possess strong organizational skills.
- Must possess knowledge and experience with and use of computers.
- Indian preference applies.

EDUCATION AND/OR EXPERINECE REQUIREMENTS:

- Education degree or Specialist in Reading/Math is preferred. MS/MA degree in Education is required.
- Verifiable knowledge and experience is required in School Improvement processes.

- Must possess five (5) years of classroom experience.
- Must possess experience or knowledge working with school improvement processes.
- Must be knowledgeable in Pre-K to 12th grade state and local assessments, of all education resources on and off the reservation, federal programs, Dakota language, culture and history, program applicable to the needs of the students.
- Must possess deep knowledge of reading, writing, language development, math computation and problem solving to include research based programs.

Approved _____ (b)(6) _____ Date 5.11.16

PROFESSIONAL SUMMARY

- Highly motivated Professional with in-depth expertise in implementation, training, supervision, counseling and human relations; utilize exceptional verbal and written communication skills to develop, present, and implement productive programs.
- Strong team player, bringing considerable leadership capability to the workplace; coupled with upbeat attitude and willingness to share knowledge and ideas.
- Astute consultant, using effective listening and mentoring abilities to facilitate effective interaction between individuals and groups, readily establishing rapport and trust.
- Organized, results driven, productive; able to prioritize and complete multiple projects efficiently.

PROFESSIONAL EXPERIENCE

Sisseton-Wahpeton Oyate Tribal Education Department **09/01/2015 – present**
Box 509, Agency Village, South Dakota 57262

Education Specialist

- ◇ Provides direct services to staff and students to support effective implementation of scientifically-based reading and math improvement strategies.
- ◇ Researches effective practices that effectively work with the children of the Sisseton-Wahpeton Oyate to enhance retention, application and overall academic knowledge.
- ◇ Acts as a liaison between SWO/TZTS/ESDS and BIE/BIA and other federal and state agencies and develops collaborative relationships.
- ◇ Provides assistance with the research, development, writing and submission of grants that support Indian Education and/or Native Culture and Language.

Accomplishments:

- Provided assistance with the research, writing and submission of two grants that were funded.
- Prepared 3 different reports for publishing that were shared with the SWO stakeholders.

Edupoint Educational Systems **06/17/2013 – 08/21/2015**
1955 South Val Vista Drive, Suite 200, Mesa, AZ 85204

Implementation Services Trainer

- ◇ Worked collaboratively with the implementation team to ensure successful implementation, training and end-user product use.
- ◇ Maintained competency in areas of Synergy as new features and updates were released.
- ◇ Provided end user training on Synergy modules.
- ◇ Facilitated by adjusting to needs of each client, class and/or individual user.

Accomplishments:

- Helped implement 40 new school districts in 2014, achieving a new organizational record.
- Provided on-site services to 20 school districts in 12 states during 2014.
- Developed documents and materials for use internally and by clients, resulting in improved product consistency.

DOI/Bureau of Indian Education/Education Line Office

11/2001 – 6/2013

190 Oyate Circle, Lower Brule, SD 57548

Education Specialist

- ◇ Provided professional expertise and assistance on the No Child Left Behind Act (NCLB), Individuals with Disabilities Education Improvement Act (IDEA), the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments and other instructional assessments.
- ◇ Provided training as a Bureau Certified Trainer for the Native American Student Information System (NASIS).
- ◇ Provided coaching for NATIVE Star, a comprehensive school improvement process.

Accomplishments:

- Completed rigorous requirements to qualify as 1 of 15 NASIS trainers.
- Selected as 1 of 20 coaches for the NATIVE Star process.
- Recognized as the NCLB expert in South Dakota for the Bureau of Indian Education.

AREAS OF SPECIALIZATION

Written and Verbal Communication	Student Information Systems
Program Planning and Implementation	Organizational Systems
Program Management and Evaluation	Strategic Planning
Performance Monitoring and Evaluation	Goal Setting
Data Interpretation	Time Management
Facilitation and Coaching	Consulting
Training	Counseling

EDUCATION

PhD level classes, Professional Studies in Education

Capella University, online instruction

Certificate, Family and Christian Counseling

North American Baptist Seminary, Sioux Falls, SD 57105

M.Ed., Counseling, Guidance, and Personnel Services

South Dakota State University, Brookings, SD 57007

B.A., Psychology and Health, Physical Education and Recreation

Dakota Wesleyan University, Mitchell, SD 57301

COMPUTER SKILLS

Student Information System Software programs, Windows, Microsoft Word, Excel, PowerPoint, Publisher, Keynote, Outlook, Internet navigation and basic maintenance.

Sisseton Wahpeton Oyate

Job Description

Job Title: Chief Academic Officer

Reports to: Tribal Education Director

General Supervision: Tribal Education Director

SUMMARY: The Chief Academic Officer provides leadership, vision, strategic direction and technical assistance in the implementation of the NYCP (Native Youth Community Project) grant. The Chief Academic Officer understands the academic components of ESSA (Every Student Succeeds Act) and the requirements of Career and College readiness. The Chief Academic Officer will collaborate with others to identify and assess student needs at Enemy Swim Day School and Tiospa Zina Tribal School.

DUTIES AND RESPONSIBILITIES:

Services that the Chief Academic Officer will provide but are not limited to:

- Analyzes educational studies, student data, test data, behavior data, climate data and language and culture data for the purpose of providing information and producing reports on the NYCP grant progress.
- Facilitates meetings, processes, etc. for the purpose of implementing and maintaining programs and services which achieve the desired grant objectives.
- Ensures that the schools have a vision and effective approaches to developing student competencies in key academic, social and emotional areas.
- Develops systems to share best practices and facilitates collaboration between the schools and the NYCP staff.
- Collaborates with educational leaders on the development and implementation of educational programs that address the needs of the whole student.
- Maintains confidentiality and works as part of a team.

QUALIFICATION REQUIREMENTS:

- Bachelor's degree in Education
- Must possess three (3) years of experience in education
- Teaching and administrative and/or leadership experience, is preferred.
- Must possess strong communication skills, both written and verbal, with the ability to guide and inspire others.
- Strong interpersonal relationship skills and the ability to work effectively with a wide range of people.
- Must possess strong organizational skills.
- Must possess knowledge and experience with and use of computer applications and programs such as spreadsheets, word processing, calendar, e-mail and database software.
- Must possess a valid driver's license and must be able to travel.
- Must pass background checks.
- Indian preference applies.

Sisseton Wahpeton Oyate

Job Description

Job Title: Student Support Specialist

Reports to: Tribal Education Director

General Supervision: Tribal Education Director

SUMMARY: The Student Support Specialist provides supports and guidance to the mentors and youth groups at Enemy Swim Day School and Tiospa Zina Tribal School as defined in the NYCP (Native Youth Committee Project) grant. The Student Support Specialist will work with the schools to analyze data and surveys to assist in assessing the successes of the programs and planning for areas for improvement.

DUTIES AND RESPONSIBILITIES:

Services that the Student Support Specialist will provide but are not limited to:

- Review and analyze data and surveys; use the results to assist educational leadership in improving and changing programming.
- Provide guidance and support to the mentors and youth groups in the development and implementation of educational programs that address the needs of the whole student.
- Assess and evaluate school needs and services, instructional programs and strategies to ensure that all students are College and Career ready.
- Collaborate with the leadership and other stakeholders to develop, implement, and/or obtain and provide needed resources, services, and materials for the students to succeed.
- Maintain databases for the purpose of coordinating information with the schools and the tribal education department to assist in assessing the mentoring and youth group's successes and areas of improvement.
- Maintain confidentiality and work as part of a team.

QUALIFICATION REQUIREMENTS:

- Associate's Degree
- Experience in education or a related field, preferred
- Must possess strong communication skills, both written and verbal, with the ability to guide and inspire others.
- Strong interpersonal relationship skills and the ability to work effectively with a wide range of people.
- Must possess strong organizational skills.
- Must possess knowledge and experience with and use of computer applications and programs such as spreadsheets, word processing, calendar, e-mail and database software.
- Must possess a valid driver's license and must be able to travel.
- Must pass background checks.
- Indian preference applies.

Sisseton Wahpeton Oyate

Job Description

Job Title: Director of Information

Reports to: Tribal Education Director

General Supervision: Tribal Education Director

SUMMARY: The Director of Information provides support and guidance to the reading, math, language and culture, and behavior and climate specialists. The Director of Information facilitates an open exchange of information between the specialists and Enemy Swim Day School and Tiospa Zina Tribal School and the Tribal Education Department. The focus of the Director of Information is to insure the education programs and initiatives are addressing the needs of the whole student.

DUTIES AND RESPONSIBILITIES:

Services that the Director of Information will provide but are not limited to:

- Review and analyze data and use the results to assist the educational leadership in providing specialized and intensive support focusing on achievement for students at each school.
- Collaborate with education leadership and others to develop, implement, and/or obtain and provide needed resources, services, and materials to ensure student success.
- Assist schools with the development and implementation of comprehensive improvement plans and professional growth plans for each school.
- Participate in appropriate in-service and workshop programs and attend school and community meetings, as needed.
- Compile data from a wide variety of sources (staff, parents, students, tribal programs, etc.) for the purpose of analyzing issues and developing recommendations, meeting an objective, establishing goals, etc.
- Maintain confidentiality and work as part of a team.

QUALIFICATION REQUIREMENTS:

- Bachelor's degree
- Experience in education, preferred
- Must possess strong communication skills, both written and verbal, with the ability to guide and inspire others.
- Strong interpersonal relationship skills and the ability to work effectively with a wide range of people.
- Must possess strong organizational skills.
- Must possess knowledge and experience with and use of computer applications and programs such as spreadsheets, word processing, calendar, e-mail and database software.
- Must possess a valid driver's license and must be able to travel.
- Must pass background checks.
- Indian preference applies.

Sisseton Wahpeton Oyate

Job Description

Job Title: Chief Technology Officer

Reports to: Tribal Education Director

General Supervision: Tribal Education Director

SUMMARY: Lead the strategic vision for the schools' technology department supporting both student achievement and school infrastructure. Lead the key initiatives to plan, develop, implement and oversee information systems that serve the schools and support education programming. Implement technology processes and procedures that will help achieve strategic work plan objectives of the school system.

DUTIES AND RESPONSIBILITIES:

Services that the Chief Technology Officer will provide but are not limited to:

- Contribute to the infusion of educational technology into classrooms, libraries/media centers and district offices by providing leadership in all areas of technology planning and technology resource management.
- Conducts research and case studies on leading edge technologies and makes determinations on the probability of implementation.
- Plan and coordinate the selection of educational materials and resources with educational leadership/administration to implement into the school's technology department.
- Monitor management of all hardware, software, databases and licenses, maintenance, and projections of future needs of the school system.
- Strategically work with partners, affiliates and third party vendors to manage, coordinate, and secure technology across multiple platforms, technologies, and sites.
- Maintains a professional networking relationship with the IT industry and the educational community.

QUALIFICATION REQUIREMENTS:

- Associates' Degree
- Applicable experience, required.
- Experience in education, preferred
- Must possess strong organizational skills.
- Must possess a valid driver's license and must be able to travel.
- Must pass background checks.
- Indian preference applies.

Wiyukcan ka Eacunpi

Initiative:	<p>1.1 Academic Area – Reading</p> <p>To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), Sisseton-Wahpeton Oyate Youth Department (SWOYD) and the Sisseton-Wahpeton Oyate Head Start (SWO HS) to ensure all students are College and Career Ready.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>To increase the number of K-8 grade students scoring proficient or advanced on the End of the Year MAP assessment at Enemy Swim Day School from 33% to 53% in 2017 with 85% in 2020.</p> <p>To increase the number of K-11 grade students scoring proficient or advanced on the End of the Year MAP assessment at Tiospa Zina Tribal School from 25% to 47% in 2017 with 80% in 2020.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Materials:	<p>Director of Information</p> <p>Academic Specialists, School Reading Coaches, School Instructional Staff, Leadership Teams</p> <p>Youth Department Staff, Tribal Education Department Staff</p> <p>Mentoring and Tutoring teams</p> <p>NYCP</p> <p>Qualified teachers, ongoing assessments, differentiated instruction, customized learning (personal learning plans)</p> <p>Curriculums and interventions aligned with standards</p>
Data Source(s):	<p>The NWEA MAP assessment results for school year 2014-15 and 2015-16 from each school</p>
Outcome (Long Term):	<p>Students who are college and career ready.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results (<i>Short-term, such as participants, events,</i>
Instructional staff will assess student's prior Reading knowledge and skills before teaching content using KWL (Know, Want to learn, Learned) charts.	Oct 2016	Sept 2020	Improved learning and focus for students
Instructional staff will use informal and formal Reading assessment data to differentiate instruction for all students	Oct 2016	Sept 2020	Appropriate placements based on the student's present performance levels
Instructional staff will identify and work with small groups of students for Reading intervention based on the various assessment data.	Oct 2016	Sept 2020	A minimum of 25 minutes of additional math instruction for students needing intervention time
Instructional staff will identify and provide acceleration materials for students, based on assessment data, needing more challenging work in Reading.	Oct 2016	Sept 2020	Students working beyond the base program materials
The instructional staff during daily Reading instruction will define and use words frequently used in different Reading assessments.	Oct 2016	Sept 2020	Improved assessment results
Students will use computer apps like Kahoot, Quizlet, Khan Academy, etc. to reinforce and expand upon Reading knowledge and learning, as needed and appropriate.	Oct 2016	Sept 2020	Improved time on task and engaged learning
There will be new and additional Native American themed books and materials available in the school and classroom libraries.	Jan 2017	May 2020	Improved access to more appropriate and culturally relevant materials
The mentoring and tutoring programs will work with students on academics.	Oct 2016	Sept 2020	Increased number of students showing improvements in academics
Collaboration time will be provided for teachers to have conversations with one another about Reading instruction.	Oct 2016	Sept 2020	Increased reading gains on assessments
Additional support and guidance will be provided to the students who have personal learning plans as part of customized learning at TZTS HS.	Oct 2016	Sept 2020	Increased success and completion rates

Wiyukcan ka Eacunpi

Initiative:	<p>1.2 Academic Area – Math</p> <p>To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), Sisseton-Wahpeton Oyate Youth Department (SWOYD) and the Sisseton-Wahpeton Oyate Head Start (SWO HS) to ensure all students are College and Career Ready.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>To increase the number of K-8 grade students scoring proficient or advanced on the End of the Year MAP assessment at Enemy Swim Day School from 36% to 56% in 2017 with 86% in 2020.</p> <p>To increase the number of K-11 grade students scoring proficient or advanced on the End of the Year MAP assessment at Tiospa Zina Tribal School from 29% to 51% in 2017 with 81% in 2020.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Materials:	<p>Director of Information</p> <p>Academic Specialists, School Math Coaches, School Instructional Staff, Leadership Teams</p> <p>Youth Department Staff, Tribal Education Department Staff</p> <p>Mentoring and Tutoring teams</p> <p>NYCP</p> <p>Qualified teachers, ongoing assessments, differentiated instruction, customized learning (personal learning plans)</p> <p>Curriculums and interventions aligned with standards</p>
Data Source(s):	<p>The NWEA MAP assessment results for school year 2014-15 and 2015-16 from each school</p>
Outcome (Long Term):	<p>Students who are college and career ready.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results (<i>Short-term, such as participants, events,</i>)
Instructional staff will assess student's prior Math knowledge and skills before teaching content using KWL (Know, Want to learn, Learned) charts.	Oct 2016	Sept 2020	Improved learning and focus for students
Instructional staff will use informal and formal Math assessment data to differentiate instruction for all students	Oct 2016	Sept 2020	Appropriate placements based on the student's present performance levels
Instructional staff will identify and work with small groups of students for Math intervention based on the various assessment data.	Oct 2016	Sept 2020	A minimum of 25 minutes of additional math instruction for students needing intervention time
Instructional staff will identify and provide acceleration materials for students, based on assessment data, needing more challenging work in Math.	Oct 2016	Sept 2020	Students working beyond the base program materials
The instructional staff during daily Math instruction will define and use words frequently used in different Math assessments.	Oct 2016	Sept 2020	Improved assessment results
Students will use computer apps like Kahoot, Quizlet, Khan Academy, etc. to reinforce and expand upon Math knowledge and learning, as needed and appropriate.	Oct 2016	Sept 2020	Improved time on task and engaged learning
There will be new and additional Native American themed books and materials available in the school and classroom libraries.	Jan 2017	May 2020	Improved access to more appropriate and culturally relevant materials
The mentoring and tutoring programs will work with students on academics.	Oct 2016	Sept 2020	Increased number of students showing improvements in academics
Collaboration time will be provided for teachers to have conversations with one another about Math instruction.	Oct 2016	Sept 2020	Increased reading gains on assessments
Additional support and guidance will be provided to the students who have personal learning plans as part of customized learning at TZTS HS.	Oct 2016	Sept 2020	Increased success and completion rates

Wiyukcan ka Eacunpi

Initiative:	<p>1.3 Academic Area – College & Career Ready</p> <p>To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), and the Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Ready.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>100% of the 7th and the 8th grade students at Enemy Swim Day School and Tiospa Zina Tribal School will do the SDMyLife.com website one time per week for 30 minutes to increase usage from sporadic to regular.</p> <p>100% of the 9th-12th grade students at Tiospa Zina Tribal School will complete career pathways and have personal career action plans that are measureable.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Materials:	<p>Director of Information</p> <p>College & Career Specialists and School Instructional Staff</p> <p>Youth Department Staff, Education Staff</p> <p>Mentoring teams, student organizations</p> <p>NYCP</p> <p>College-Career Ready Standards, programs of study, career counseling</p> <p>SDMyLife.com, National Career Readiness Certificate assessment, SD Career and Technical Education materials and websites</p>
Data Source(s):	<p>SD MyLife, Career Matchmaker results, Personal Career Learning Plans, Compass tests results</p>
Outcome (Long Term):	<p>Students who are college and career ready.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events, workload, etc.)</i>
To schedule and develop a weekly time for SD MyLife/Career Matchmaker Assessment and other career inventories in the classroom schedule.	9/2016	11/2020	Schedules for each school
Every student will set Goals and benchmarks and review them on a quarterly basis with their teacher and their parent.	9/2016	10/2016	Goals sheets for students.
Research and plan applicable Career Development workshops for students and teachers	10/2016	9/2020	Training flyers, Agendas, sign in Sheets.
All middle school and high school students will do interest inventories and analyze results and report to teacher and parent.	9/2016	1/2017	Lists of students. Plan for new students.
All high school students will take the ASVAB test by 11 th grade. Preparation tests will be reviewed and practiced. On-going.	9/2016	11/2020	Lists of students completed prep tests and ASVAB.
All high school students will take the ACT test by 11 th grade. Preparation tests will be reviewed and practiced. On-going.	9/2016	11/2020	List of students completed prep tests and ACT
All high school students will take the SAT test by 11 th grade. Preparation tests will be reviewed and practiced. On-going.	9/2016	11/2020	List of students completed prep tests and SAT.
Vocational Education visits and application for entrance completed.	9/2016	9/2020	List of students. Acceptance notifications.
College visits and application completed and submitted	9/2016	9/2020	List of students. Acceptance notifications.
Career Pathways action planning documents completed	9/2016	9/2020	List of students. Planning documents.
FAFSA Applications completed and submitted	1/2017	9/2020	List of students. Acceptance notifications.

PR/Award# S299A160094

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Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events, workload, etc.)</i>
Job Applications completed and submitted	4/2017	9/2020	List of students. Received notifications.
Scholarship Applications completed and submitted.	12/2016	9/2020	Lists of students and scholarships.
Parent career workshops researched, organized and set up. Parent survey of needs and wants conducted.	9/2016	9/2020	Training flyers, agendas, sign in forms.
Mentoring and support groups as needed as arranged according to data and at risk survey.	9/2016	9/2020	Lists of groups, students, attendance.

Wiyukcan ka Eacunpi

Initiative:	<p>1.4 Academic Area – Technology/Digital</p> <p>To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Ready.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>All students at Enemy Swim Day School and Tiospa Zina Tribal School will blend technology with student interests to create a math or science project to be presented and displayed each year in the Spring.</p> <p>Customized learning will be an option for all 9-12 grade students at Tiospa Zina Tribal School in Math, English/Language Arts, Social Studies and Science in the 2016-17 school year and beyond.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Materials:	<p>Chief of Technology</p> <p>Technology Specialist, School Reading/Math Coaches, School Instructional Staff, Leadership Teams</p> <p>Youth Department Staff, Tribal Education Department Staff</p> <p>Mentoring and Tutoring teams</p> <p>NYCP</p> <p>Alignment with student needs, reinforcement and supplement to teaching, collaboration and support, personal learning plans</p> <p>Schoology Learning Management System, online educational websites or free mobile apps like Quizlet, Kahoot, Khan Academy, YouTubeEdu, PBS learning. Project based learning, maker movement, challenge based learning and customized learning materials.</p>
Data Source(s):	<p>Personal Learning Plans, completed projects, assessments results</p>
Outcome (Long Term):	<p>Students who are college and career ready.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results (<i>Short-term, such as participants, events,</i>
Students will use computer apps like Kahoot, Quizlet, Khan Academy, YouTubeEdu, PBS learning etc. to reinforce and expand upon knowledge and learning, as needed and appropriate.	Oct 2016	Sept 2020	Improved student time on task and an increase in the number of students engaged in their learning
There will be new and additional Native American digital and computer based materials available in the school and classroom libraries.	Jan 2017	May 2020	Improved access to more appropriate and culturally relevant materials
The mentoring and tutoring programs will provide students with project and academic support.	Oct 2016	Sept 2020	Increased number of students showing improvements in academics and having completed project
Collaboration time will be provided for teachers to have conversations with one another about instruction and student progress on personal learning plans.	Oct 2016	Sept 2020	Increased gains on assessments and personal learning plans
Additional support and guidance will be provided to the students doing customized learning on the use of Schoology.	Oct 2016	Sept 2020	Increased success and completion rates of assignments
Additional support and guidance will be provided to the staff on the use and monitoring of Schoology.	Oct 2016	Sept 2020	Number of teachers showing success with communication with students on lesson/assignment monitoring/grading
Students will be provided with skills needed to do project research and documentation.	Oct 2016	Sept 2020	Increased level of difficulty of math/science projects each year
An addition at each grade, each year, of a new educational website or app that will be useful for independent work or research.	Oct 2016	Sept 2020	Increased number of new educational websites or apps

Woiyukcan ka Eacunpi

Initiative:	2.1 Affective Area-Suicide To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain. The programs will actively teach, reinforce, and instill protective factors.
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	To decrease the number of suicide completions for youth ages 5-19 whom receive services through the Mentoring Program from 2 to 0 in year 1-5+. To decrease the number of suicide attempts for youth ages 5-19 whom receive services through the Mentoring Program from 20 (CDP) 29 (IHS) incidences by 10% year 1, 20% year 2, 20% year 3, 20% year 4, 20% year 5. To decrease the number of suicide ideations for youth grades 6-12 th whom receive services through the Mentoring Program from 36% by 5% each year of the project.
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Curriculum: Materials: Other:	Student Support Specialist SWO Wellness Staff, IHS Psychologists, Social Workers Youth Dept. Staff, Tribal Education Department Staff Mentoring and Tutoring teams, Newly formed-Tehinda Team NYPC Resilience Guide- American Psychological Association, Counseling Circle of Hope, Life Skills, American Indian Life Skills, Traditional ceremonies, Daughters of Tradition, Sons of Tradition
Data Source(s):	Suicide data: Coteau Des Prairie clinic and hospital, Indian Health Service Clinic, Pride Survey, At Risk School Student surveys.
Outcome (Long Term):	Well rounded children that can positively manage conflict or difficulties by proactive methods.

Strategies / Activities:	Start Date	End Date	Outputs / Results (Short-term, such as participants, events,
Implement Sons of Traditions and Daughters of Traditions in the School systems and Youth Department. Locate and train staff, support the groups, set up a calendar for regular programming.	10/2016	9/2020	Calendar. Staffing. Agenda. Curriculum.
Form mentorship and tutoring groups for various areas to include: Leadership, Culture, Academics, Dakota Language, Action Youth Groups, Advocate Groups, Life skills, Positive Behavior Supports, Higher Education Youth Group, Parent support groups, others as needed. Locate staffing, students and set up a calendar for regular programming. Annual updates and reviews.	9/2016	9/2020	Mentorship groups. Staffing. Agenda. Curriculum of the Family. Curriculum.
Locate Staff, train and implement curriculum in the schools to include but not limited to: Circle of Hope, Life Skills, Conscious Discipline, Positive Behavior Supports, American Indian Life Skills and other. Set up a calendar for regular programming.	9/2016	9/2010	Curriculum set for schools. Calendar. Staffing.
Locate mentor to organize mentorship programs such as: Fathers & Sons, Mothers & Daughters types of programs Pairing significant adults with children.	9/2016	10/2017	Application and Background.
Develop monthly support group activities. Specific to focus. Review quarterly.	10/2016	9/2020	Groups lists and schedules
Develop a system of support for children and parents for prevention, intervention and aftercare. Meet with stakeholders and service providers. Develop all needed forms.	9/2016	12/2017	Written system of support. Forms.
Develop a process and protocol to support families in need.	9/2016	9/2020	Written and communication of process and protocol to families and key service providers
Develop a website for resources and information.	9/2016	2/2017	website
Update website quarterly	4/2017	9/2020	Update website

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Initiative:	2.2 Affective Area-Attendance To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain. The programs will actively teach, reinforce, and instill protective factors.
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	To increase the days of attendance in schools for youth whom receive services through the Mentoring Programs and Parent Trainings from: <ul style="list-style-type: none"> • Head Start PreK Programs 68% and • TZTS K-8 grades 88% and • TZTS 9-12 grades 80% and • ESDS K-8th grades 93% to 94% for all schools every year.
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Curriculum: Materials: Other:	Student Support Specialist Attendance Clerks at the Schools Tribal Education Department Staff, School Staff Mentoring and Tutoring teams, NYPC
Data Source(s):	Native American School Information System, Child Plus
Outcome (Long Term):	Children that attend every day.

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events,</i>
Parent meetings and trainings to include: Curriculum of the home, lifelong student success, development of the whole child, healthy families, resiliency, parents as first teachers and others.	11/2016	9/2020	90-100% parent involvement in meetings/trainings. Establish resources to meet need
Attendance awards for students to include incentives and recognition especially awarding and celebrating Prefect attendance.	10/2016	9/2020	Financial awards. Family participation awards.
Parent contracts for school attendance will be researched, implemented and monitored.	11/2016	11/2016	Successful completion of 1yr
Create programs for Parent and Grand Parent Involvement at Awards ceremonies and recognition monthly.	2/2017	9/2020	Events/activities held weekly
Media Campaign: Weekly radio talk shows on the local radio, FACEBOOK, Website, etc.	10/2016	9/2020	Recognition (weekly/monthly)
Family Circles will be created in each of the seven districts to support education and a campaign will be initiative to support students and regular attendance.	3/2017	9/2020	Meetings done weekly
Parent meetings in the home by school staff and other stakeholders to bring parents into needed compliance and to support their needs.	11/2016	9/2020	Flexibility and 100% attendance. Monthly meetings
Tribal data base for tracking attendance will be created along with a protocol for the reporting.	11/2016	9/2020	Data collection/evaluation sharing across schools, courts, agencies. Ongoing monitor.
Judicial meetings will be arranged to update the Tribal Code. Truancy does not exist as a code and as a result the legal system is reluctant to charge parents with child abuse or child neglect. For elementary students, lack of regular school attendance is due to the parent. For high school students, at times parents need support to ensure that their children are attending if there is reluctant on the part of the young adult. Positive choices and motivational influences will be researched to support and encourage the education of young adults.	12/2016	9/2018	Enforcement of mandatory attendance law. Hold parents accountable. Program (school based) for deferred sentence that involves community based individuals for support.

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Strategies / Activities:	Start Date	End Date	Outputs / Results (<i>Short-term, such as participants, events,</i>
Electronic learning tools (laptops, tablets, leap frog, etc) checked out at the end of day	12/2016	9/2018	Increased interest & incentive
Utilize mentoring and tutoring groups to support strategies.	11/2016	11/2020	Schedule of needs.

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Initiative:	2.3 Affective Area-Behavior 2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain to actively teach, reinforce, and instill protective factors.
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	To decrease the behavior data (number of referrals) of TZTS and ESDS by 5% each year by implementing NYCP Grant Activities.
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Curriculum: Materials: Other:	Student Support Specialist Behavior Clerks at the Schools Tribal Education Department Staff, School Staff, School Principals and School Improvement and Leadership teams Mentoring and Tutoring teams NYPC
Data Source(s):	Native American School Information System, Child Plus
Outcome (Long Term):	Children that are motivated to do well and remain in class every day.

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events,</i>
Parent meetings and trainings to include: Curriculum of the home, lifelong student success, development of the whole child, healthy families, resiliency, parents as first teachers and others.	11/2016	9/2020	90-100% parent involvement in meetings/trainings. Establish resources to meet need
Recognition awards for students to include incentives and recognition. Start with extrinsic and build to intrinsic.	10/2016	9/2020	Award programs set
School behavior will be researched, programs implemented and monitored. Will review and monitor the length of the grant and beyond.	11/2016	9/2020	Successful completion of 1yr
Create programs for Parent and Grand Parent Involvement at Awards ceremonies and recognition monthly in relation to appropriate school behavior.	2/2017	9/2020	Events/activities held weekly/monthly
Media Campaign: Weekly radio talk shows on the local radio, FACEBOOK, Website, etc.	10/2016	9/2020	Recognitions and information dissemination
Family Circles will be created in each of the seven districts to support education and a campaign will be initiative to support students and parents	3/2017	9/2020	Meetings done weekly, home
Parent meetings in the home by school staff and other stakeholders to help understand the problem behind the problem. Parent team meetings. Curriculum of the home discussions.	11/2016	9/2020	Agendas. Home visits.
Tribal data base for tracking behavior will be created along with a protocol for the reporting.	11/2016	9/2020	Data collection/evaluation sharing across schools, courts, agencies. Ongoing monitor.
Create a system of support for parents and struggling students.	12/2016	9/2018	Written System of Support
Seek resources for students in which their behavior is not conducive to them own learning and that impeded the learning of others.	12/2016	4/2017	Written report of resources
Utilize mentoring and tutoring groups to support strategies.	11/2016	11/2020	Schedule of needs.
Start a youth group to discuss behavior disruptions and factors that influence learning. Student led intervention groups. Implement new strategies.	10/2016	9/2020	Agendas. Changes in School System.

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events,</i>
Create motivational exercises, Brain breaks and other interventions to assist students with focused learning. Provide in the school setting. Review and update quarterly.	10/2016	9/2020	Presented in the classrooms. Agenda. Lists of resources. Copies to the teachers.
Conscious Discipline and Positive Behavior Supports training for school personnel	4/2017	8/2018	Training agendas. Staff listing.
Research Student behavior curriculum. Update and review.	4/2017	9/2017	Curriculum data base.

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Initiative:	<p>3.1 Research –What effect does Social Media have as a support tool for mentoring youth on Indian Reservations?</p> <p>2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain to actively teach, reinforce, and instill protective factors.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>To increase student availability to mentorship programs through the usage of Social Media from zero (0) organized regular mentorship programs at the Sisseton-Wahpeton Oyate for youth to five (5) core mentorship programs with the Social Media being one by year two.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Curriculum: Materials: Other:	<p>Tribal Education Director University Colleague Chief Academic Officer Research Team NYPC</p>
Data Source(s):	<p>None available</p>
Outcome (Long Term):	<p>Reduction in Suicide attempts, completions and ideations. Decrease Behavior incidences. Increase school attendance. Provide support in protective factors.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events, workload, etc.)</i>
Develop a mentorship program between at risk students and positive significant adults. Mentorship programs will be specific to the targeted need as stated by the data. Consultants will be utilized as needed. Review annual. Survey Participants.	9/2016	10/2016	Mentorship program that will sustain past the grant period.
Mentorship program initial meetings and specific focus on data from at risk student survey, grades and other data sets. Train staff accordingly.	10/2016	11/2016	Training documents. Agendas. Calendars. Plan development
Develop the Social Media program to be utilized within the Mentorship Program.	11/2016	12/2017	Social Media Program
Develop a pre-survey and a post-survey to measure the perceived results by significant adults and students at risk.	11/2016	1/2017	Pre and Post survey
Set protocols for data gathering.	11/2016	12/2016	Protocol and plan
Provide permissions as required for Sisseton-Wahpeton Oyate parents and Research protocol.	1/2017	2/2017	Approvals and permissions on file
Conduct mentoring program with the added social media	3/2017	4/2018	Monitoring reports for mentoring
Analyze data sets	4/2018	6/2018	Analysis and Results Report
Write a final report. Utilize as a measure for success.	10/2019	9/2020	Final Report

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Initiative:	<p>4.1 School Readiness Area –</p> <p>To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), Sisseton-Wahpeton Oyate Youth Department (SWOYD) and the Sisseton-Wahpeton Oyate Head Start (SWO HS) to ensure all students are College and Career Ready.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>To increase the number of children entering Kindergarten ready to learn, as monitored in the Literacy area through NWEA MAP assessment and Teaching Strategies, from 82% at TZTS, 70% at ESDS, and 20% at Head Start by 5% yearly.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Materials:	<p>Director of Information</p> <p>Early Learning teachers Kindergarten and Preschool, Education Coordinator</p> <p>Youth Department Staff, Tribal Education Department Staff, School Reading/Math Coaches, School Instructional Staff,</p> <p>Leadership Teams</p> <p>Early Educational teams</p> <p>NYCP</p>
Data Source(s):	<p>Brigance, Battelle, Stages and Ages, Teaching Strategies, Child Plus tracking system</p>
Outcome (Long Term):	<p>Students who are ready for Kindergarten.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events,</i>
Set up Early Education Team comprised of Head Start Teachers, Head Start Education Manager, Kindergarten Teachers, Family and Child Education Teacher. Set a calendar up of regular meetings and trainings specific to them.	Dec 2016	Sept 2020	Collaboration of early education entities for the first time. Improvement in overall system.
Early Education Team will analyze the Standards across the entities and identify gaps and develop a plan to bridge the differences and gaps. Annually review during summer.	May 2017	Aug 2018	Development of Scope and Sequence for SWO Early Learning.
Early Education Team will analyze the assessments utilized. An attempt will be made to revise the assessment plans for more uniformity.	May 2017	Aug 2018	Set uniform assessments
Develop a Parent Campaign to include trainings, meetings and workshops in the areas of Literacy, development, Math, social emotion learning, attendance, parenting, reading programs with your child, culture, and more as identified as a need. Monthly on-going.	Nov 2016	Sept 2020	Plan Developed, Schedule and Calendar of events. Parents that are involved.
Develop Summer Bridge Programs to include reading, math, culture, creative activities and other topics. Review annually.	Feb 2017	Sept 2020	Curriculum defined. Schedule and Calendar of events.
Develop Parent reading to children programs. Review annually.	Nov 2017	Jan 2018	List of programs available.
Seek programs such as the Dolly Parton Foundation to bring additional literacy resources into the home. Review annually.	Nov 2016	Jan 2017	List of resources available.
Develop contracts for Attendance. On-going.	Oct 2016	Nov 2017	Contract developed. Signed and monitored.
Utilize mentor groups to support the parent campaign. Ongoing	Oct 2016	Nov 2017	Calendar of events for parents and list of mentors for specific topic areas.

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Initiative:	<p>5.1 Affective Area-Cultural Awareness</p> <p>To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department entities will sustain. The programs will actively teach, reinforce, and instill protective factors.</p>
SMART Statement: Direction: Measure: Population: Action: Baseline: Target: Timeline:	<p>It is our goal to increase cultural awareness within and throughout the Sisseton-Wahpeton Oyate Community, specifically focusing on the youth. By implementing various cultural and contemporary activities, it will help to establish confidence, self-awareness, and a sense of identity with our struggling youth this will help to form well rounded youth who will later grow into the leaders of our community.</p> <p>To decrease the number of suicide ideations in youth grades 6-12th the Pride Survey as stated, "36% of students surveyed thought about suicide in the last month" by 5% each year for students whom receive services through the cultural awareness initiative.</p>
Resources / Contributors: Lead: Co-Lead(s): Assists: Team: Funding: Best Practices: Curriculum: Materials: Other:	<p>Director of Information</p> <p>Language/Culture Specialist, Language/Culture Mentors, Youth Groups, School Cultural Staff</p> <p>Youth Department Staff, Tribal Education Department Staff</p> <p>Mentoring team, Newly formed- Team</p> <p>NYPC</p> <p>Resilience Guide- American Psychological Association, Counseling</p> <p>Circle of Hope, Life Skills, American Indian Life Skills, Traditional ceremonies, Daughters of Tradition, Sons of Tradition, Cultural Arts Program</p>
Data Source(s):	<p>Suicide data impacts: Coteau Des Prairie clinic and hospital, Indian Health Service Clinic, Pride Survey, At Risk School Student surveys.</p>
Outcome (Long Term):	<p>Well rounded children that can positively manage conflict or difficulties by proactive methods and children well-versed in their cultural techniques and skills who can rely on their heritage to express themselves, bring self-awareness, and be better able to deal with difficulties.</p>

Strategies / Activities:	Start Date	End Date	Outputs / Results <i>(Short-term, such as participants, events,</i>
Develop a database of local and outside cultural advisors.	10/1/16	12/1/2016	Have a complete database of contact information on cultural advisors
Develop a website for resources and information.	10/1/16	12/1/2016	Website is developed and running with reliable resources and information.
Develop an after-school arts program which will include Cultural Teachings, Oral Traditions, Arts and Crafts, Song and Dance and a drama program specifically designed for cultural stories.	10/1/16	12/1/2016	A fully complete plan for an afterschool program, Secured the services of qualified partners, teachers and specialists
Develop a summer arts program in partnership with the Youth Department which will be a continuation of the afterschool arts program. The program will also focus towards creating adult mentorship opportunities in the different areas of the arts by including tribal member artists as both teachers and mentors.	12/1/16	3/1/2017	A fully developed summer arts program in conjunction with the Youth Department.
Plan and host a yearly winter camp to be held in the school gymnasium which particularly includes storytelling and dramatic reenactment of those stories which are teaching stories; some of which our cultural requires only be told in the winter.	9/15/16	1/30/2019	A fully developed winter camp plan and a camp to be held in December 2016, December 2017, December 2018, December 2019.
Plan and host a summer camp for boys and a summer camp for girls which focuses on learning about the earth and what she provides as well as gathering, harvesting and preparing. The children will also be taught to gift those items prepared to the elders of the community as a further cultural teaching.	2/1/17	9/1/2020	A fully developed summer camp plan and camps to be held in the summer of 2017, 2018, 2019 and 2020.
Plan bimonthly culture night at the Youth Center which includes cultural activities and/or teachings with a focus on parent inclusion.	9/15/16	9/1/2020	A fully developed plan for a bi-monthly culture night.
Teach Dakota moccasin and hand games and host an annual competition	10/1/16	9/1/2020	Teach all interested you Dakota moccasin and hand games. Gain enough interested participants to host annual gam competition.

Strategies / Activities:	Start Date	End Date	Outputs / Results (<i>Short-term, such as participants, events,</i>)
Establish a list, by parent survey, of youth who will be allowed to learn traditional practices and plan excursions to and participation in traditional ceremonies.	12/1/16	9/1/2020	Attendance and participation in annual traditional ceremonies.
Establish a Youth as Teacher Plan which matches older youth who are familiar with the different dance styles to our head start aged children and elementary school aged children to teach them how to dance with assistance of the Culture/Language Specialist. Plan for workshops throughout the life of the project.	12/1/16	9/1//2020	Create a plan then hold periodic workshops taught by older youth.
Plan and host songwriting workshops including traditional drum songs and contemporary music styles, and flute playing, during year one of the project. During the remaining years of the project, bi-monthly music nights – to include musical performances – will be held in conjunction with the Youth Department.	5/1/17	9/1/2020	Host workshops and then bi-monthly music nights.
Plan and host an annual youth wacipi (powwow) which showcases the Arts and Crafts, Song, and Dance teachings throughout the year and allows the youth to publicly honor others.	5/1/17	9/1/2020	Host a youth wacipi during years 2 and 3 and 4.
Plan and host an annual youth art show which can include all media and includes items created as part of this project as well as items created as school based projects and art created at home. The year 4 of the project will include a juried art show to be planned by the Culture/Language Specialist.	7/1/17	7/15/2019	Plan and host an annual youth art show culminating in a juried show.
Create a youth drama group which hosts a play the final year and includes the teaching of resume building, audition process and a final performance.	7/1/17	6/1/2020	Create a youth drama group and plan and host final performance.

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Evidence of Capacity

The Sisseton-Wahpeton Oyate Tribal Schools are ready for change. The data states that students are not ready for School, are performing below grade level, and are not ready for College or Career.

Dr. Roger Bordeaux entered into a contract for the 2015-16 school year to be Superintendent of Tiospa Zina Tribal School. He had previously been Superintendent, for many years, at TZTS but moved and accepted other employment. During the twelve (12) years Dr. Bordeaux was gone, TZTS had six (6) different Superintendents. Dr. Bordeaux spent the first semester, of the 2015-16 school year, analyzing the school system. As a result of what he was seeing he and his education teams have decided to implement Mass Customized Learning. It will implemented in the high school in the 2016-2017 school year with the middle school following in future years. There will also be a Dakota Language immersion classroom for the first time on the Lake Traverse Indian Reservation. This classroom will be in the Tiospa Zina Tribal School elementary wing.

Dr. Bordeaux is a visionary leader. His leadership team consists of the three (3) principals. The school improvement team has representatives from the high school, middle school, elementary school and the Math and Literacy coaches. The Culture and Language Coordinator and the Exceptional Education Director are members of both teams. The TZTS team members are highly educated. All have their Masters' degree and three (3) have their Doctorates. Dr. Bordeaux, in addition to his doctorate, has a School Improvement Specialist Certification. They have a great start with their teams but there is a long road ahead of them.

Mrs. Virginia Dolney has been at ESDS for twenty-three (23) years. She has been through the reauthorization of the Elementary and Secondary Education Act (ESEA) many times. Prior to No Child Left Behind (NCLB) the Enemy Swim Day School was implementing a school improvement plan. Their reading and math scores were over 75% and 86% respectively. Even then, they didn't feel that was good enough. They have always been known for going the extra step for their students. With the many

changes and the intrusions of NCLB and the BIE requirements for curriculum, assessments, teacher requirements and more, their test scores dropped to an all-time low of 23% and below. ESDS is considered one of the better performing BIE schools, well operated and functioning appropriately. Their scores are increasing but they are struggling with the recent increase of students transferring into ESDS. All of their teacher's positions did not get filled and classrooms are overcrowded. The ESDS leadership team is experienced but are overwhelmed with their own classrooms and extra duties. Their middle school math teacher has a Doctorate in Education, Model Math Master's degree and a School Improvement Specialist Certification. She is new to the school but already their math scores are increasing. She too is overwhelm by the needs of the school system. Support is definitely needed.

Derrick McCauley, Program Director for the Sisseton Wahpeton Oyate Youth Department has been there since its beginning. He started with a department of one (1) and has built it up to having three (3) full time staff and ten (10) part time staff. In addition to the monthly activities the Youth Department is operating a full service Youth Club to include a breakfast and lunch program. The first day of summer vacation, for students, there were 40 in attendance, the next 79 and the next 118 children...additional staffing is needed. The Youth Department is strong in cultural teaching and staffing and they also implement instruction and support in a wide variety of ways. Promoting healthy eating, increased activity and a healthy lifestyle is supplemented through the Notah Begay III grant. Derrick and the Youth Department are always ready to support youth and they recently offered two scholarships for students to attend college. Derrick has a Bachelor's degree and he truly walks the talk.

Lynn Halbert has been the Program Director of the Sisseton-Wahpeton Oyate Head Start Program for (1) one year. She has a Bachelor's degree in Accounting and Business Management. She is taking Child Development classes to earn that certification. Head Start is a struggling program but there have been many successes under her guidance. The staff are receiving much needed support. Last year there were seven (7) staff who earned their Child Development Associate Certifications. In the past two

(2) years there were zero (0) staff who received their CDA certifications. The Head Start reviews have all been in good standing. Head Start is building a program with staff that are better educated. They will be implementing Dakota language programs in all classrooms and starting this year with an immersion classroom. The tribe matches the federal funds to operate two (2) Head Start sites and one (1) Early Head Start site.

Dr. Sherry Johnson, has ten (10) years of experience teaching at Tiospa Zina Tribal School, fifteen (15) years as the Superintendent at the Enemy Swim Day School, and three (3) years at the Sisseton-Wahpeton Oyate as the Education Director. She is a Sisseton-Wahpeton Oyate Tribal member and has a deep vested interest in improving education and the lives of children. She understands the details and processes of school improvement. Her doctorate is in Curriculum and Instruction with an emphasis in leadership. She has a School Improvement Specialist Certification. She has built the Tribal Education Department from the ground up. When she walked into the job without an office, staff or anything. From there the department began. Under her leadership the Tribal Education Department has flourished. She was able to get the Education Code drafted and approved by Tribal Council. She contacted the BIA and was able to secure a PL-638 contract for an Education Specialist to assist the schools in Reading and Math. She wrote a grant to fund a research specialist and wrote the Research codes that were passed by Council. She worked with the Education Specialist and received the Notah Begay III grant which is fighting childhood obesity and type 2 diabetes. This grant was given to the Youth Department to administer the goals and objectives. Recently SWO was awarded the Sovereignty in Education grant to help facilitate the Tribe taking over their own education. The expectations are high! What NCLB couldn't accomplish in fifteen (15) years, the tribes are expected to do in two (2) years. That is turn education around. The NYCP grant is designed to assist with the development and needs and to support our efforts. Dr. Johnson is currently a Co-PI on the first time ever SWO initiated Research Project. As a goal in the NYCP grant the SWO will conduct a Research Project to study mentorship using

Social Media to combat the increasing suicide rate. Partnership with a University colleague is planned. Dr. Johnson is a strong leader and has employed an excellent team and is looking forward to leading SWO in achieving the goals of the NYCP Wiyukcan ka Eacunpi Project. It is named for thinking and doing because it is an action project that is data driven.

Evidence of Involvement of Indian Tribes and Parents

Included is the tribal resolution for support of the NYCP grant application. The Project is being written by a team from the Tribal Education Department. The TED is one of the formalized departments of the Sisseton-Wahpeton Oyate. The Tribal Council fully supports this project and its goals. The needs of the schools, the grant application focus and goals were discussed at Tribal Council. The Tribal Council is made up of members of the seven districts of the Tribe in which all are parents or grandparents. Two tribal council representatives are sitting members on each of the School Boards whom meet at least monthly. The Tribe is active with their education entities.

Many discussions and personal interviews were held in anticipation of the grant. Perceived needs from the community and parents arose as needed programs were discussed. A wrap around system for youth was the primary goal from those that work closely with youth. Mentoring and mentoring programs from significant adults was identified as a crucial program.

The Tribal Education Department, their entities and the Youth Department gathered and shared successes, concerns and program recommendations. There was also discussion about each Department's commitment and roles and how the SWO youth will benefit from the increased efforts. All departments and entities are looking forward to the Wiyukcan ka Eacunpi program focus and the additional staffing. The biggest impact and need is in the area of suicide. This grant will provide an opportunity to train the community and implement a full mentoring program that can be sustained beyond the grant. During the meeting, summer break was on everyone's mind and how to keep children positively engaged. Summer academic loss and what each of the entities are doing to help with this problem was further discussed. The Wiyukcan ka Eacunpi project will provide an opportunity to set the SWO on a good path. The Tribal Education Department, their entities and the Youth Department will meet on a regular basis. Additionally, the key stakeholders will meet in smaller work groups.

The tribe hosted a meeting to specifically discuss and gather input from parents and other stakeholders. Additional information was gathered regarding concerns and needs. Youth suicide was a topic discussed since there had been two recent suicide completions. There was a feeling of apathy but there was agreement on moving from that to an action oriented plan. Historical trauma and the tribe's need to conduct a study on the effects of that trauma was discussed. School academics, discipline and student behavior were also discussed and noted by some as concerns. But for the most part the parent surveys, completed at each school, showed they are happy with the schools. The information from this meeting was used to design the grant goals and objectives.

There were numerous meetings with the schools that are involved. The end of the year data retreats were attended by Tribal Education Department staff to assist with the planning for next year. Data for Reading and Math were analyzed by the instruction and leadership teams. The actual writing of the grant had to wait until all the data was gathered and in actuality is rushed. Further, the collaboration with Tiospa Zina Tribal School, Sisseton-Wahpeton Head Start Program and Enemy Swim Day School needs to have clear expectations and the roles need to be well defined. This is one area that the Sovereignty in Education Program will define. The Tribal Education Department will continue to meet with the schools. There were additional small meetings with the Instructional Coaches and Administration regarding data and goals.

The Tribal Education Department staff met with the Sisseton-Wahpeton Health Director regarding suicide data. It was a long process to get the data released from Indian Health Service but we were successful in retrieving the past three years. Because the Indian Health Service is only a clinic we approached the local Coteau Des Prairie Hospital, Clinic and Emergency room for data. That data actually came from a third party, Roberts County Aliive Program which has Youth goals. Another data set came from the Sisseton-Wahpeton Oyate Child Protection Program. Meetings were scheduled with each of the entities and the topic of suicide was discussed. Also, the needs of the community, present

opportunities, lack of prevention/suicide curriculums in the schools along with the pending application for NYCP funding were discussed. The need for immediate action as being long overdue was discussed in all meetings. Also, the strong collaboration between entities needs to be defined and planned. The Tribal Education Department needs to prepare and plan for increased communication and provide a collegial bridge between the schools, tribe and our non-native community. We all need to be in this together.

Another meeting was with the Research Office to discuss the research project and protocol that will be developed to study mentorship utilizing social media. The project is doable and guidance was received. The Tribal Education Department will partner with a University to develop the protocol needed.

In the future, a team from the schools, stakeholders and parents needs to be established to address the individual goals that impact the SWO youth. Monthly meetings and reports will inform the staff on the progress of the grant goals in the areas of Reading, Math, College and Career Ready, Technology/Digital, School Readiness, Suicide, Research and Cultural awareness. Parent partnership general meetings will be set to gather direct information from parents. Reporting to the Tribal Administration will be done monthly. There will also be quarterly reporting to the Tribal Council. Forms and evaluation data will be developed for all reporting and accountability. The Tribal Education Director will ensure all partnerships are positive and forward moving. Every year a State of Education Report is written and an oral report is provided to the Sisseton-Wahpeton Oyate membership. Both reports will include the progress of the Wiyukcan ka Eacunpi project.

Demonstration of Evidence and Research Basis

Resiliency: Instilling children with the skills and opportunities to build Resiliency and Protective factors is the overall goal to combating childhood depression, suicidal thoughts and actions, and enhancing the opportunity to learn. Through training and direct teaching and opportunities to experience building resilience in children promotes that wrap-around service that is threaded through this project. The American Psychological Association states children can all develop these needed skills through: Making connections, empowering children, routines, taking breaks, teaching self-care, goals and action steps toward goals, nurturing positive self-view, retaining a hopeful outlook, opportunities for self-discovery, and accepting change.

Secretary of Education King is calling for a **well-rounded education**. This aspect of education has been lost under the NCLB model of Reading and Math. Quoting from April 14, 2016 Press Office *King Calls for Return to Well-Round Education*, “Research shows that students-particularly historically underserved students-engage more deeply in learning when they are exposed to a variety of topics and can better connect what they are learning in the classroom with the world outside the school house. For example, there’s evidence that students improve at math when they’ve taken classes that connect science, technology, engineering and math (STEM) with the arts. And research from the University of Virginia’s Daniel Willingham shows that students with broad knowledge are stronger readers.”

Daughters of Tradition and Sons of Traditions is a program that provides a character building framework that will enable youth to create healthy identities for themselves as young Native American men and women. The curriculum was designed using traditional Native

American teachings based upon the natural laws, principles, and values that govern the Earth. The objectives are: 1. Learn how their own cultural traditions and ceremonies can provide a framework for healthy lifestyles, 2. Learn how culture and spirituality create the pathway to meaning in our lives. 3. Learn how to draw upon their own innate knowledge to make healthy decisions, 4. Understand how the various aspects of respect can provide them with a set of values for living, 5. Learn how to express their feelings, hopes, dreams and fears both in writing and in safe talking environments, 6. Learn from elders, peers and community members about ways to recognize, avoid, and get help for problems that they see or experience, and, 7. Explore the 3 questions for this development stage.

Life Skills- Botvin LifeSkills Training.

Circle of Life – Lakota Circles of Hope (LCH) curriculum is a culturally based elementary program that teaches students how to use their culture to deal more effectively with risky behaviors such as drugs, alcohol, gangs, and suicide. The curriculum is also intended to help foster a positive Lakota identity and enhance student’s understanding of Lakota culture. LCH was created to address the need for school-based prevention services to Native American and Non-Native youth. Research has shown that reaching children at a younger age and using culture are two proven ways to help ensure success in the area of prevention. The curriculum begins at second grade and is up to the 5th grade. This is the only curriculum that is culture based that starts in the early elementary years. The Research Project was tested at one Native American school in South Dakota. A pending contract is in place.

American Indian Life Skills is a Native American evidence based High School skill training curriculum. The Middle School Level is ready to be research tested for Native

Americans. The high school research indicated that it is effective at reducing risks and enhancing protective factors associate with youth suicide. Measures assess School engagement, bonding, social skills, mental health (anxiety and depression), suicidal thoughts and feelings, positive coping and substance use attitudes and beliefs.

Sources of Strength will be researched as a possible curriculum and program match for implementation at SWO. The Sources of Strength is an evidence based program that has shown to have impact on school environment, peer group norms and individual factors that are protective against a range of problems including: Bullying, Substance Abuse, Mental Health, Violence and more. The principles of Sources of Strength are adaptable into a variety of populations and cultures. The Step by step process follows a comprehensive approach. School based is the most common but it also allows for cultural and community, and faith based teams. It provides a variety of support tools and individualized approach to ensure the best framework is in place for success. Evidenced based is that Peer Leaders could have a significant impact across an entire student population; increasing positive perceptions of adult support for suicidal youth and the acceptability of seeking help. The study was published in the Fall 2010 journal, "The American Journal of Public Health".

The Tribal schools through the **School Improvement Models and Enhancement Models** are reviewing curriculum and instruction models. Time on task and attentiveness to student academic behaviors are being monitored and adjusted for effectiveness. Student attendance and motivation will be positively impacted through curriculum programs that are proposed.

A **Sisseton-Wahpeton Oyate Research Project** will be implemented, "*What effect does Social Media have as a support tool for mentoring youth on Indian Reservations?*" This is

specifically targeting suicide but will influence other areas of need. SWO will partner with a professor to create a research based study to identify effects of social media on mentoring. This will provide evidence base for a social media model.

Continuing Activities

Continuity after grant period:

The Wiyukcan ka Eacunpi project is staffed with project staff, mentors and tutors to train and be trained. Under the guidance of the project staff consultants will facilitate the project training and train school staff and other mentoring staff in the most effective methods to foster protective factors. The Sisseton Wahpeton Oyate is building a community of caring adults that in some cases have to be taught the parenting skills and connecting skills that were lost during the boarding school days. This is the basis of the continuity. Current staff in the positions to make a difference are stressed with over bearing work loads and children are falling through the cracks. The project is going to be looked to set patterns and create methods for a wrap-around program.

Academic programs and methods of instructing and connecting with children will be directly impacted. Once there is a trust and respect factor between child and teacher learning and retention increases. The programs that are planned for implementation will be sustained through the schools. Instructional methods, time on tasks and other effective behavior and academic training will be implemented to support all project goals.

Describe the entities commitment to continuing the project activities:

Tiospa Zina Tribal School and **Enemy Swim Day School** have a vested interest in student success as rated through academics and at-risk surveys. The school administration are making adjustments to school program due to appropriate academic increases at rated by calculating Adequate tri-annual and yearly progress. TZTS is implementing Mass Customized Learning in the high school and teachers are engaged in writing Personal Learning Plans for the students. They are also implementing Language Immersion for the first time. The Wiyukcan ka Eacunpi project will support Tiospa Zina Tribal School with their new models. ESDS is working on Staffing and

classroom reduction and implementing a new Dakota language classroom model. Other grades in the school will implement the affective curriculums and the improvements in instruction as guided by consultants. Meetings with improvement specials will be on-going and regular.

The commitment of the **Sisseton-Wahpeton Head Start Staff** is to bridge the differences in standards and instruction between the Kindergarten Standards, Head Start performance standards and the Early Learning Guidelines as identified as one of the needs. Staff training and meetings with the Head Start Teachers, Family and Child Education Teachers and Kindergarten teachers will be facilitated and scheduled at least three times during the school year. The Head Start Teachers will benefit from the education experience of the Elementary teachers and key staff.

The **Sisseton-Wahpeton Youth Department** is committed to this project. They dedicated their facilities and connections to the youth in addition to the time of the administrators and support personnel. Their motto, “Just tell us what to do and if it benefits youth we are there!”

Sisseton-Wahpeton Tribal Education Department is 100% committed to the success of this project. We have dedicated all of our available resources to make this project successful. Invested employee time, facilities, materials and more.

The **Research Office** is dedicated to quality research projects that provide needed Native American research and ensures all protections are in place for the tribal members and especially youth. Research Specialist and Extern time will devoted as needed.

MAP Test Data - ESDS

MATH									MATH												
BOY 14-15			MOY 14-15			EOY 14-15			Gained	Goal	BOY 15-16			MOY 15-16			EOY 15-16			Gained	Goal
Grade	# Tested	% A/P			Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P								
K	22	0%	22	45%	20	60%	60%		K	22	18%	21	14%	23	35%	17%					
1	25	48%	25	64%	24	50%	2%		1	20	45%	20	50%	21	33%	-12%					
2	23	56%	22	77%	22	64%	8%		2	26	43%	26	42%	24	58%	15%					
3	27	37%	28	32%	29	34%	-3%		3	30	30%	28	14%	30	27%	-3%					
4	24	4%	21	0%	20	45%	41%		4	26	31%	25	32%	25	32%	1%					
5	20	15%	22	32%	21	57%	42%		5	25	32%	24	25%	22	36%	4%					
6	18	12%	16	13%	17	29%	17%		6	25	28%	23	26%	22	36%	8%					
7	9	44%	8	50%	8	50%	6%		7	22	27%	20	25%	22	27%	0%					
8	11	9%	11	18%	9	11%	2%		8	4	100%	5	60%	6	67%	-33%					
Total	179	26%	175	38%	170	46%	20%	56%	Total	200	33%	192	29%	195	36%	3%	53%				

READING									READING												
BOY 14-15			MOY 14-15			EOY 14-15			Gained	Goal	BOY 15-16			MOY 15-16			EOY 15-16			Gained	Goal
Grade	# Tested	% A/P			Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P								
K	22	14%	22	36%	20	60%	46%		K	22	18%	21	28%	23	52%	34%					
1	25	44%	25	48%	24	54%	10%		1	20	60%	20	40%	21	33%	-27%					
2	23	35%	22	45%	22	46%	11%		2	26	54%	26	38%	24	29%	-25%					
3	28	25%	28	29%	29	31%	6%		3	30	46%	28	29%	30	27%	-19%					
4	24	4%	21	24%	20	25%	21%		4	26	31%	25	20%	25	28%	-3%					
5	20	20%	22	36%	21	33%	13%		5	25	25%	24	21%	22	32%	7%					
6	18	28%	16	25%	17	29%	1%		6	24	33%	23	39%	22	32%	-1%					
7	9	34%	8	13%	8	25%	-9%		7	21	29%	20	25%	22	27%	-2%					
8	11	28%	11	9%	9	11%	-17%		8	4	75%	5	40%	6	50%	-25%					
Total	180	24%	175	33%	170	38%	14%	54%	Total	198	38%	192	30%	195	33%	-5%	59%				

MAP Test Data - TZTS

MATH										MATH																			
BOY 14-15					MOY 14-15					EOY 14-15					BOY 15-16					MOY 15-16					EOY 15-16				
Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	Gained	Goal	Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	Gained	Goal	Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	Gained	Goal			
K	36	11%	38	32%	33	64%	53%		K	28	11%	26	27%	26	77%	66%		K	28	11%	26	27%	26	77%	66%				
1	30	30%	32	32%	28	57%	27%		1	42	26%	41	32%	41	39%	13%		1	42	26%	41	32%	41	39%	13%				
2	38	32%	39	54%	39	62%	30%		2	24	54%	25	40%	26	62%	8%		2	24	54%	25	40%	26	62%	8%				
3	36	3%	36	3%	39	13%	10%		3	43	7%	42	10%	40	18%	11%		3	43	7%	42	10%	40	18%	11%				
4	35	9%	35	3%	37	16%	7%		4	35	17%	36	6%	39	15%	-2%		4	35	17%	36	6%	39	15%	-2%				
5	42	0%	42	2%	38	11%	11%		5	41	15%	40	10%	38	13%	-2%		5	41	15%	40	10%	38	13%	-2%				
6	37	8%	38	16%	38	21%	13%		6	40	10%	34	6%	38	13%	3%		6	40	10%	34	6%	38	13%	3%				
7	26	15%	28	11%	25	16%	1%		7	40	20%	33	18%	36	33%	13%		7	40	20%	33	18%	36	33%	13%				
8	32	6%	29	7%	35	23%	17%		8	25	20%	24	17%	25	20%	0%		8	25	20%	24	17%	25	20%	0%				
9	37	16%	32	16%	28	7%	-9%		9	48	23%	42	12%	42	17%	-6%		9	48	23%	42	12%	42	17%	-6%				
10	48	17%	44	20%	43	28%	11%		10	36	22%	28	21%	28	25%	3%		10	36	22%	28	21%	28	25%	3%				
11	45	13%	39	23%	37	19%	6%		11	39	36%	41	29%	32	41%	5%		11	39	36%	41	29%	32	41%	5%				
Total	442	13%	432	19%	420	28%	15%	43%	Total	441	21%	412	18%	411	29%	8%	51%	Total	441	21%	412	18%	411	29%	8%	51%			

READING										READING																			
BOY 14-15					MOY 14-15					EOY 14-15					BOY 15-16					MOY 15-16					EOY 15-16				
Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	Gained	Goal	Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	Gained	Goal	Grade	# Tested	% A/P	# Tested	% A/P	# Tested	% A/P	Gained	Goal			
K	37	16%	38	13%	34	38%	22%		K	28	21%	26	31%	26	35%	14%		K	28	21%	26	31%	26	35%	14%				
1	31	26%	32	19%	28	29%	3%		1	42	14%	43	9%	39	15%	1%		1	42	14%	43	9%	39	15%	1%				
2	39	18%	40	18%	39	28%	10%		2	24	25%	25	12%	25	28%	3%		2	24	25%	25	12%	25	28%	3%				
3	36	6%	38	8%	39	5%	-1%		3	43	9%	42	7%	39	13%	4%		3	43	9%	42	7%	39	13%	4%				
4	36	11%	35	11%	37	11%	0%		4	35	0%	36	3%	38	3%	3%		4	35	0%	36	3%	38	3%	3%				
5	42	7%	42	10%	38	11%	4%		5	41	12%	40	5%	36	6%	-6%		5	41	12%	40	5%	36	6%	-6%				
6	37	8%	38	21%	38	26%	18%		6	40	20%	34	21%	38	26%	6%		6	40	20%	34	21%	38	26%	6%				
7	26	4%	28	11%	24	17%	13%		7	40	30%	33	33%	36	53%	23%		7	40	30%	33	33%	36	53%	23%				
8	33	15%	29	14%	35	29%	14%		8	25	12%	24	21%	25	24%	12%		8	25	12%	24	21%	25	24%	12%				
9	37	24%	32	31%	30	20%	-4%		9	46	26%	42	21%	39	26%	0%		9	46	26%	42	21%	39	26%	0%				
10	47	21%	44	32%	42	29%	8%		10	34	38%	28	43%	25	40%	2%		10	34	38%	28	43%	25	40%	2%				
11	45	33%	38	39%	35	31%	-2%		11	43	37%	41	39%	35	46%	9%		11	43	37%	41	39%	35	46%	9%				
Total	446	16%	434	19%	419	23%	7%	46%	Total	441	20%	414	20%	401	25%	5%	50%	Total	441	20%	414	20%	401	25%	5%	50%			

American Indian Suicide Mortality Rate*1990-2011				
Tribe	American Indian (AI) race rate (number)	White race rate (number)	Rate Ratio AI/White	P value
Sisseton Wahpeton Oyate of Lake Traverse	28.7 (11)	10.5 (66)	2.73	.0167

Reference SEER.STAT Underlying mortality data provided by NCHS (www.cdc.gov/nchs)

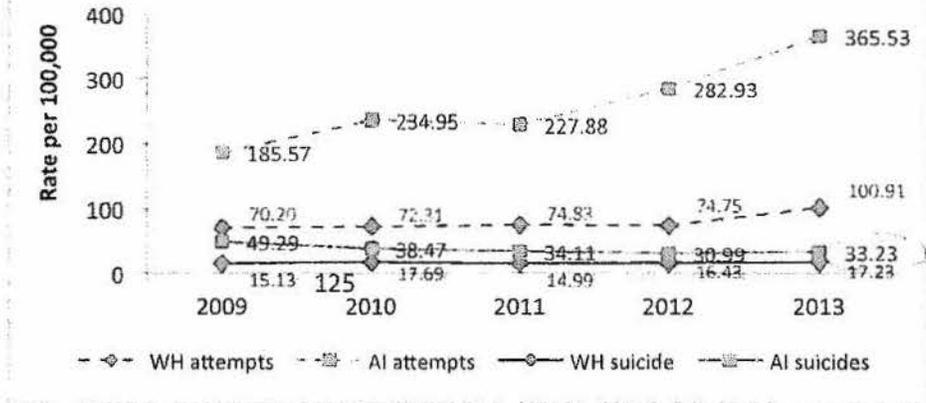
*Rates are per 100,000 and age-adjusted to the 2000 US Std Population (19 age groups - Census P25-1130) standard; Confidence intervals (Tiwari mod) are 95% for rates and ratios.

Suggested citation for the selected database:

Surveillance, Epidemiology, and End Results (SEER) Program (www.seer.cancer.gov) SEER*Stat Database: Incidence - SEER 9 Regs Research Data, Nov 2014 Sub (1973-2012) <Katrina/Rita Population Adjustment> - Linked To County Attributes - Total U.S., 1969-2013 Counties, National Cancer Institute, DCCPS, Surveillance Research Program, Surveillance Systems Branch, released April 2015, based on the November 2014 submission.

Figure 2. Total Suicides and Suicide Attempts by Race, 2009-13

Significant trends in attempted suicide in both races.



Source: South Dakota Vital Records and SDAHO Inpatient Outpatient Data Collection System, 2009-2013

CDP

Age	2011	2012	2013	2014	2015	Totals
11 to 20	7	35	15	16	52	125
21-30	3	22	8	15	17	65
31-40	5	10	10	7	12	44
41-50	1	7	4	6	15	33
51-60	4	9	4	4	4	22
61-70	0	2	0	2	0	4
71 and up	0	0	0	1	0	1
Unknown					5	5
	17	85	41	51	105	299

Race	2011	2012	2013	2014	2015	Totals
White	3	19	8	5	6	41
NA	14	66	31	45	92	248
Unreported	0	0	2	1	6	9
Hispanic	0	0	0	0	1	1
	17	85	41	51	105	299

Gender	2011	2012	2013	2014	2015	Totals
Male	3	39	11	22	31	110
Female	3	46	30	29	71	183
Unreported	0	0	0	10	3	5
	17	85	41	61	105	298

Severity	2011	2012	2013	2014	2015	Totals
Completed	0	2	1	0	2	6
Attempt	13	51	20	25	58	173
Gesture	0	7	0	0	0	7
Ideation w/ plan	0	25	18	25	45	113
	17	85	41	51	105	299

Method	2011	2012	2013	2014	2015	Totals
Gunshot	0	3	0	3	3	9
Hanging	0	9	0	7	7	27
Motor vehicle	0	0	0	4	0	6
Stabbing/Laceration	0	16	0	11	26	64
Carbon Monoxide	0	1	0	0	0	1
Overdose	0	47	20	25	48	149
Unknown	0	0	0	0	21	21
	17	76	30	51	105	277

2015

Event logged by Provider: DAHLEN, JENCIE 2 100%

Sex: FEMALE 2 100%

Employed: UNKNOWN 2 100%

Tribe of Enrollment: SISSETON WAHPETON OYATE, SD 2 100%

Community of Residence: NEW EFFINGTON 1 50%

WAUBAY 1 50%

Relationship: UNKNOWN 2 100%

Education: UNKNOWN 2 100%

Method: OVERDOSE 1 50%

UNKNOWN 1 50%

Previous Attempts: 1 2 100%

Substance Use Involved: ALCOHOL AND OTHER DRUGS 1 50%

UNKNOWN 1 50%

Location of Act: TREATMENT FACILITY 1 50%

MEDICAL FACILITY 1 50%

Disposition: IN-PATIENT MENTAL HEALTH TREAT 1 50%

DATA NOT ENTERED 1 50%

Contributing Factors: UNKNOWN 1 50%

Substance Drugs: ALCOHOL 1 50%

ALCOHOL 1 50%

info age range 105-125 pg 10

*5-14 14
15-19 15*

[H][J]
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***** AGGREGATE SUICIDE FORM DATA - STANDARD*****

Act Occurred: Jan 01, 2015 - Dec 31, 2015

Community where Act Occurred: SISSETON

Age Range: ALL AGES Total # of Suicide Forms: 131

2015

		(85 recorded)	REPORT TOTALS
Suicidal Behavior:	IDEATION WITH PLAN AND INTENT	42	32%
	ATTEMPT	40	31%
	COMPLETED SUICIDE	3	2%
Event logged by Discipline:	CLINIC RN	26	20%
	LICENSED CLINICAL SOCIAL WORK	15	11%
	LICENSED MEDICAL SOCIAL WORKER	8	6%
	MEDICAL SOCIAL WORKER	1	1%
	PUBLIC HEALTH NURSE	35	27%

HISTORY OF MENTAL ILLNESS
OTHER

20 14

2 67%
1 33%

Contributing Factor if OTHER: Gender issues.

1 33%

[H[J

W. W. KEEBLE HEALTH CARE CENTE May 12, 2016

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***** AGGREGATE SUICIDE FORM DATA - STANDARD*****

Act Occurred: Jan 01, 2014 - Dec 31, 2014

Community where Act Occurred: SISSETON

Age Range: ALL AGES

Total # of Suicide Forms: 21

REPORT TOTALS

(18 recorded)

Suicidal Behavior: IDEATION WITH PLAN AND INTENT 9 43%
ATTEMPT 9 43%

Event logged by Discipline: CLINIC RN 4 19%
LICENSED CLINICAL SOCIAL WORK 8 38%
LICENSED MEDICAL SOCIAL WORKER 6 29%

Event logged by Provider: CRAWFORD, DEBRA L 6 29%
BOSSERT, PAULA J 8 38%
DAHLEN, JENCIE 4 19%

5-19-14
3
N

Sex: FEMALE 15 71%
MALE 3 14%

Employed: FULL-TIME 3 14%
PART-TIME 3 14%
SELF-EMPLOYED 1 5%
STUDENT 1 5%
UNEMPLOYED 7 33%
UNKNOWN 3 14%

Tribe of Enrollment: EASTERN BAND OF CHEROKEE IND, 1 5%
INDIAN - NON-TRIBAL MEMBER 1 5%
NAVAJO TRIBE, AZ NM AND UT 1 5%
SISSETON WAHPETON OYATE, SD 15 71%

Community of Residence: BIG COULEE 1 5%
OLD AGENCY 2 10%
PEEVER 4 19%
SIOUX FALLS 1 5%
SISSETON 10 48%

Relationship: SINGLE 11 52%
MARRIED 2 10%
WIDOWED 1 5%
COHABITING/COMMON LAW 2 10%
UNKNOWN 2 10%

Education: LESS THAN 12 YEARS 4 19%
HIGH SCHOOL GRADUATE/GED 2 10%

2013

Age Range: ALL AGES

Total # of Suicide Forms: 19

(14 recorded)

REPORT TOTALS

Suicidal Behavior:	IDEATION WITH PLAN AND INTENT	3	16%
	ATTEMPT	11	58%

Event logged by Discipline:	LICENSED CLINICAL SOCIAL WORK	6	32%
	LICENSED MEDICAL SOCIAL WORKER	8	42%

Event logged by Provider:	CRAWFORD, DEBRA L	8	42%
	BOSSERT, PAULA J	6	32%

Sex:	FEMALE	10	53%
	MALE	4	21%

Employed:	SELF-EMPLOYED	2	11%
	STUDENT	1	5%
	UNEMPLOYED	7	37%
	UNKNOWN	3	16%
	DATA NOT ENTERED	1	5%

Tribe of Enrollment:	INDIAN - NON-TRIBAL MEMBER	1	5%
	NON-INDIAN (AND NON-FED RECOGN)	1	5%
	SISSETON WAHPETON OYATE, SD	9	47%
	STANDING ROCK SIOUX TRIBE, ND	3	16%

Community of Residence:	AGENCY VILLAGE	1	5%
	GRENVILLE	1	5%
	OLD AGENCY	1	5%
	PEEVER	1	5%
	ROSHOLT	2	11%
	SISSETON	8	42%

Relationship:	SINGLE	8	42%
	MARRIED	3	16%
	DIVORCED/SEPARATED	1	5%
	UNKNOWN	2	11%

Education:	LESS THAN 12 YEARS	7	37%
	HIGH SCHOOL GRADUATE/GED	3	16%
	SOME COLLEGE/TECHNICAL SCHOOL	1	5%
	COLLEGE GRADUATE	1	5%
	UNKNOWN	2	11%

Method:	HANGING	2	11%
	STABBING/LACERATION	2	11%
	OVERDOSE	8	42%
	UNKNOWN	2	11%

5-14 14
15-19 5

[H[J

W. W. KEEBLE HEALTH CARE CENTE

May 12, 2016

Page 7

***** AGGREGATE SUICIDE FORM DATA - STANDARD*****

Act Occurred: Jan 01, 2013 - Dec 31, 2013



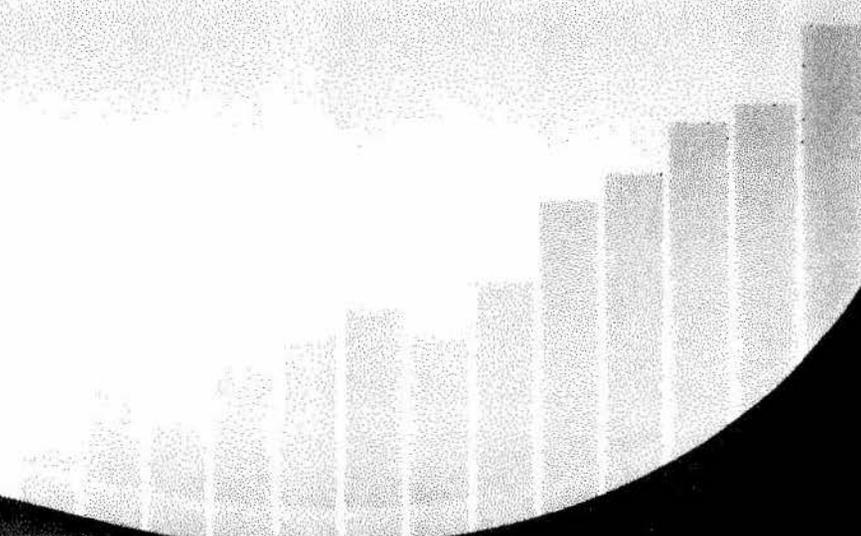
Pride Surveys Questionnaire for Grades 6 thru 12 Standard Report

Aliive Roberts County 2015-16 / Secondary

Sisseton, SD

November 06, 2015

PR/Award # S299A160084
Page e110



PRIDE
Surveys

PRIDE SURVEYS
2140 Newmarket Pkwy, #116
Marietta, GA 30067
☎ 800.279.6351
☎ 770.726.9327
www.pridesurveys.com

Roberts County Data comparison-2010 to 2016

*851 students surveyed in 2010 (primarily grades 6-12)

*725 students surveyed in 2012 (primarily grades 6-12)

*664 students surveyed in 2014 (primarily grades 6-12)

*809 students surveyed in 2016 (primarily grades 6-12)

	2010 PRIDE DATA	2012 PRIDE DATA	2014 PRIDE DATA	2016 PRIDE DATA
% of students reporting using alcohol in the past 30 days	26.0%	23.0%	29.3%	16.9%
% of students who report using alcohol in the past 12 months	52.7%	46.6%	43.0%	28.1%
% of students who report using marijuana in that past 30 days	14.3%	16.2%	21.1%	14.3%
% of students reporting marijuana use in the past 12 months	24.4%	24.8%	29.1%	21.9%
% of students who report using inhalants in the past 30 days	4.3%	3.4%	3.1%	3.4%
% of students reporting using inhalants in the past 12 months	10.1%	7.8%	6.3%	3.5%
% of students who drove after drinking once or more in the past 30 days.	11.6%	10.7%	9.1%	6.2%
% students who rode with a person who had been drinking in the past 30 days	28.4%	30.8%	22.6%	19.0%
% of students who report thought suicide once or more	28.3%	30.8%	36.0%	36.3%
% of students reporting using tobacco in the past 30 days	24.8%	20.1%	22.1%	18.4%
% of students report using tobacco in the past 12 months	37.8%	31.8%	36.5%	28.1%
% of students reporting using illicit drugs in the past 12 months	29.2%	28.3%	32.8%	23.9%
% of students who report using OTC drugs in the past 30 days	7.5%	5.4%	5.7%	4.4%
% of students reporting using OTC drugs in the past 12 months	13.5%	10.5%	11.3%	5.0%
% of students who report using Prescription drugs in the past 30 days	7.6%	4.2%	7.5%	5.2%
% of students who report using Prescription drugs in the past 12 months	12.7%	6.9%	10.5%	5.4%
% of students who report using meth in the past 30 days	0.8%	0.5%	1.9%	1.1%
% of students who report using meth in the past 12 months	2.1%	2.8%	2.8%	1.9%

BFC Core measures	2010	2016	2010	2016	2010	2015	2010	2016	
Measure	Tobacco				Alcohol		Marijuana		Prescription
<i>30-Day Use</i>	24.8	18.4	26.0	16.9	14.3	14.3	-	5.2	
<i>Perceived Risk</i>	84.8	67.9	65.7	55.6	72.3	49.2		70.8	
<i>Parental Disapproval</i>		86.4	87.6	83.8	89.0	91.4	86.4		92.7
<i>Friend's Disapproval</i>		52.6	58.8	42.9	61.5	67.9	62.8		76.5
<i>Avg. Age of First Use</i>			12.4	12.4	13.1	12.8	13.0	12.6	
Risk factors			2010	2016					
<i>Contemplate suicide (often or a lot)</i>					6.1	10.6			
<i>Trouble with police</i>				37.2	31.7				
<i>Guns not at school</i>				7.8	8.6				
<i>Guns at school</i>			2.4	1.8					
<i>Gang activity</i>			6.1	1.8					
<i>Threaten a student with a weapon</i>				1.9	1.8				
<i>Physically threaten a student</i>				26.2	18.4				
<i>Hurt a student with weapon</i>				1.1	1.2				
<i>Hurt a student physically</i>				23.0	14.8				
<i>Been threatened with weapon</i>				5.6	4.8				
<i>Been threatened physically</i>				27.6	25.0				
<i>Been afraid a student might hurt you</i>					20.8	20.2			
<i>Been hurt with a weapon</i>				1.9	1.2				
<i>Been hurt physically</i>				17.4	16.6				

15-16
Tiospa Zina Tribal School

PO Box 719, Agency Village SD 57262
 Generated on 05/25/2016 09:45:53 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 08/17/2015 - 05/16/2016 School(s): 1 Calendar(s): 1
 Grade: KG, 01, 02, 03, 04, 05

School: Tiospa Zina Tribal School Calendar: 15-16 K5

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent in Attendance	
							Days	Avg. Daily		
KG	29	4395	610.51	3784.49	26.17	22.56	457.92	2.76	86.11%	
01	47	6889	889.34	5999.66	41.01	35.71	622.52	3.67	87.09%	
02	29	4345	447.48	3897.52	25.86	23.20	340.71	2.01	89.70%	
03	44	6902	700.30	6201.70	41.09	36.91	526.07	3.15	89.85%	
04	41	6228	575.90	5652.10	37.07	33.68	436.72	2.61	90.75%	
05	41	6561	681.22	5879.78	39.06	35.01	495.05	2.94	89.62%	
Total	6	231	35320	3904.75	31415.25	210.26	187.07	2878.99	17.14	88.94%

15-16

Tiospa Zina Tribal School

PO Box 719, Agency Village SD 57262
Generated on 05/25/2016 09:46:49 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 08/17/2015 - 05/16/2016 School(s): 1 Calendar(s): 1
Grade: 06, 07, 08

School: Tiospa Zina Tribal School Calendar: 15-16 MS 6-8

	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
								Days	Avg. Daily	
	06	46	6418	647.19	5770.81	37.54	33.78	523.63	3.06	89.92%
	07	47	6188	781.58	5406.42	36.18	31.62	558.05	3.29	87.37%
	08	29	4412	612.47	3799.53	25.81	22.20	494.00	2.88	86.12%
Total	3	122	17018	2041.24	14976.76	99.53	87.60	1575.68	9.23	88.01%

15-16

Tiospa Zina Tribal School

PO Box 719, Agency Village SD 57262

Generated on 05/25/2016 09:48:13 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 08/17/2015 - 05/16/2016 School(s): 1 Calendar(s): 1

Grade: 09, 10, 11, 12

School: Tiospa Zina Tribal School Calendar: 15-16 HS 9-12

Grade	Student Membership		Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
	Count	Days					Days	Avg. Daily		
09	61	7383	1346.55	6036.45	43.69	35.73	993.45	5.88	81.76%	
10	48	5387	1234.24	4152.76	31.88	24.61	980.18	5.80	77.09%	
11	46	6373	1131.39	5241.61	37.71	31.04	823.17	4.89	82.25%	
12	50	6258	1472.24	4785.76	37.04	28.31	1090.36	6.46	76.47%	
Total	4	205	25401	5184.42	20216.58	150.32	119.69	3887.16	23.03	79.59%

14-15
Tiospa Zina Tribal School

PO Box 719, Agency Village SD 57262
 Generated on 04/13/2016 01:40:07 PM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 08/20/2014 - 05/22/2015 School(s): 1 Calendar(s): 1
 Grade: 09, 10, 11, 12

School: Tiospa Zina Tribal School Calendar: 14-15 9-12

	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
								Days	Avg. Daily	
	09	48	5954	1201.22	4752.78	34.86	27.81	984.48	5.76	79.82%
	10	59	7905	1380.06	6524.94	46.21	38.15	1076.59	6.28	82.54%
	11	55	7315	1435.52	5879.48	42.79	34.39	1119.21	6.53	80.38%
	12	41	4920	1141.30	3778.70	28.77	22.09	927.70	5.42	76.80%
Total	4	203	26094	5158.10	20935.90	152.63	122.44	4107.98	23.99	80.23%

13-14

Tiospa Zina Tribal SchoolPO Box 719, Agency Village SD 57262
Generated on 04/13/2016 01:41:38 PM Page 1 of 1**Attendance/Membership Summary Report**Start/End Date: 08/21 2013 - 05/22/2014 School(s): 1 Calendar(s): 1
Grade: 06, 07, 08, 09, 10, 11, 12School: Tiospa Zina Tribal School Calendar: 13-14 9-12

	Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance
								Days	Avg. Daily	
	06	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	07	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	08	0	0	0.00	0.00	0.00	0.00	0.00	0.00	N/A
	09	70	9184	1642.29	7541.71	55.01	45.10	1322.56	7.93	82.12%
	10	71	8767	1371.39	7395.61	52.53	44.31	1007.17	6.08	84.36%
	11	44	4857	1029.36	3827.64	29.13	22.94	834.36	4.96	78.81%
	12	34	4044	818.10	3225.90	24.22	19.31	679.78	4.07	79.77%
Total	7	219	26852	4861.14	21990.86	160.89	131.66	3843.87	23.04	81.90%

**15-16
Enemy Swim Day School**

13525 446th Avenue, Waubay SD 57273
Generated on 05/25/2016 09:29:09 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 8/19/2015 - 5/19/2016 School(s): 1 Calendar(s): 1
Grade: KG, 1, 2, 3, 4, 5, 6, 7, 8

School: Enemy Swim Day School Calendar: 15-16 Enemy Swim Day School

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent in Attendance	
							Days	Avg. Daily		
KG	26	3724	374.50	3349.50	21.90	19.70	248.00	1.47	89.94%	
1	23	3368	253.00	3115.00	19.79	18.34	158.50	0.94	92.49%	
2	27	4236	322.50	3913.50	24.91	23.01	160.50	0.94	92.39%	
3	33	4919	364.50	4554.50	28.93	26.79	222.00	1.30	92.59%	
4	27	4182	259.50	3922.50	24.60	23.08	131.50	0.77	93.79%	
5	25	3895	241.00	3654.00	22.91	21.49	150.50	0.87	93.81%	
6	25	3935	192.50	3742.50	23.14	21.99	105.50	0.62	95.11%	
7	25	3646	312.50	3333.50	21.42	19.59	172.00	1.01	91.43%	
8	7	901	106.00	795.00	5.29	4.69	66.50	0.39	88.24%	
Total	9	218	32806	2426.00	30380.00	192.89	178.68	1415.00	8.31	92.61%

14-15

Enemy Swim Day School

13525 446th Avenue, Waubay SD 57273

Generated on 05/25/2016 09:27:30 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 8/20/2014 - 5/21/2015 School(s): 1 Calendar(s): 1

Grade: KG, 1, 2, 3, 4, 5, 6, 7, 8

School: Enemy Swim Day School Calendar: 14-15 Enemy Swim Day School

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
KG	23	3633	376.00	3257.00	21.26	19.04	229.50	1.33	89.65%	
1	25	4162	367.50	3794.50	24.33	22.17	185.00	1.07	91.17%	
2	23	3783	272.50	3510.50	22.12	20.54	176.50	1.04	92.80%	
3	31	4845	329.00	4516.00	28.32	26.39	165.50	0.97	93.21%	
4	25	3608	242.50	3365.50	21.09	19.68	130.00	0.74	93.28%	
5	22	3625	234.50	3390.50	21.20	19.80	102.00	0.60	93.53%	
6	20	2965	179.00	2786.00	17.34	16.27	72.00	0.43	93.96%	
7	9	1492	94.50	1397.50	8.73	8.18	39.00	0.24	93.67%	
8	11	1705	131.50	1573.50	9.96	9.20	46.00	0.27	92.29%	
Total	9	189	29818	2227.00	27591.00	174.35	161.27	1145.50	6.69	92.53%

**13-14
Enemy Swim Day School**

13525 446th Avenue, Waubay SD 57273
Generated on 05/25/2016 09:24:49 AM Page 1 of 1

Attendance/Membership Summary Report

Start/End Date: 8/19/2013 - 5/22/2014 School(s): 1 Calendar(s): 1
Grade: KG, 1, 2, 3, 4, 5, 6, 7, 8

School: Enemy Swim Day School Calendar: 13-14 Enemy Swim Day School

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences		Percent In Attendance	
							Days	Avg. Daily		
KG	29	4167	276.50	3890.50	24.50	22.86	165.50	0.95	93.36%	
1	24	3659	241.50	3417.50	21.52	20.11	141.00	0.85	93.40%	
2	24	3758	195.50	3562.50	22.09	20.96	96.50	0.57	94.80%	
3	34	4907	323.50	4583.50	28.84	26.96	200.00	1.18	93.41%	
4	24	3617	221.00	3396.00	21.27	19.98	96.50	0.57	93.89%	
5	21	3068	163.00	2905.00	18.04	17.08	93.00	0.54	94.69%	
6	12	1850	75.00	1775.00	10.88	10.44	31.00	0.17	95.95%	
7	7	1147	84.00	1063.00	6.75	6.26	49.50	0.29	92.88%	
8	10	1163	102.50	1060.50	6.85	6.24	59.50	0.35	91.19%	
Total	9	185	27336	1682.50	25653.50	160.74	150.89	932.50	5.47	93.85%

Sisseton-Wahpeton Oyate Head Start

2301 - Average Daily Attendance

Program Term: EHS 2015-2016, HS 2015-2016, Attendance Date: 9/8/2015 - 5/31/2016

Sisseton-Wahpeton Oyate Head Start

	Attendance Records			Operating Days	ADA	Funded Enrollment		Actual Enrollment		
						Count	% Attendance	Count	% Attendance	
Enemy Swim Head Start										
ES Classroom	1907	501	0	121	15.76	20	78.80%	19.9	79.19%	
Site Total	1,907	501	0	121.00	15.76	20	78.80%	19.90	79.19%	
Head Start East										
Sa / Red	710	442	0	141	5.04	8	62.94%	8.17	61.63%	
Sapa / Black	615	504	0	141	4.36	8	54.52%	7.94	54.96%	
Ska / White	517	359	0	141	3.67	8	45.83%	6.21	59.02%	
To To / Green	735	398	0	141	5.21	8	65.16%	8.04	64.87%	
Zi / Yellow	665	464	0	141	4.72	8	58.95%	8.01	58.90%	
Site Total	3,242	2,167	0	141.00	23.00	40	57.48%	38.37	59.94%	
Head Start West										
Mastincana/Rabbit	1769	637	0	120	14.74	20	73.71%	20.05	73.52%	
Mato/Bear	1699	773	0	128	13.27	20	66.37%	19.31	68.73%	
Sunka Wakan/Horse	1691	847	0	127	13.31	20	66.57%	19.98	66.63%	
Tatunka/Buffalo	1613	822	0	125	12.9	20	64.52%	19.48	66.24%	
Wahca/Flower	1533	634	0	128	11.98	17	70.45%	16.93	70.74%	
Wambdi/Eagle	1581	782	0	128	12.35	20	61.76%	18.46	66.91%	
Wicahpi/Star	1640	525	0	128	12.81	17	75.37%	16.91	75.75%	
Site Total	11,526	5,020	0	126.29	91.36	134	68.15%	131.12	69.66%	
Sisseton-Wahpeton Oyate Head Start	16,675	7,688	0	131.54	130.12	194	66.77%	189.39	68.44%	
Report Totals	16,675	7,688	0	131.54	130.12	194	66.77%	189.39	68.44%	

1. ADA for each classroom is the sum of statuses selected to count as 'Present' on the setup screen divided by the Operating Days for that classroom.
2. Actual Enrollment Count for each classroom is the sum of the Present and Absent columns divided by the Operating Days
3. Percent Attendance is the Present count divided by the sum of Present and Absent Count
4. Site totals for ADA, Funded Enrollment Count, and Actual Enrollment count are the sum of that count for each of the site's classrooms.
5. Statuses counted as Present: Present(P)
6. Statuses counted as Absent: No Class(-), Absent(A), Best Interest Day(B), Excused(E), Left Early(LE), Not Scheduled(N), Tardy(T), Tardy and Left Early(TLE), Unexcused(U)
7. There are no attendance codes counting as Neither

**SISSETON WAHPETON HEAD START PROGRAM
MANAGERS/SPECIALIST MONTHLY REPORT**

CONTENT AREA: FAMILY SERVICES April 2016

MONTHLY UPDATE on required activities/services, include training provided:

- EOM (End Of Month) reported on 5/2/16 to HSES was EHS = 40 HS = 143 total 193
 - Due to end of the year for Head Start and only 2 weeks left, I will not enroll any new children at this time.

Income Eligibility				
	ESHS	HS	EHS	Total/Average
Income Eligible	57%	58%	75%	60%
Foster child, Homeless or Public Assistance	36%	17%	24%	21%
Over Income	0%	18%	0%	13%
130%	7%	7%	2%	5%

Average Daily Attendance & EOM								
	ESHS		HS		EHS		Total/Average	
	Last month	This month	Last month	This month	Last month	This month	Last month	This month
End of Month (EOM)	20	20	134	133	40	40	194	193
Attendance %	83%	86%	75%	76%	64%	66%	74%	75%

Attendance break down by center				
	Present	Absent	ADA	ADA Last month
ESHS	276	44	86%	83%
HS	1309	406	76	75%
EHS	397	202	66%	64%

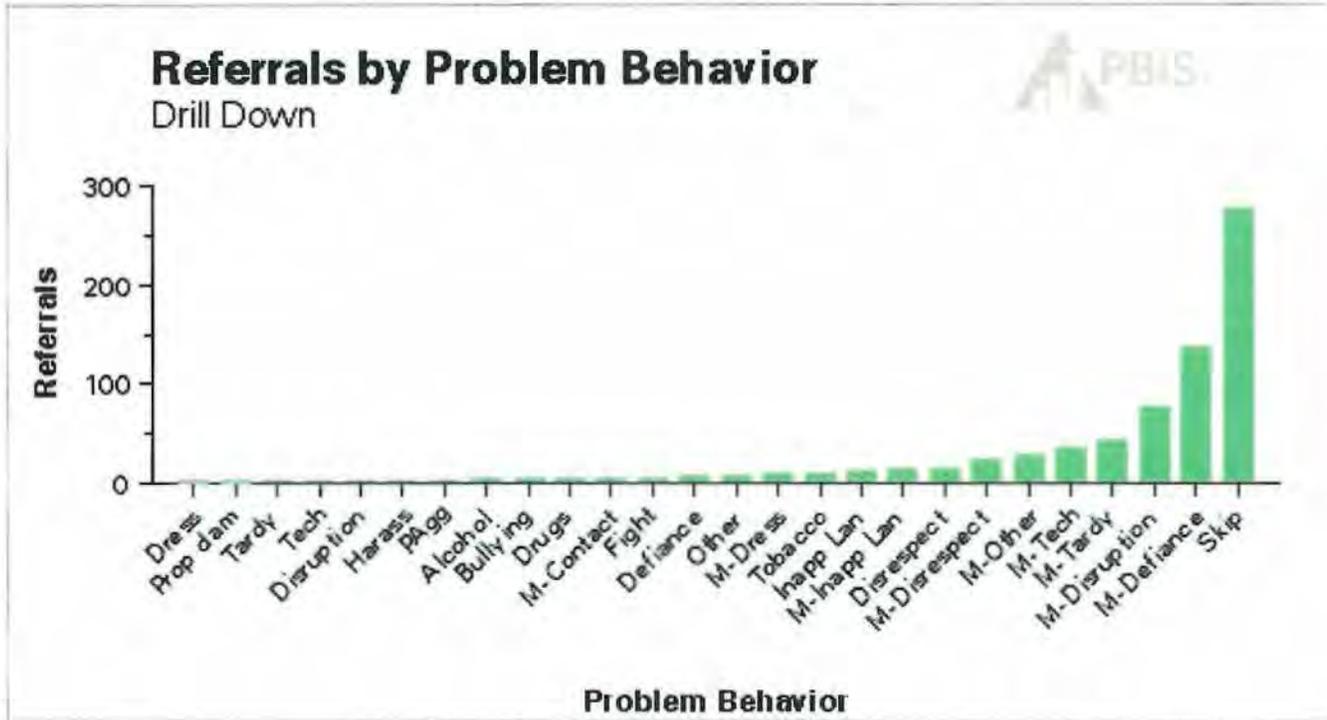
Inkind for the Months of Dec, Jan, Feb

Head Start **\$10,139.92**

Early Head Start **\$615.27**



Swis Drill Down Report
Problem Behavior



Report Options

Included in Dataset:
School Year - 2013-14

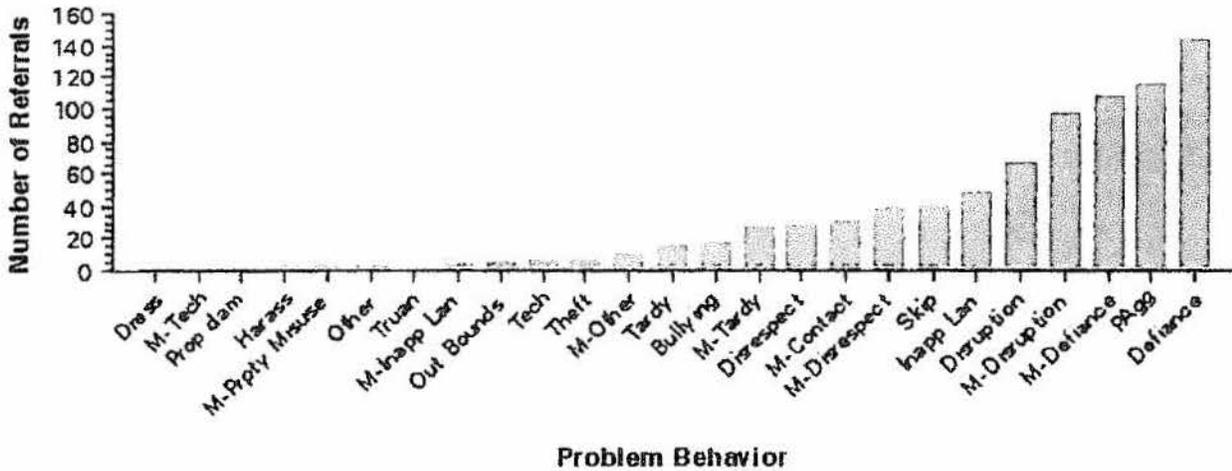


Referrals By Problem Behavior
8/1/15 - 5/26/16

- Referral Type: All Referrals
- Sort Order: Frequency
- Show Values on the Graph: No
- Only Show Problem Behaviors With Data: Yes

Referrals by Problem Behavior

All, Aug 1, 2015 - May 26, 2016



Data Table

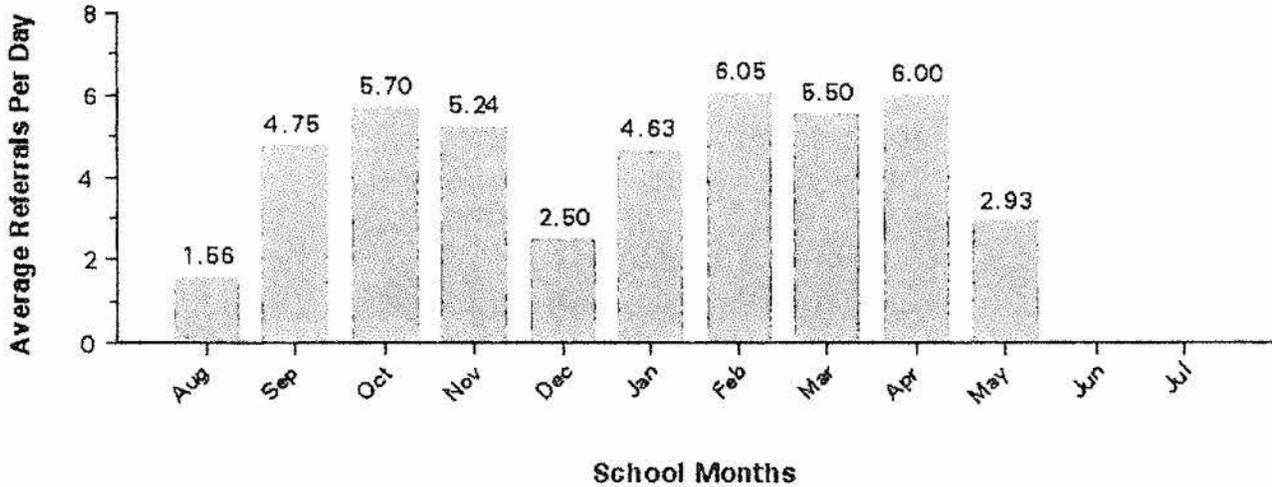
Problem Behavior	Frequency	Proportion	Additional Frequency
Dress Code Violation	1	0.12%	0
Minor - Technology Violation	1	0.12%	0
Property Damage/Vandalism	1	0.12%	1
Harassment	2	0.24%	1
Minor - Property Misuse	2	0.24%	0
Other Behavior	2	0.24%	0
Truancy	3	0.37%	1
Minor - Inappropriate Language	4	0.49%	0
Inappropriate Location/Out of Bounds Area	5	0.61%	1
Technology Violation	6	0.73%	2
Forgery/Theft/Plagiarism	7	0.86%	0
Minor - Other	10	1.22%	1
Tardy	15	1.83%	0
Bullying	17	2.08%	0
Minor - Tardy	27	3.30%	0
Disrespect	28	3.42%	3
Minor - Physical Contact/Physical Aggression	31	3.79%	0
Minor - Disrespect	38	4.65%	2
Skip class	40	4.89%	0
Abusive Language/Inappropriate Language/Profanity	49	5.99%	6
Disruption	67	8.19%	9
Minor - Disruption	97	11.86%	2
Minor - Defiance	107	13.08%	2
Physical Aggression	115	14.06%	8
Defiance/Insubordination/Non-Compliance	143	17.48%	20
Totals:	816	100%	59



Average Referrals Per Day Per Month
2015-16

Referral Type: All Referrals
Show National Data on Graph: No
Show Values on the Graph: Yes

Average Referrals Per Day Per Month
All, 2015-16



Main Data

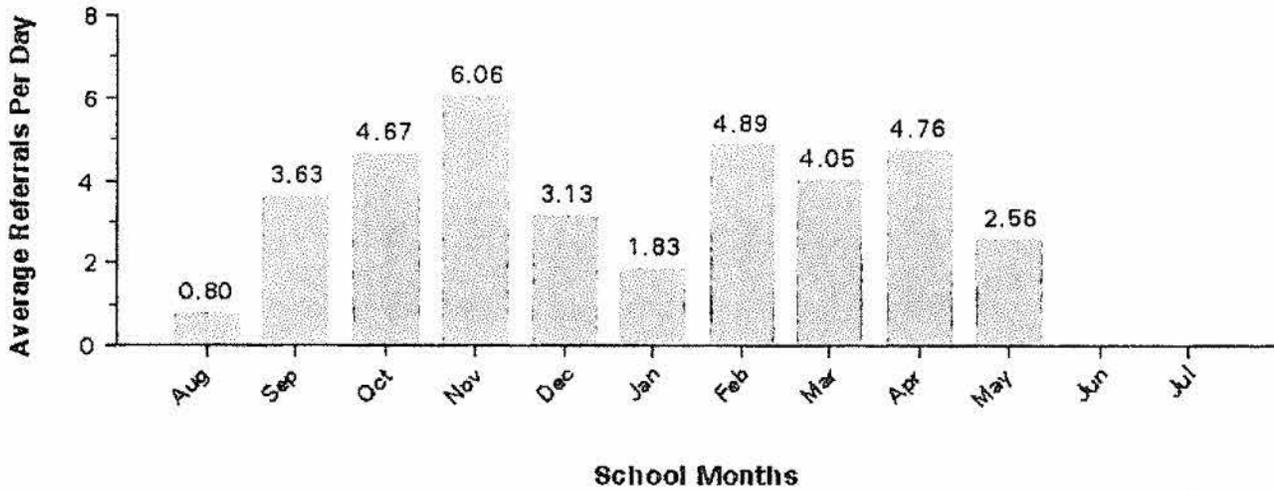
Year	Month	Days Count	Referral Count	ODR/School Day
2015	August	9	14	1.56
2015	September	20	95	4.75
2015	October	20	114	5.70
2015	November	17	89	5.24
2015	December	14	35	2.50
2016	January	19	88	4.63
2016	February	19	115	6.05
2016	March	20	110	5.50
2016	April	19	114	6.00
2016	May	14	41	2.93
2016	June	0	0	0.00
2016	July	0	0	0.00
Totals:		171	815	3.74



Average Referrals Per Day Per Month
2013-14

Referral Type: All Referrals
Show National Data on Graph: No
Show Values on the Graph: Yes

Average Referrals Per Day Per Month
All, 2013-14



Main Data

Year	Month	Days Count	Referral Count	ODR/School Day
2013	August	10	8	0.80
2013	September	19	69	3.63
2013	October	21	98	4.67
2013	November	17	103	6.06
2013	December	15	47	3.13
2014	January	18	33	1.83
2014	February	18	88	4.89
2014	March	20	81	4.05
2014	April	17	81	4.76
2014	May	16	41	2.56
2014	June	0	0	0.00
2014	July	0	0	0.00
Totals:		171	649	3.03

Spring 2015-2016

Table 1: Social-Emotional by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	12	9%	25.9	40	31%	50.9	77	60%	65.0

Table 2: Physical - Gross Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	6	4%	12.2	76	62%	20.4	64	44%	22.5

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	4	3%	6.5	76	52%	11.2	66	45%	15.7

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	18	12%	26.0	58	40%	46.6	70	48%	59.4

Table 5: Spanish Language by Program
(0 Children)

Table 6: Cognitive by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	15	10%	30.9	57	39%	49.4	74	51%	68.2

Table 7: Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	29	20%	18.2	53	37%	37.8	63	43%	61.8

Table 8: Spanish Literacy by Program
(0 Children)

Table 9: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	33	23%	16.8	52	36%	28.4	60	41%	42.1

Table 10: English Language Acquisition by Program
(0 Children)



Appendix

Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period: Spring 2015/2016
 Gender: Unknown
 Male
 Female
 Primary Language: All
 Race: All

May 24, 2016

Page 3

Compass Test Results for Tiospa Zina Tribal School Students

	Summer/Fall 2012			Spring 2013			Summer/Fall 2013			Spring 2014			Summer/Fall 2014			Spring 2015			Summer/Fall 2015			Spring 2016		
	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING
# Tested	18	18	18	6	6	6	24	24	23	10	10	10	20	20	20	2	2	2	38	38	38	8	8	8
FM	8			2			13			7			14			2			22			4		
Intro	8			1			10			1			2			0			8			2		
Intermed	1			3			1			2			4			0			7			1		
Coll	1			0			0			0			0			0			1			1		
FL		12			4			12			6			13			1			28			2	
102		2			1			6			2			6			0			7			3	
Comp I		4			1			5			2			1			1			3			3	
0-69			6			1			9			4			6			0			14			0
70-100			12			5			14			6			14			2			24			8

LEGEND: FM = Foundations of Math (non credit class)
 Intro = Introductory Algebra (non credit class)
 Intermed = Intermediate Algebra (counts as credit at SWC, but doesn't transfer)
 Coll = College Algebra (credit class, credits will transfer)
 FL = Foundations of Literacy (non credit class)
 102 = Essentials of College Writing (need this class to qualify for Eng. Comp. Credit class, may transfer as an elective)
 Comp I = English Comp I (credit class, will transfer)
 0-69 = Enroll in Gen 050: Basic Communications Reading (3 credits; may not be used for a A.A. or A.S. degree requirements at SWC. Will not transfer to another college.)
 70-100 = Applicant is not required to take the skills building reading class.

Compass Results for Other Students

	Summer/Fall 2012			Spring 2013			Summer/Fall 2013			Spring 2014			Summer/Fall 2014			Spring 2015			Summer/Fall 2015			Spring 2016		
	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING	MATH	WRITING	READING
# Tested	41	41	41	31	29	29	57	57	57	30	30	30	40	40	40	17	16	16	71	71	71	12	11	11
FM	16			21			33			15			23			9			29			8		
Intro	19			7			20			12			14			2			13			3		
Intermed	4			3			4			3			2			4			16			1		
Coll	2			0			0			0			1			2			13			0		
FL		20			18			28			15			22			7			33			6	
102		14			6			14			6			6			4			14			3	
Comp I		7			5			15			9			12			5			24			2	
0-69			3			11			14			5			8			3			12			2
70-100			38			18			43			25			32			13			59			9

Winter 2015 2016

Table 1: Social-Emotional by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	19	13%	29.6	72	50%	45.3	54	37%	63.4

Table 2: Physical - Gross Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	16	11%	12.1	97	66%	19.3	33	23%	21.9

Table 3: Physical - Fine Motor by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	10	7%	5.9	97	67%	10.8	36	26%	15.5

Table 4: Language by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	28	19%	27.4	76	52%	44.4	42	29%	56.9

Table 5: Spanish Language by Program
(0 Children)

Table 6: Cognitive by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	27	19%	32.0	74	51%	47.2	43	30%	66.3

Table 7: Literacy by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	45	32%	17.6	76	54%	36.6	21	15%	46.5

Table 8: Spanish Literacy by Program
(0 Children)

Table 9: Mathematics by Program

Program Name	Below			Meeting			Exceeding		
	Count	%	Mean	Count	%	Mean	Count	%	Mean
Sisseton Wahpeton Oyate	54	38%	15.6	77	53%	29.5	13	9%	37.0

Table 10: English Language Acquisition by Program
(0 Children)

Appendix

Report Criteria

The criteria used to generate this report are summarized in the Profile of Children. This Appendix shows all of the criteria that were selected to run this report.

Checkpoint Period:	Winter 2015/2016
Gender:	Unknown Male Female
Primary Language:	All
Race:	All

May 25, 2016

Page 3

Enemy Swim Day School Responses

What do we do well for all students?	What do we need to improve for all students?	What changes can we make to improve our school for our students?
Use data	Focus on positives	Team building w/2 nd group
Plan	Quicker transitions	Pacing + Transitions (hallways & classrooms)
Assess	Consistency	Improve ZAP (Zeroes Aren't Possible)
Technology – using w/purpose	Have more fun – more creative activities	Use multiple assessment data to differentiate
Individualized instruction (SpEd)	Home visits – face to face contacts	Monitor progress & use feedback to reteach to small groups + individuals
Connect with kids	Time on task	Make some changes to interventions – more engaging programs
Experiences + integrate in class culture (opening & closing)	Connections w/staff + students	Create independence
Social - Emotional	True differentiated instruction	Accountability for procedures & expectations
Behavioral strategies	Hold students accountable	Focus on positives (more positives) – Focus on what you want; not what you see (academics & behavior)
High Expectations	More core time for middle/upper grade	
Respecting students	Self-motivation for all kids	
Consistent class procedures	Use all the data	
Deep theoretical understanding		
Follow RTI plan		
Award + recognize achievements		

What do we do well for all students?	What do we need to improve for all students?	What changes can we make to improve our school for our students?
<ul style="list-style-type: none"> - Empathy - Anti-punitive for discipline - Cultural integration - Meals - food - Safety- safe environment - Humor - sports - provide consistency to students - Transportation - Basic needs - Basic health care – vision/hearing K-2 3 -5 8-12 - make connections/create kinship - high expectations - reinforce SOAR expectations - nurturing students - behavior expectations - nurturing students to be self-directed achievers - empower confidence with intention of long term prep - K-5 does SOAR well - IEP's and progress reports - Waunsida- (not just empathy) using the best of what we have - multiple chances - communication with families/parents - All students can learn- High expectations - Resources (Differentiated Instruction/Intervention, counseling) - Positive relationships-empathy, compassion - Higher level incentives - Dakota Culture - Preparation - Students are well fed 	<ul style="list-style-type: none"> - Class sizes * - Communication – consistent notes home - SOTA/COURIER/SHOPPER - Calendar to EVERYONE - School wide Consistent Discipline/with consequences - teachers know about stresses with students) - Call parents as an offense vs defense - More teachers - Respect – between co-workers and Respect to Admin - Connections (body language, gossip and follow through) - communication with parents - cultural assessments of both students and staff at all levels, throughout the year - track PBLOs - In-depth staff learning of cultural values to better teach students (Dakota and region specifics) - Be on the same page with deep cultural understandings - Staff want to integrate culture, just need more understanding and resources - assessing climate from walking in the door, classrooms, etc. - school-wide climate - articulating what school climate should be - across the board nurturing, from Dakota perspective - Respect from a Dakota perspective - Ongoing assessment of cultural values and PBLOs - Teach, reinforce, and assess PBLOs throughout year - Communication between staff and admin of PBLO and cultural values proficiency 	<ul style="list-style-type: none"> - Parent and community involvement - Put ropes by snack bar for K-5 line 6-12 line - Send list of items to classroom teachers, so kids will know ahead of time (items from concession store) - Get pop @ the door (sell from concession door) - Trays to K-2 instead of Styrofoam plates (waste of resource) - Develop swipe cards for lunch ☺ - Technology updates/services/need man power - Emergency-Infinite campus - more help in each room - more subs - teacher-student ratio - transparency - more surveying students, staff, community - clear on vision of administration - leaders communicate better with teachers - specific trainings/PD on positive approach - more positive environment - are staff happy and modeling that for children - building relationships with children - staff restorative dialogue - trauma reduction (students already coming in with trauma) - PD for dealing with our unique students - school-wide trauma assessment - holistic approach, serving the whole child - elbow grease- commitment to make things happen - staff resiliency - restorative justice - safety for staff and students (physical and emotional) - admin culturally prepared - admin getting overpowered - cultural respect for women

What do we do well for all students?	What do we need to improve for all students?	What changes can we make to improve our school for our students?
	<p>leaders, etc.)</p> <ul style="list-style-type: none"> - -honor song for academic achievements - -culturally appropriate recognition - -instilling understanding of teaching a way of life - -all teachers taking ownership of teaching Dakota way of life - -pre-teaching about ceremonies beforehand (first to staff, then students) - -students "showing respect" at ceremonies - -parent involvement - -collaboration between tiwahes - Safety - Address negative attitudes - Accountability-staff & students - Communication-staff need to be in the loop - Consistence/structure school wide, lesson structure - Attendance policy-change/consistency - Maintain high expectations - Nutrition-Lunch schedule 	<p>teaching them spirituality as a way of life</p> <ul style="list-style-type: none"> - -creation stories - -sub orientation – they need to be on the same page - -paras need to be on the same page - -cultural understanding of teaching - Follow through with school policies - Students/Staff/Parent Accountability - More rigorous attendance policy-relationship with court - Communication-administration/staff/parents - Good Lesson Structure-good planning, utilize school resources - Better Utilizing Staff-Coaches, paras, utilize strengths & interests, parent liaison, - Respect one another: Positivity among staff-recruit & retain quality staff - Good quality subs-dependable people, better training - Hire a security officer - ISS Room

Report of the
External Review
for
Tiospa Zina Tribal School

PO BOX 719
Agency Village, SD, 57262
US

Dr. Roger C. Bordeaux, Superintendent

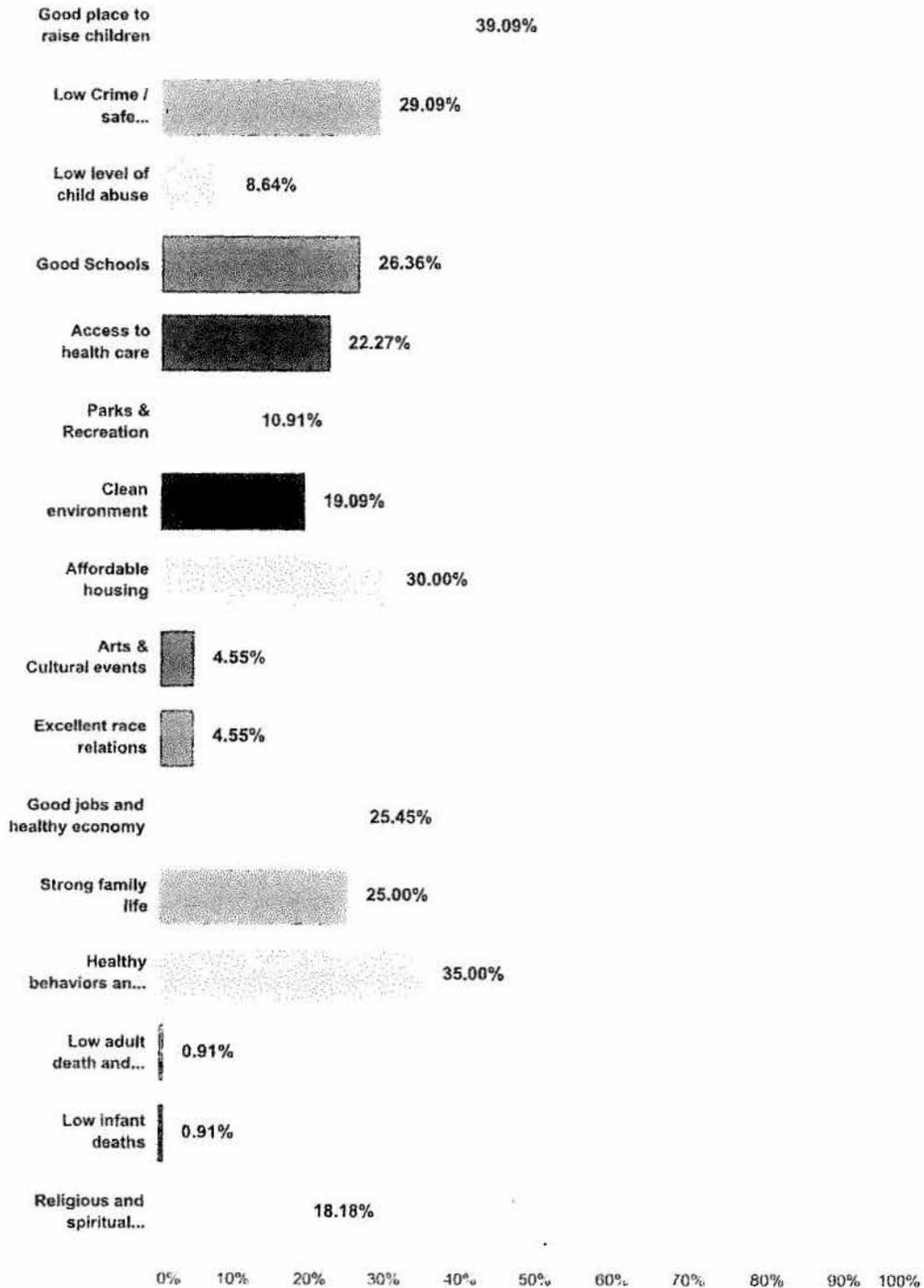
Date: May 1, 2014 - May 2, 2014



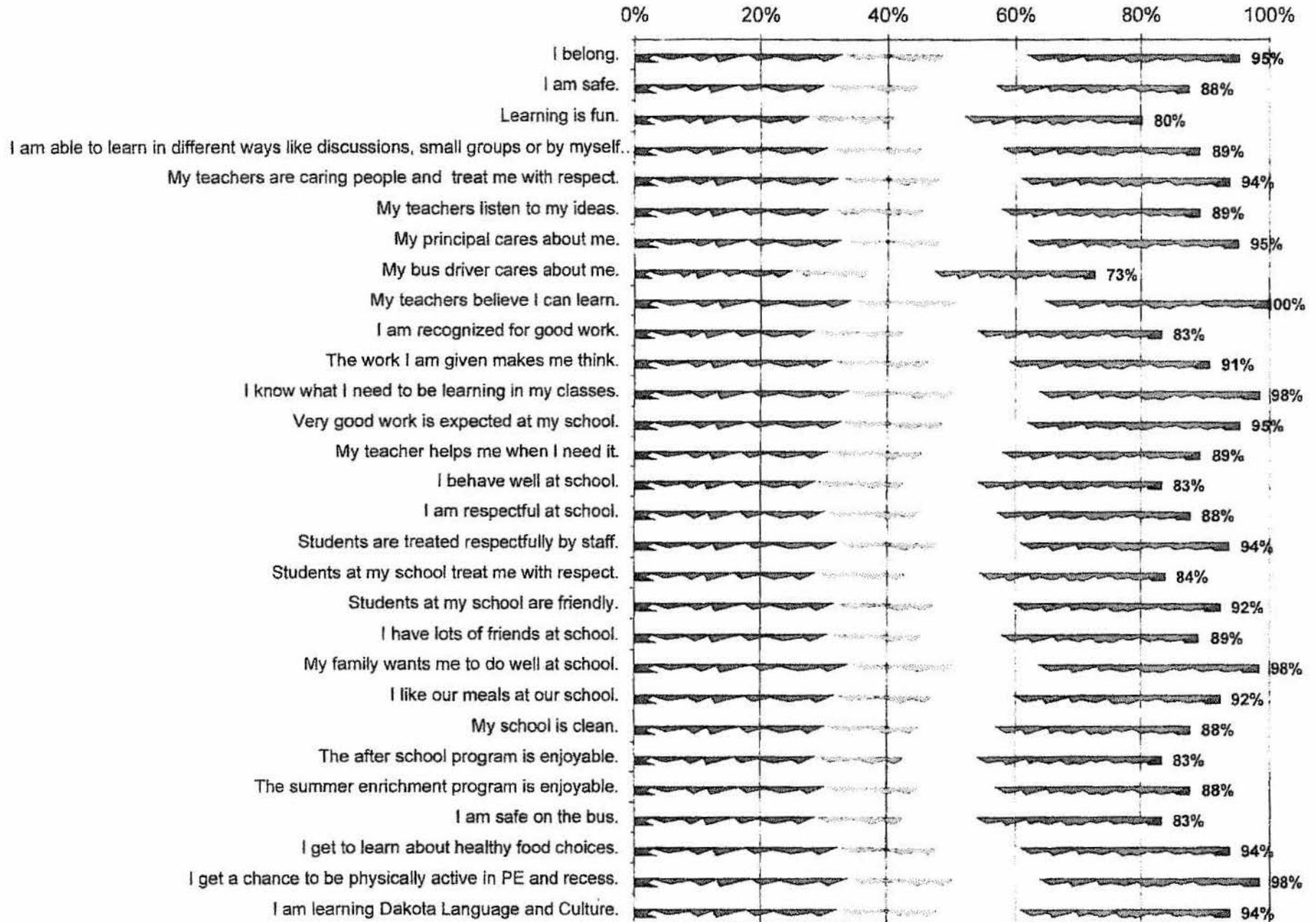
North Central Association on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancedED.

Q1 What are the three most important factors for a "Healthy Community?" (Those factors which most improve the quality of life in a community.)

Response Rate: 100%

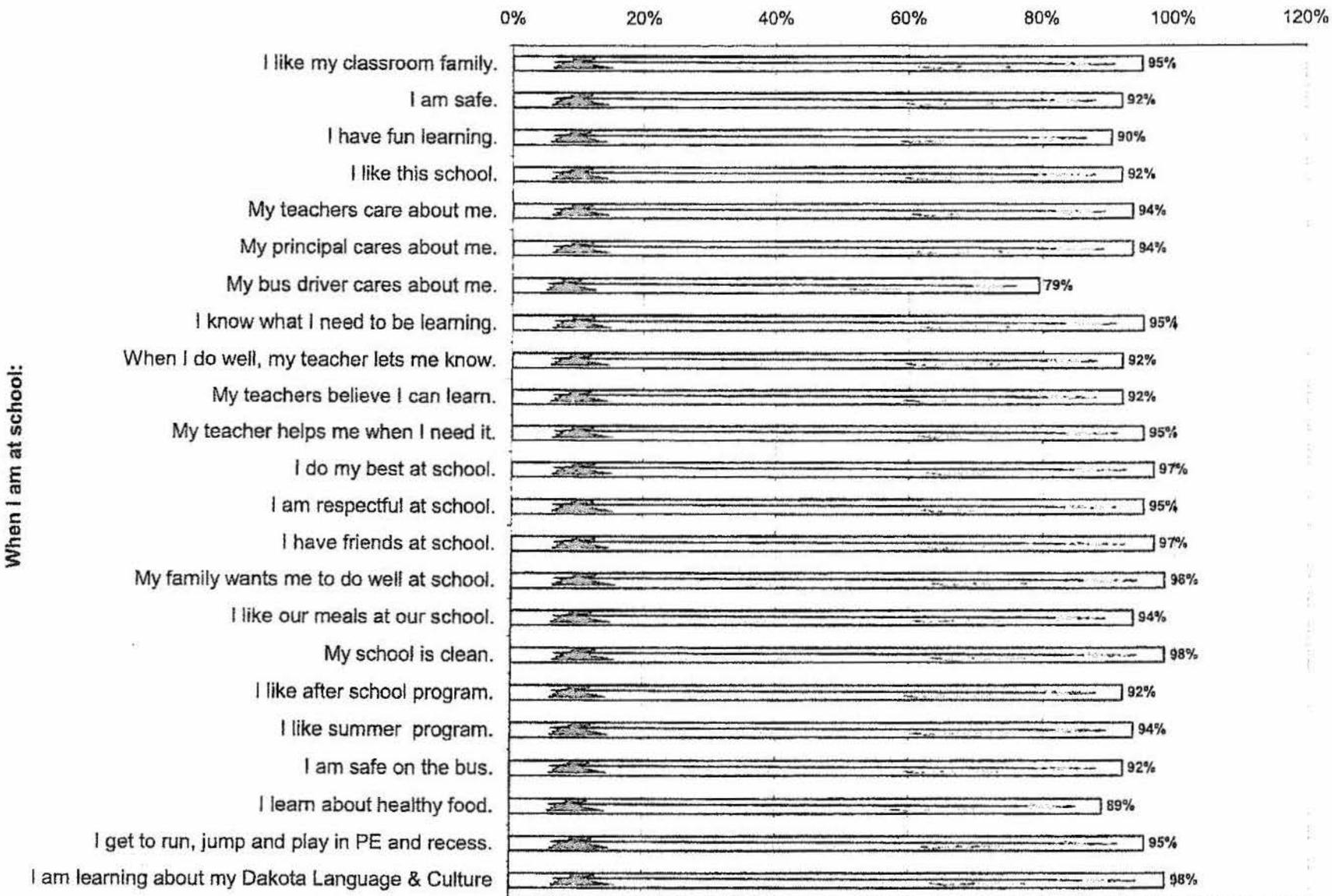


ESDS 3-5 Student Survey SY 2013-2014: 66/71 (93%) Respondents
Percent



When I am at school:

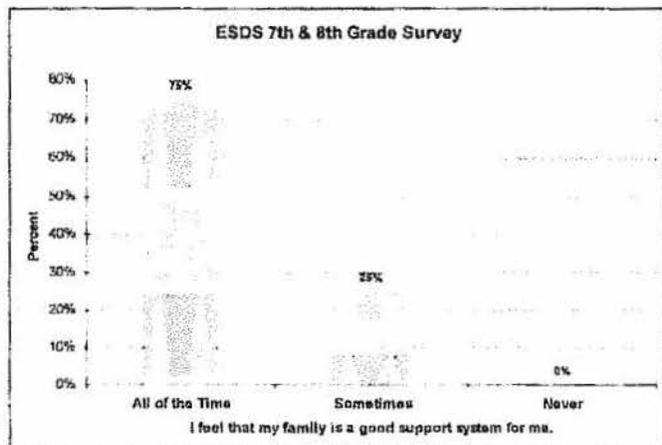
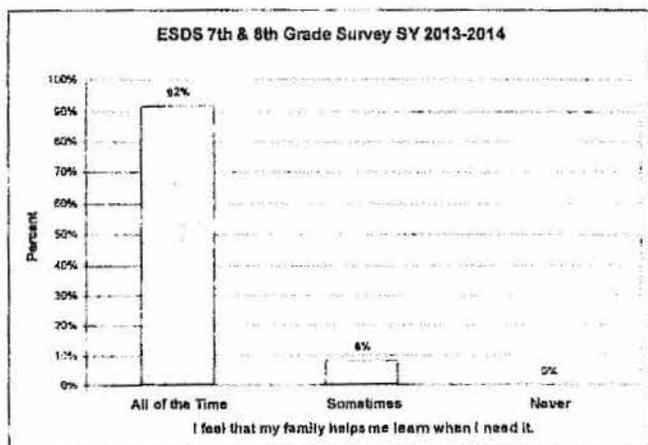
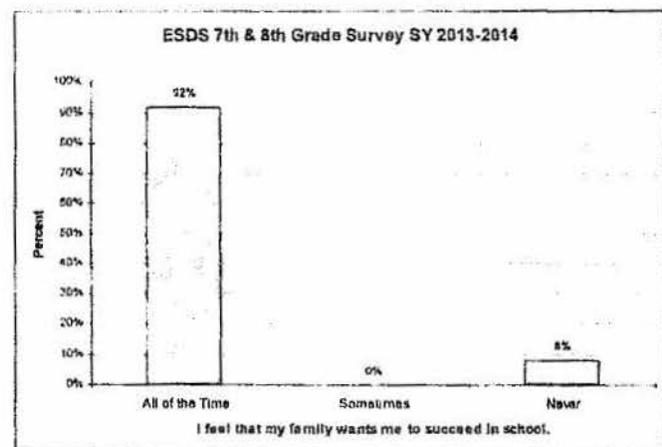
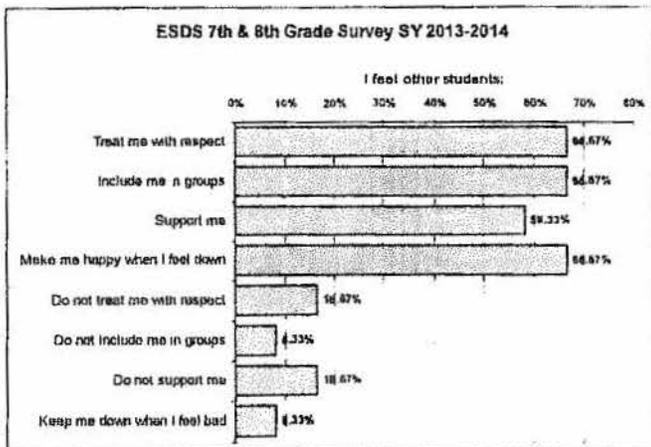
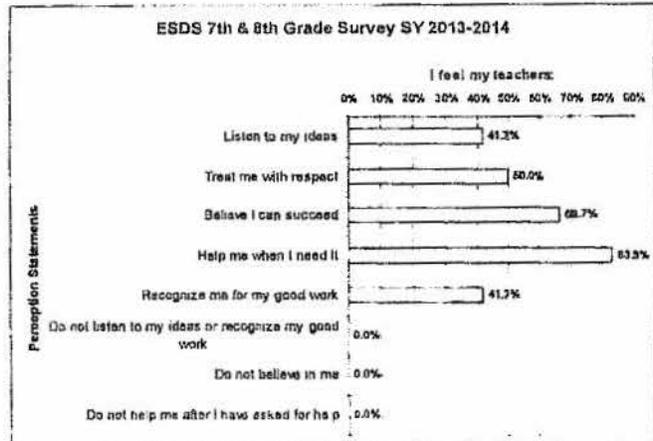
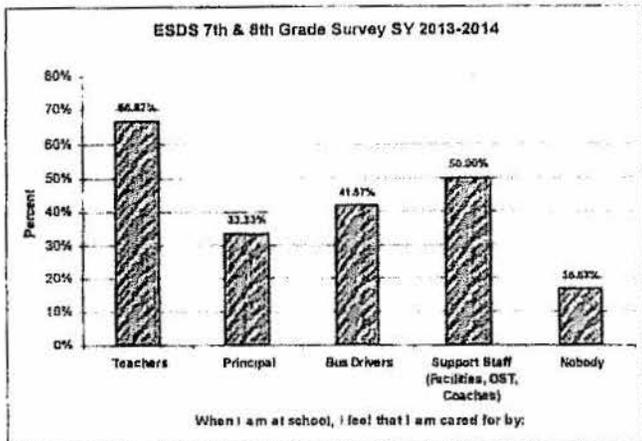
ESDS K-2 Student Survey SY 2013-2014: 63/97 (94%) Respondants

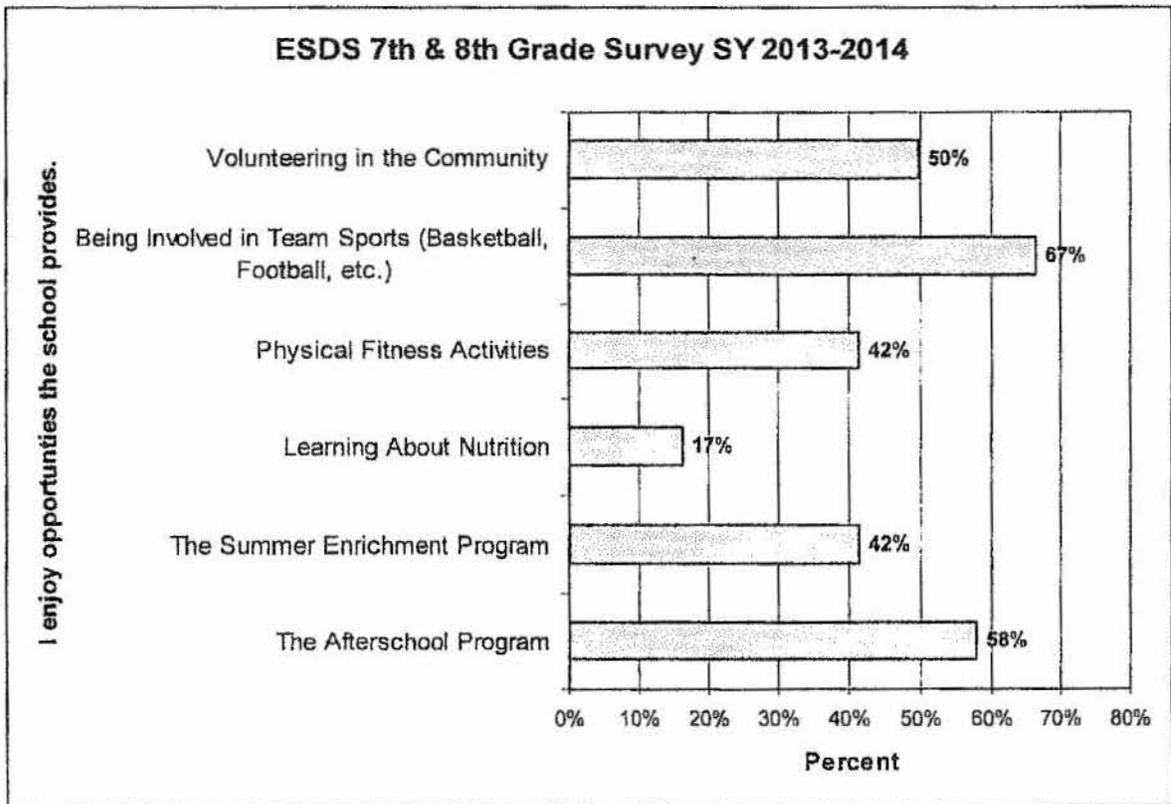
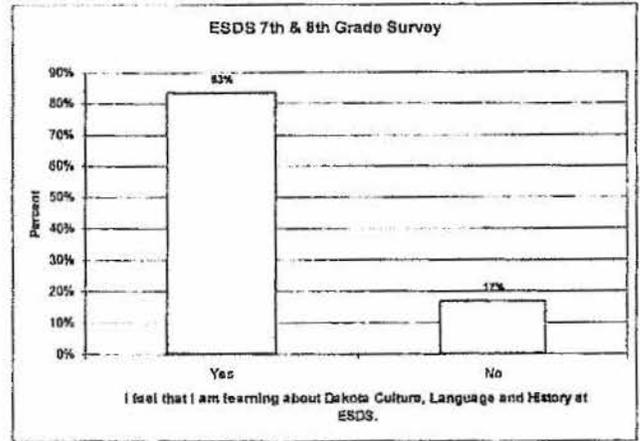
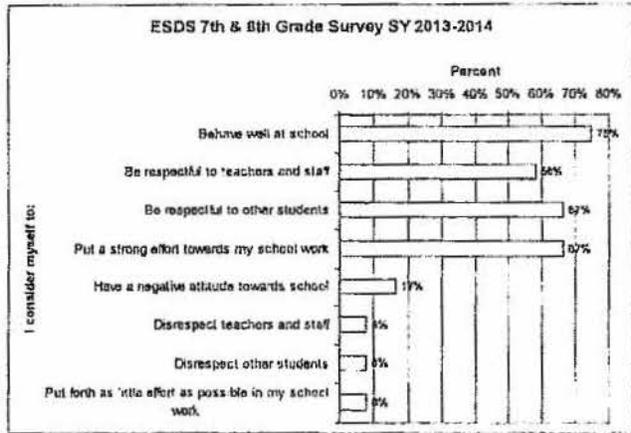


When I am at school:

Enemy Swim Day School: 7th & 8th Grade Perception Survey SY 2013-2014

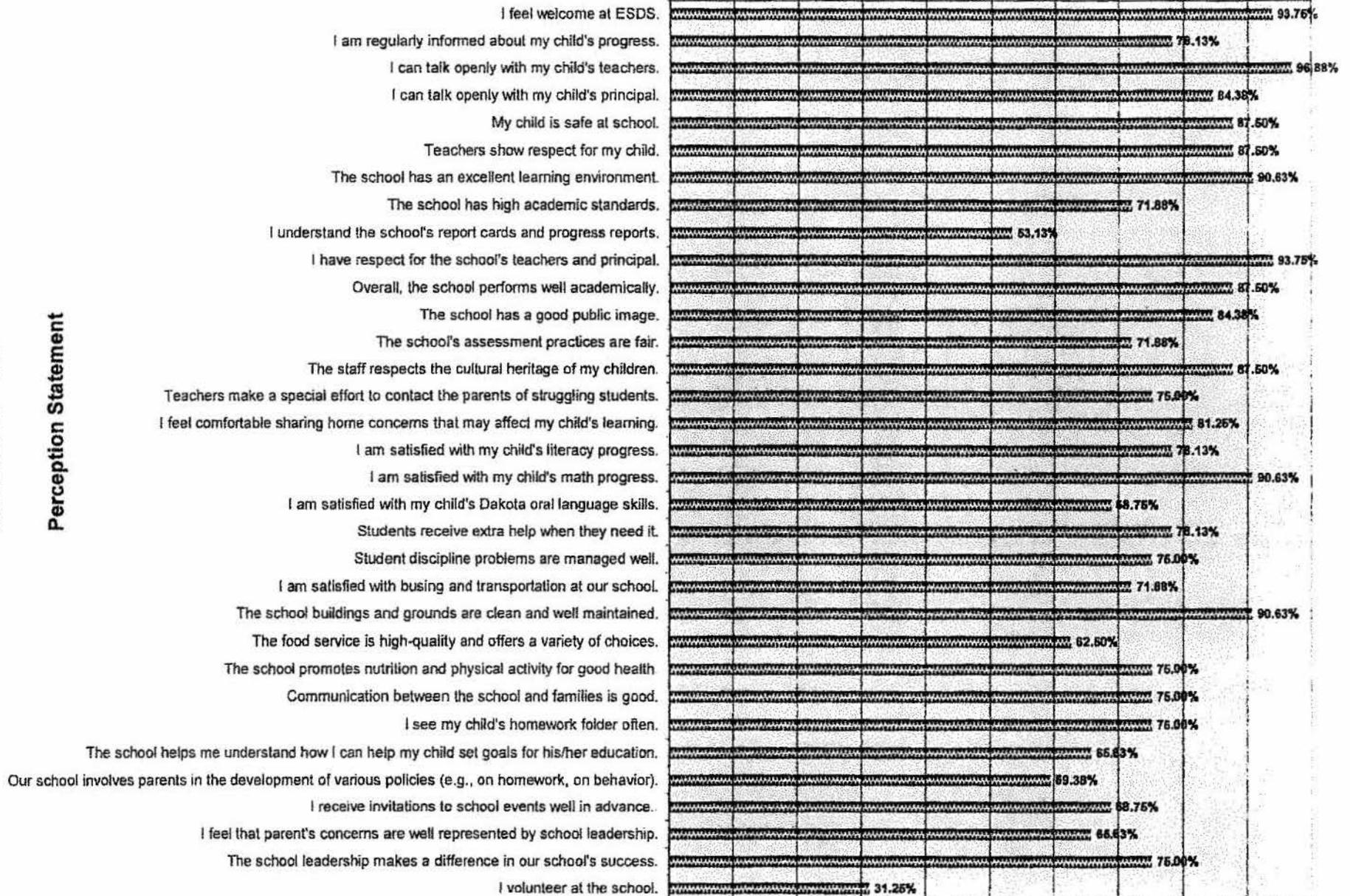
12/14 (86%) Respondents





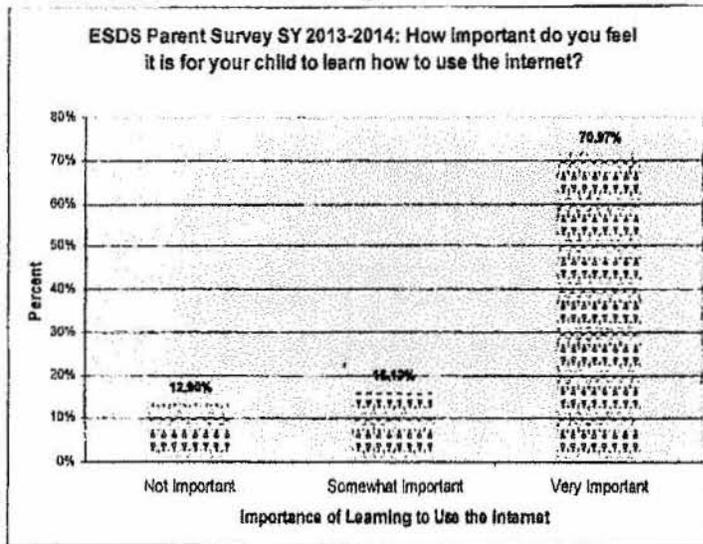
**ESDS Parent Survey SY 2013-2014:
32/101 (31%) Parents/Guardians Responded Percent Agree**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

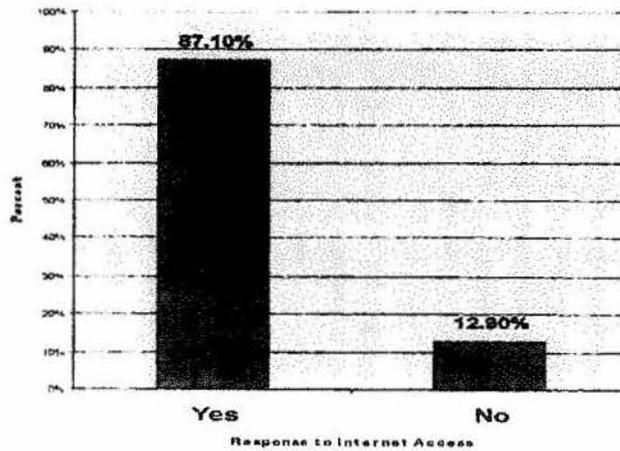


Perception Statement

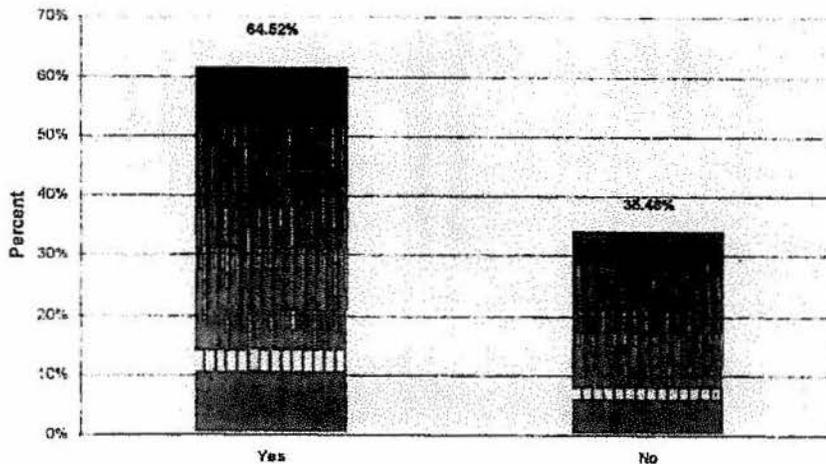
Questions Concerning Internet Technology



ESDS Parent Survey SY 2013-2014: Do you have personal access to the internet at your home, workplace or anywhere else?



ESDS Parent Survey SY 2013-2014: Do you sit down with your child(ren) to go on the internet?



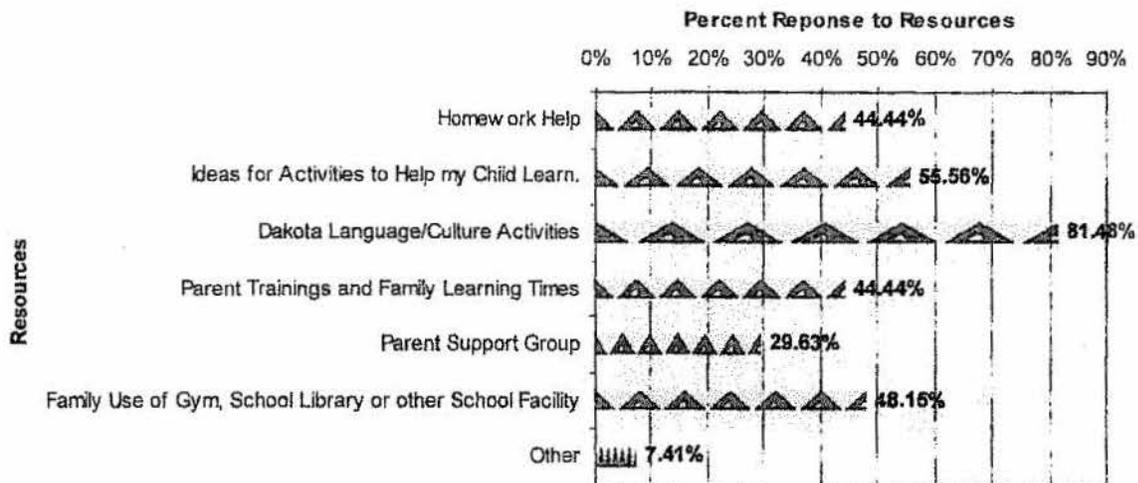
What are the strengths of this school?

- I think one strength is the school is teaching techniques they provide. There expectations are very well consistent. Also the Dakota Language.
- Family oriented without that i think the school would lack in all areas.
- I love how all the staff work together
- OST, culture events and Dakota language, family movies nights, family math nights and literacy.
- The one on one a student can receive. The schools activities for family involvement. Cultural learning the students receive.
- Staff seem concerned about my children
- The Academics
- They make you feel like family
- The staff personnel is great always seem they have the kids education up front really wish ESDS went to the 12 grade
- The staff
- Small student population, teacher to student ratio.
- Dependable staff. Secure bldg. Nutritious meals
- Caring and respectful student to teacher relationships.
- Openness, friendly staff, understanding, caring, good opportunities for students to participate.
- Strong leadership and policies.
- The OST program and after school programs.
- Easy to communicate with the parents and students
- Communication, Culture, Accountability, Academics
- Communication and teamwork.
- YUP
- The one big item here is the ability to speak to the teachers not only at school but after-hours for questions or help with homework.
- Structure in the elementary areas and curriculum and instruction. Teachers are serious!

What are the challenges of this school?

- Getting the children to eat the very healthy foods.
- Contacting parents when things with the kids aren't going so well. Things I would like to know right away so that I can help change things to along with the school. Bullying and being the bully.
- Being in a rural setting. Getting family/parent involvement.
- None
- Bullying, and affection towards kids
- For the kids to better themselves high academic for the kids
- Finances
- Parents following through with the discipline which comes with the student's misbehavior in the school towards teachers or other students.
- Funding sources
- Involving parents
- BULLY PREVENTION, instead of focusing on the bully focus on the repercussions of the victim!
- None that I know of.
- When your child misses the bus, the long drive to get them there.
- OK
- The only challenge that I feel I'm aware of the distance but that is stemmed from 'word' in the community which was geared at winter time transportation.
- Not following their own homework policies. I worry about middle school and their allowed behavior....disrespect.

ESDS Parent Survey SY 2013-2014: What kinds of resources and services would you like to see made available at our school?

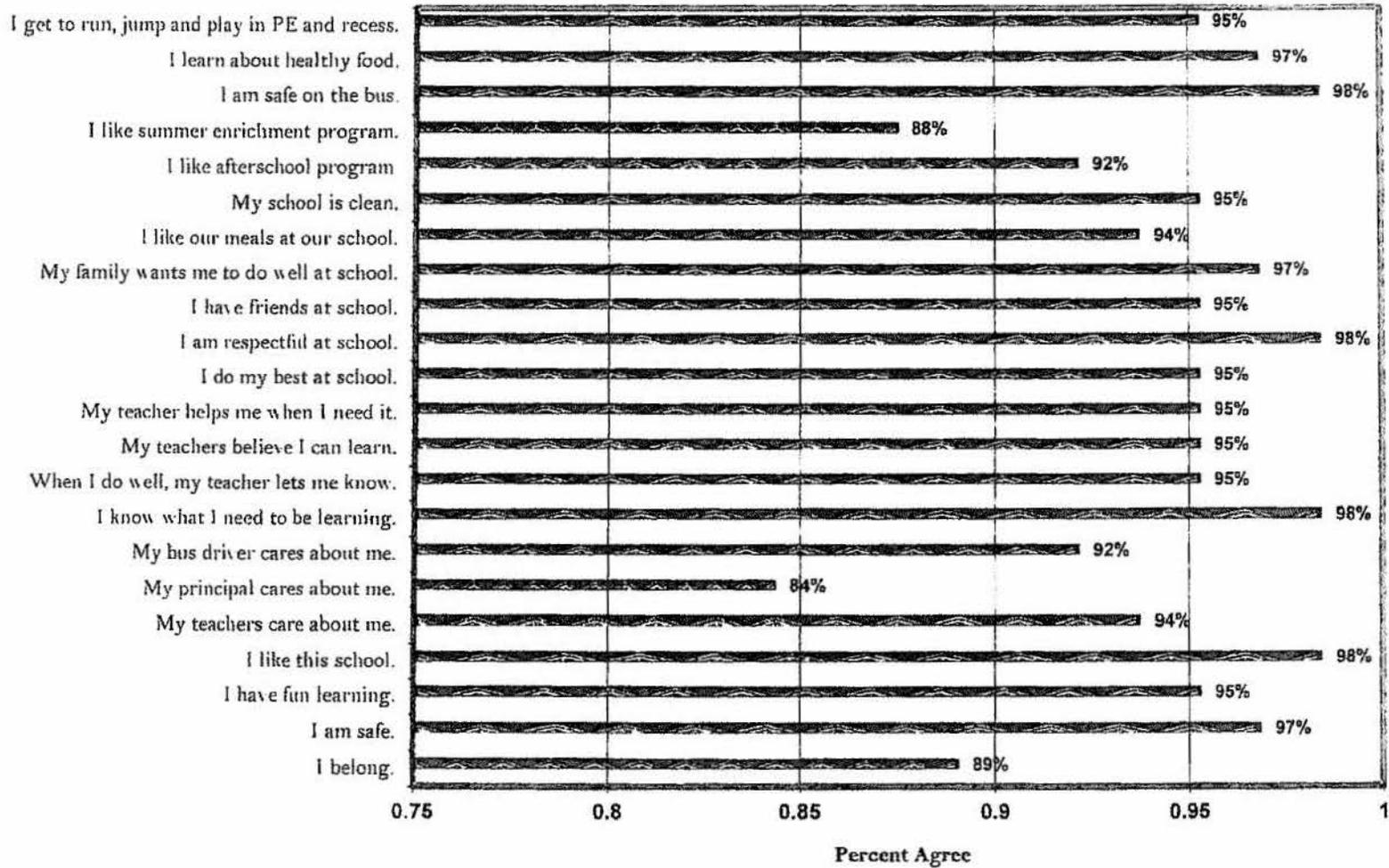


Comments on Resource

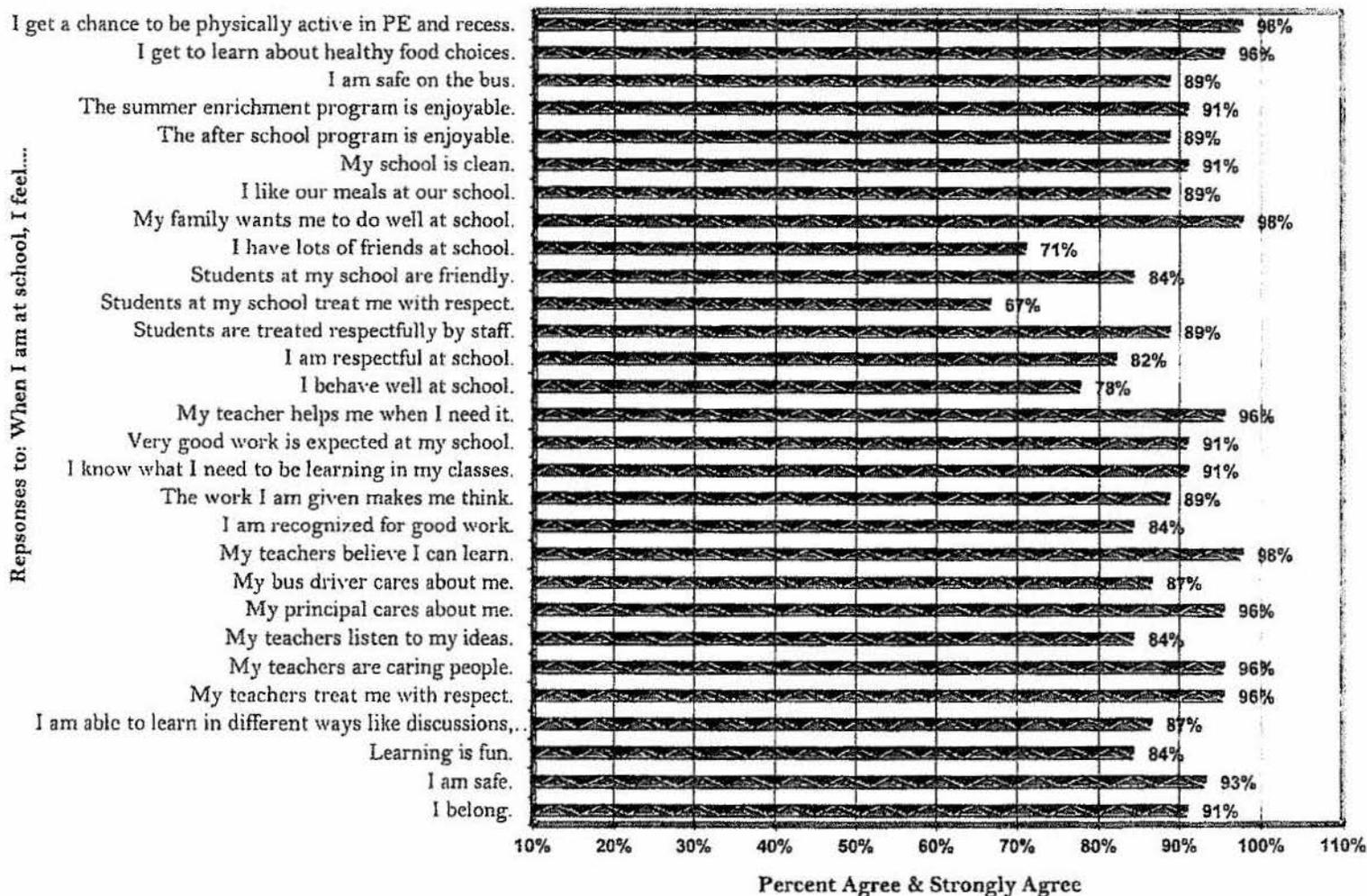
- Dakota language class taught to not only the school and staff but to the public as well.
- Biggest one is homework help, in understand it is to get the parents involved and I appreciate that but when it is everyday and they don't get home till 6 in the evening by time they get done it is time to shower and go to bed and that leave them with no relax time or play time.
- Classes for music, art, singing, dance.
- Dakota Language offered to the whole family
- Parent training on ADHD children and how to cope with them; more interaction with school counselor
- Teach our kids how to dance traditionally a lot of us don't have access to the pow-wow trail.
- Music programs

ESDS 2012-2013 SY K-2 Students

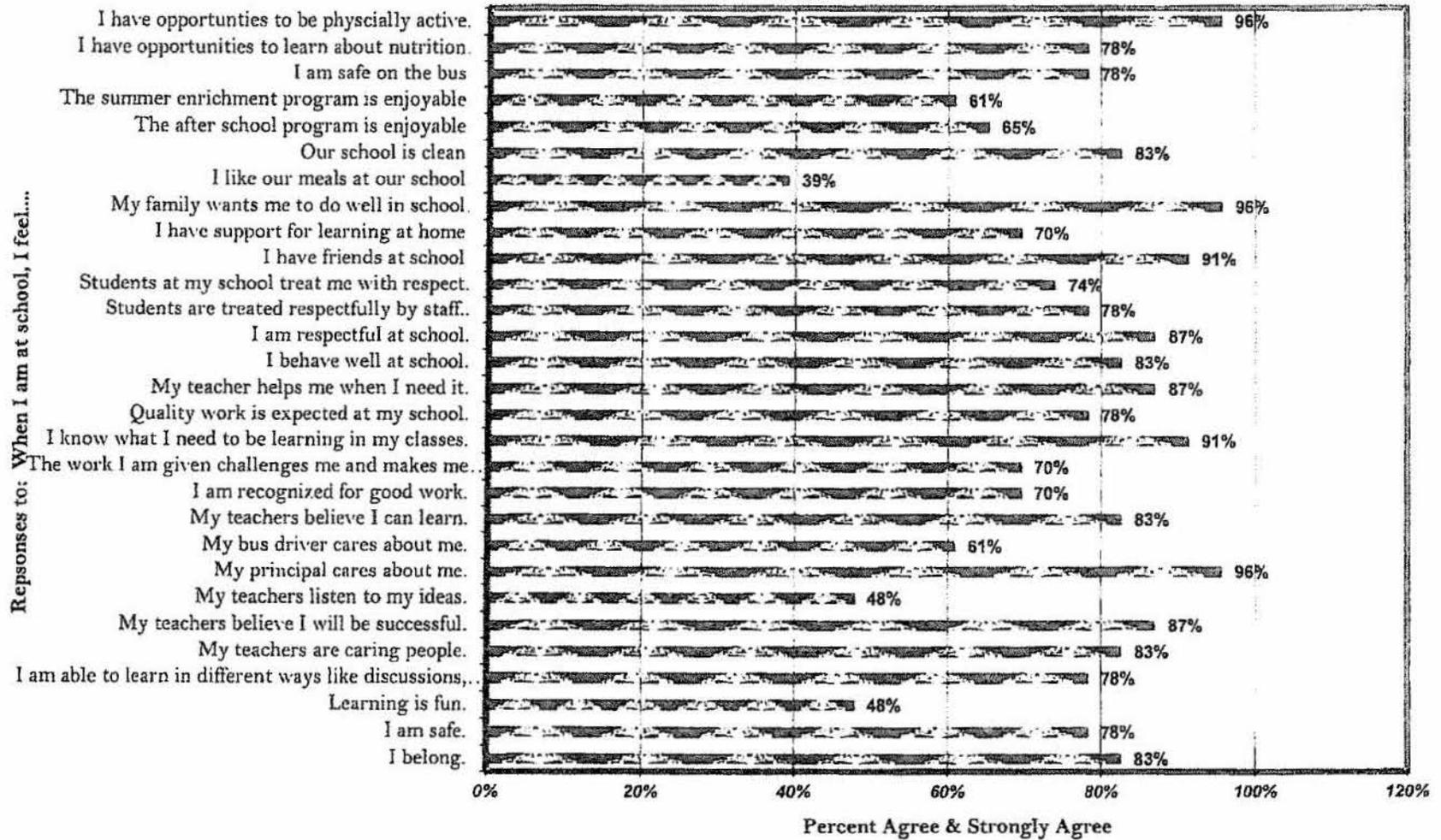
Responses to: When I am at school, I feel....



ESDS 2012-2013 3-5 Students

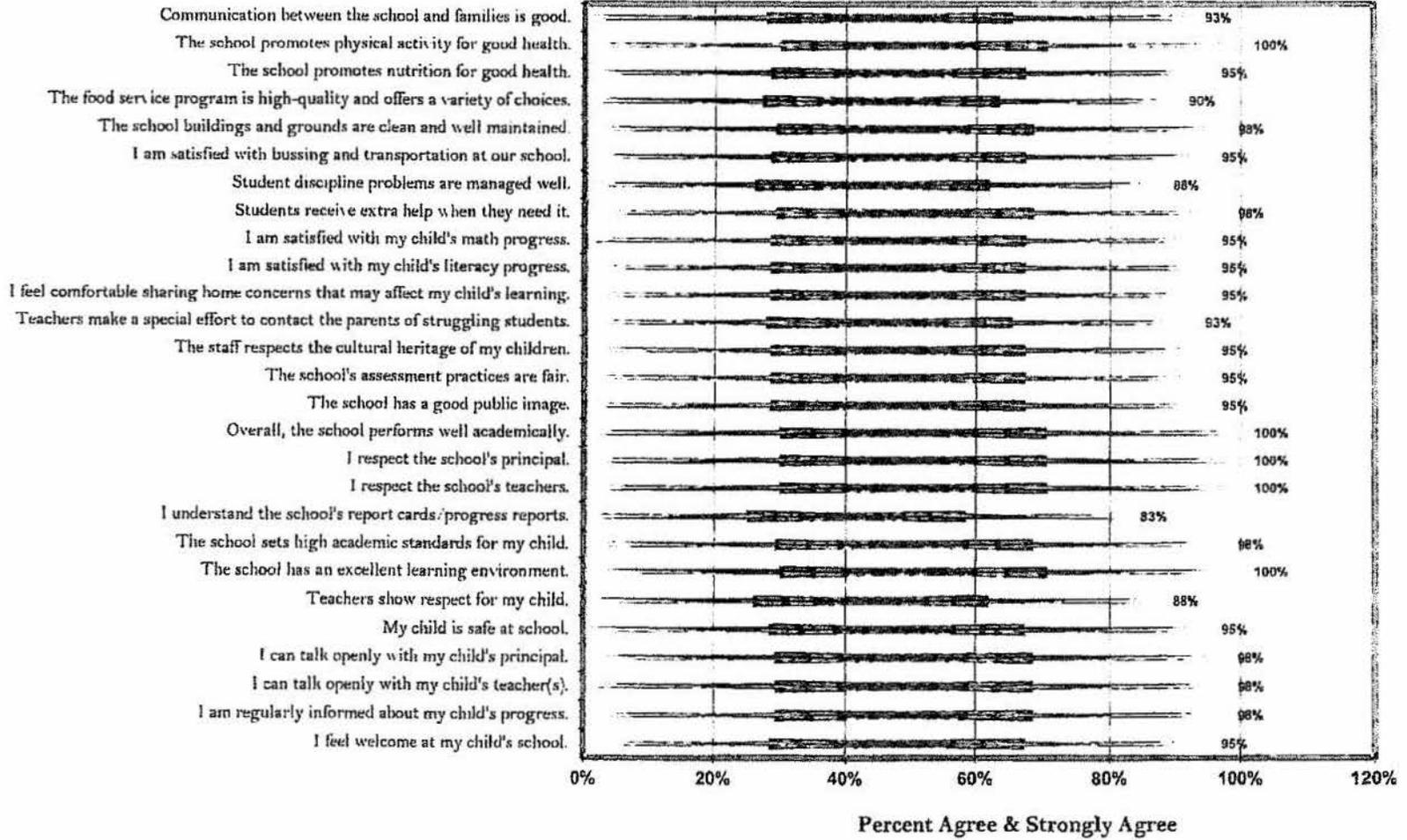


ESDS 2012-2013 SY Middle School Students



ESDS Parent Survey 2012-2013 SY 46% of School Families Responded

Perception Statements



Tiospa Zina Middle School

Student Survey

Description

This Survey will be used to improve services to students.

Instruction

Please answer each question SA = Strongly Agree

A = Agree

U = Undecided

SD = Strongly Disagree

NA = Not Applicable/No Opinion

#	Item	SA	A	U	D	SD	NA
1	I feel safe when I'm at school.	18 21%	28 33%	22 26%	7 8%	4 5%	5 6%
2	Teachers treat all students fairly and consistently.	15 18%	25 30%	20 24%	16 19%	2 2%	5 6%
3	The principal really cares about students.	24 28%	40 47%	11 13%	3 3%	1 1%	7 8%
4	The school encourages students to be self-directing, independent, and successful.	28 33%	38 45%	8 10%	3 4%	1 1%	5 6%
5	The principal is approachable.	19 23%	34 41%	17 20%	4 5%	2 2%	7 8%
6	The principal listens to boys and girls.	26 31%	35 42%	12 14%	3 4%	3 4%	5 6%
7	The principal does not avoid difficult situations.	21 25%	39 49%	13 15%	6 7%	1 1%	5 6%
8	In this school, the principal tries to deal with conflict constructively, not just "keep the lid on."	20 24%	32 38%	21 25%	4 5%	0 0%	7 8%
9	My teachers grade my work and return it to me.	24 29%	35 42%	17 20%	4 5%	1 1%	3 4%
10	Usually I know how well I am doing at school.	21 25%	34 40%	15 18%	6 7%	3 4%	5 6%
11	Our school staff communicates the belief that all children can learn.	29 34%	40 47%	9 10%	2 2%	1 1%	5 6%
12	Teachers hold ALL students accountable for completing assignments, turning in work, and participating in classroom discussions.	19 23%	38 46%	16 19%	2 2%	1 1%	7 8%
13	The principal and ALL staff members hold high expectations for themselves.	16 19%	31 37%	23 27%	2 2%	2 2%	10 12%

#	Item	SA	A	U	D	SD	NA
14	Expectations for behavior are clearly communicated to students.	14 17%	44 52%	15 18%	2 2%	3 4%	6 7%
15	My teachers make sure I have learned material before they move on to new material.	22 26%	26 31%	22 26%	6 7%	6 7%	3 4%
16	Teachers are willing to help students who don't understand their school work.	21 24%	44 51%	7 8%	6 7%	4 5%	4 5%
17	The teachers in this school know how to teach and what to teach.	24 29%	35 42%	17 20%	5 6%	0 0%	3 4%
18	School leaders work with parents to establish procedures that guide parent involvement.	12 14%	33 39%	25 30%	4 5%	1 1%	9 11%
19	Student learning objectives are communicated to parents by teachers.	11 13%	38 45%	25 30%	4 5%	1 1%	5 6%
20	The school has two-way communication with parents and community leaders.	17 20%	34 40%	18 21%	8 10%	1 1%	6 7%
21	There is a high level of school and home cooperation.	12 14%	34 40%	22 26%	8 10%	2 2%	6 7%
22	During scheduled time for instruction, instructional time is rarely interrupted. Time is protected by administration and teacher.	17 20%	26 31%	22 26%	11 13%	1 1%	7 8%
23	It seems that classroom time is used appropriately.	18 21%	40 48%	14 17%	6 7%	2 2%	4 5%
24	The principal protects learning time from disruptions.	14 17%	36 43%	17 20%	4 5%	1 1%	11 13%
25	The principal has a genuine sense of humor.	14 17%	26 31%	20 24%	7 8%	5 6%	12 14%

Instruction

Please answer each question **SA = Strongly Agree**

A = Agree

U = Undecided

SD = Strongly Disagree

NA = Not Applicable/No Opinion

MS School Culture Topology

	TOXIC	FRAGMENTED	BALKANIZED	CONTRIVED COLLEGIAL	COMFORTABLE COLLABORATIVE	COLLABORATIVE
Student Achievement	<p>Many teachers believe that if students fail, it is the student's fault.</p> <p style="text-align: center;">20 0, 0, 1, 1, 1, 5, 6, 6</p>	<p>Teachers usually do not discuss issues related to student achievement.</p> <p style="text-align: center;">3 0, 0, 0, 0, 0, 1, 1, 1</p>	<p>Most teacher discussions related to student achievement are restricted to within departments, cliques, or close friends.</p> <p style="text-align: center;">16 0, 0, 0, 1, 2, 2, 5, 6</p>	<p>Teachers are given time to discuss student achievement and are expected to use it for that purpose.</p> <p style="text-align: center;">13 1, 1, 1, 2, 2, 2, 2, 2</p>	<p>Teachers are given time to discuss student achievement, but spend most of this time giving one another advice.</p> <p style="text-align: center;">20 0, 1, 1, 2, 2, 2, 5, 7</p>	<p>Teachers are given time to discuss student achievement and spend this time critically analyzing one another's practice.</p> <p style="text-align: center;">8 0, 0, 0, 1, 1, 1, 2, 3</p>
Collegial Awareness	<p>Many teachers do not care about the effectiveness of other teachers.</p> <p style="text-align: center;">10 0, 0, 0, 1, 1, 1, 2, 5,</p>	<p>Most of the teachers are unaware of what other teachers are teaching.</p> <p style="text-align: center;">9 0, 0, 1, 1, 1, 1, 2, 3,</p>	<p>Most teachers are aware of only what their friends in the school are teaching.</p> <p style="text-align: center;">20 0, 0, 1, 2, 2, 3, 5, 7</p>	<p>School leaders expect teachers to know what their colleagues are teaching.</p> <p style="text-align: center;">12 0, 0, 0, 0, 2, 2, 2, 6</p>	<p>Teachers occasionally observe and discuss what their colleagues are teaching.</p> <p style="text-align: center;">18 0, 0, 0, 1, 2, 4, 4, 7</p>	<p>Teachers seek out opportunities to observe and discuss what other teachers are teaching.</p> <p style="text-align: center;">11 0, 0, 0, 1, 1, 1, 2, 6</p>
Shared Values	<p>Values that many teachers share don't fit students' needs.</p> <p style="text-align: center;">5 0, 0, 0, 0, 0, 0, 1, 4,</p>	<p>There is not much agreement among teachers concerning educational values.</p> <p style="text-align: center;">6 0, 0, 0, 0, 0, 1, 2, 3,</p>	<p>There are small groups of teachers who share educational values.</p> <p style="text-align: center;">12 0, 0, 1, 2, 2, 2, 2, 3</p>	<p>School leaders provide teachers with a list of school values.</p> <p style="text-align: center;">17 0, 0, 1, 2, 2, 3, 4, 5</p>	<p>Teachers generally agree on educational values.</p> <p style="text-align: center;">21 0, 1, 2, 2, 2, 3, 4, 7</p>	<p>Teachers strongly agree on educational values.</p> <p style="text-align: center;">19 0, 0, 1, 1, 2, 2, 5, 8</p>

	TOXIC	FRAGMENTED	BALKANIZED	CONTRIVED COLLEGIAL	COMFORTABLE COLLABORATIVE	COLLABORATIVE
Decision Making	Decisions are easily made because many teachers don't care what happens. 1 0, 0, 0, 0, 0, 0, 0, 1	Teachers are usually not interested in participating in decisions that concern students. 0 0, 0, 0, 0, 0, 0, 0, 0	There are small groups of teachers who attempt to control all decisions concerning students. 23 0, 0, 2, 2, 2, 3, 4, 10	School leaders expect teachers to participate in all decisions concerning students. 6 0, 0, 0, 1, 1, 1, 1, 2	Teachers occasionally show an interest in decisions made concerning students. 29 0, 3, 3, 3, 3, 4, 6, 7	Teachers are expected to participate in decisions concerning students. 18 0, 1, 1, 2, 2, 3, 3, 7
Risk Taking	Many teachers protect their teaching styles from "innovation". 1 0, 0, 0, 0, 0, 0, 0, 1	Most teachers typically do not experiment with new ideas. 12 0, 0, 0, 1, 2, 2, 2, 5	Innovations are usually initiated within a single grade or department. 13 0, 0, 1, 1, 2, 2, 2, 5	School leaders mandate that teachers try new ideas. 11 0, 0, 1, 1, 2, 2, 2, 3	Teachers occasionally like to experiment with new ideas. 19 0, 1, 2, 2, 3, 3, 4, 4	Teachers are constantly looking for new ideas. 25 0, 1, 2, 2, 4, 5, 5, 6
Trust	Teachers talk behind their colleagues' back. 14 0, 0, 1, 2, 2, 2, 2, 5	Trust among teachers is not considered necessary. 1 0, 0, 0, 0, 0, 0, 0, 1	There are teachers who only trust certain colleagues. 22 0, 1, 1, 2, 3, 5, 5, 5	Teachers are placed in situations where they are required to trust each other. 9 0, 0, 0, 1, 1, 2, 2, 3	Trust among teachers is assumed and not a critical issue. 12 0, 0, 0, 1, 1, 2, 2, 6	There is strong interdependence among teachers. 21 0, 1, 2, 2, 3, 3, 4, 6

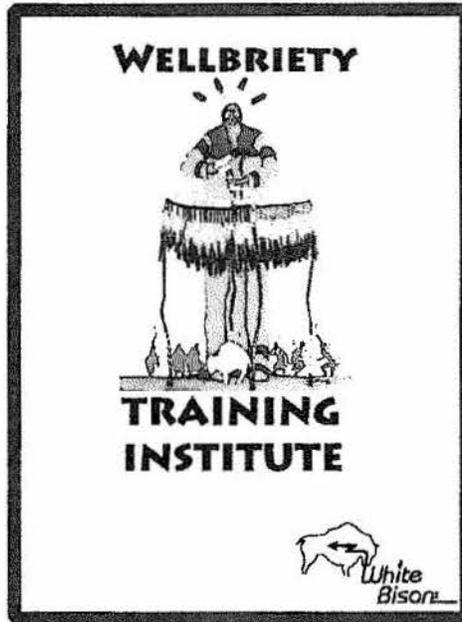
	TOXIC	FRAGMENTED	BALKANIZED	CONTRIVED COLLEGIAL	COMFORTABLE COLLABORATIVE	COLLABORATIVE
Openness	Teachers who are committed to students and to learning are subject to criticism. 6 0, 0, 0, 0, 1, 1, 1, 3	Teachers usually are not interested in suggestions concerning instruction made by other teachers. 11 0, 0, 1, 1, 1, 2, 2, 4	Teachers usually keep their opinions about instruction among their friends 9 0, 0, 0, 1, 1, 2, 2, 3	Teachers are expected to contribute to discussions about effective teaching at meetings. 21 0, 1, 2, 2, 2, 4, 5, 5	Teachers are occasionally open to giving or receiving advice concerning instruction. 24 2, 2, 2, 3, 3, 3, 4, 5	Teachers are very interested in their colleagues' opinions concerning instruction. 9 0, 0, 0, 1, 1, 2, 2, 3
Parent Relations	Many teachers avoid parents whenever possible. 1 0, 0, 0, 0, 0, 0, 0, 1	Teachers would rather not have parents' input regarding instructional practice. 7 0, 0, 0, 0, 0, 1, 1, 5	There are cliques of teachers that parents perceive as superior to others. 5 0, 0, 0, 0, 1, 1, 1, 3	School leaders require teachers to be in contact with parents regularly. 29 0, 2, 3, 3, 5, 5, 5, 6	Most teachers are comfortable when parents want to be involved in instructional practices. 19 0, 0, 1, 2, 2, 3, 4, 8	Teachers aggressively seek the involvement of parents in classroom instruction. 16 0, 0, 1, 2, 2, 2, 4, 5
Leadership	School leaders are seen as obstacles to growth and development. 7 0, 0, 0, 0, 0, 0, 1, 6	School leaders are not very visible in the school. 32 0, 0, 1, 3, 3, 7, 8, 10	School leaders frequently visit or praise the same teachers. 2 0, 0, 0, 0, 0, 0, 0, 2	School leaders monitor teacher collaboration. 12 0, 0, 0, 1, 1, 2, 3, 5	School leaders encourage teachers to give each other advice without being too critical. 12 0, 0, 0, 1, 2, 2, 2, 5	School leaders challenge ineffective teaching and encourage teachers to do the same. 15 0, 0, 0, 1, 2, 2, 5, 5

	TOXIC	FRAGMENTED	BALKANIZED	CONTRIVED COLLEGIAL	COMFORTABLE COLLABORATIVE	COLLABORATIVE
Communication	School policies seem to inhibit teachers' abilities to discuss student achievement. 2 0, 0, 0, 0, 0, 0, 0, 2	Communication among teachers is not considered important. 10 0, 0, 0, 0, 1, 3, 3, 3	It is difficult to have productive dialogue with certain groups of teachers. 21 0, 0, 1, 2, 3, 4, 5, 6	Communication is dominated by top-down mandates. 20 0, 2, 2, 2, 3, 3, 3, 5	Warm and fuzzy conversations permeate the school. 10 0, 0, 0, 0, 0, 2, 3, 5	Any teacher can talk to any other teacher about teaching practice. 15 0, 0, 0, 2, 2, 2, 4, 5
Socialization	New teachers are quickly indoctrinated by negative staff members. 9 0, 0, 0, 0, 1, 1, 3, 4	Teachers quickly learn that the school has an "every man for himself" culture. 22 0, 1, 1, 2, 2, 3, 3, 10	New teachers are informally labeled, then typecast as belonging to certain teacher cliques. 15 0, 0, 0, 1, 2, 2, 3, 7	There are many mandatory meetings for new teachers to attend. 10 0, 0, 1, 1, 2, 2, 2, 2	New teachers are encouraged to share their experiences with other faculty members. 10 0, 0, 0, 0, 0, 2, 3, 5	All teachers assume some responsibility for helping new teachers adjust. 14 0, 0, 0, 2, 2, 3, 3, 4
Organizational History	Teachers are quick to share negative stories about the school. 11 0, 0, 0, 1, 1, 1, 2, 6	"Teachers asking for help" has traditionally been considered a professional weakness. 2 0, 0, 0, 0, 0, 0, 1, 1	Some grades, departments, or teams consider their successes as separate from the whole school. 20 1, 1, 1, 2, 2, 4, 4, 5	School leaders have established strong control over much of what goes on at school. 10 0, 0, 0, 0, 1, 2, 2, 5,	The school is known for its constant celebrations. 12 0, 0, 0, 1, 2, 2, 3, 4	There is an understanding that school improvement is a continuous issue. 25 1, 2, 2, 2, 2, 2, 4, 10
TOTALS	87	115	178	170	206	196

Daughters of Tradition II



A Prevention Education Program for 13-17 year old Native American Girls



Purpose:

A prevention education program that provides adults who work with teens the traditional knowledge to prepare daughters to become healthy Native American women.

Character Building and Prevention

This program builds upon the character building and prevention education process begun in Daughters of Tradition I. The focus of the Daughters of Tradition II is on answering these questions: "Who am I?" "Why am I?" and "Where am I going?"

Goals

As a result of participating in this program, girls will

- Become aware of and be able to discuss their feelings
- Learn to apply the teachings and principles of healthy living to their own lives
- Recognize healthy behavior and learn how to avoid unsafe situations
- Understand the meaning of boundaries, goals, taking care of one's self

This is a year long educational program designed for Native American teenage girls. It is patterned to correspond to the nine month school year and includes a three month supplement that can be used over the summer months. An essential aspect of the program is that girls will learn to understand and apply spiritual values to their lives in order to develop healthy lifestyles, strong characters, a sense of what it means to be a young Native American

woman, and how to create a sense of harmony in their lives. The program is facilitated by a caring adult and incorporates the wisdom and expertise of local community members, grandparents and Elders. It can be delivered in schools, churches, boys and girls clubs, or at someone's home. Training for facilitators is available through White Bison, Inc.

Based on The Teachings of the Elders

- Teachings of the Medicine Wheel
- Cycle of Life--Eight Thought Patterns and Eight Feelings
- Innate Knowledge (Original Instructions)
- Spirit and Intent
- Four Laws of Change
- Power of the Circle to Heal

Reviewed and Tested by Girls in many Communities

Daughters of Tradition II (DOT II) has undergone an extensive review process in which community leaders, girls, and parents of many different communities around the country have examined the curriculum, tested out the curriculum and have provided feedback to enhance and improve it. It is culturally relevant and age appropriate. DOT II is a natural follow-up program to the Daughters of Tradition prevention education program designed for Native American girls age 8-12.

Monthly Themes include:

Month 1: Choices and Decisions

Month 2: Character Building

Month 3: To Myself

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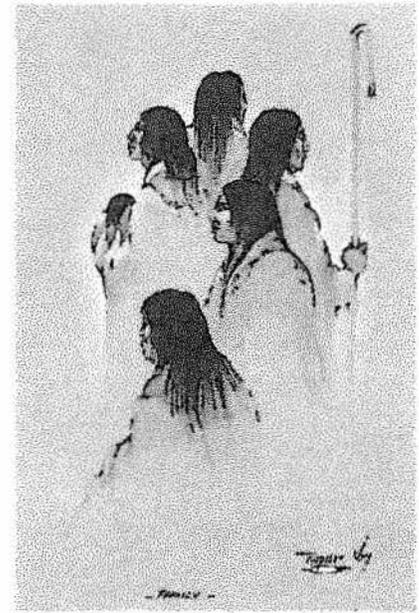
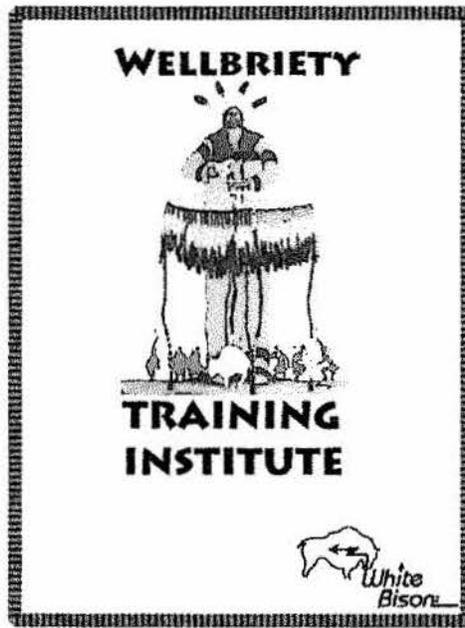
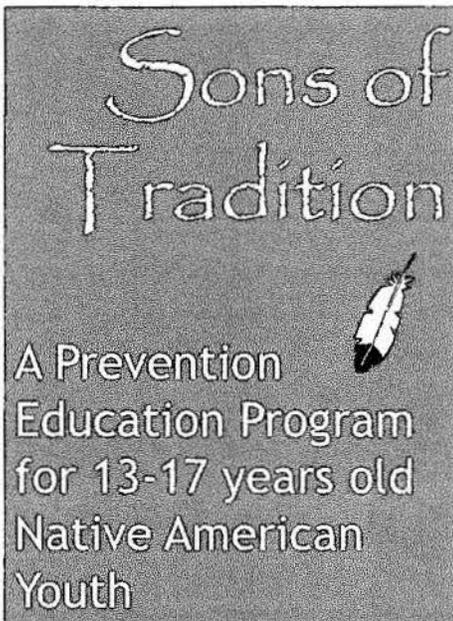
Curriculum

- Month 4: To My Body
- Month 5: To My Mate
- Month 6: To My Children
- Month 7: To My Spirituality
- Month 8: To My Family
- Month 9: To My Community
- Month 10: Earth Ambassadors
- Month 11: Mentoring
- Month 12: Resiliency

Posters Supplement the Themes for each Month

Girls meet with the facilitator for 2 hours each week. The theme for each month is based upon the themes illustrated on the posters and in the 7 Philosophies for Native American Women. An opening ceremony allows the girls to engage in spiritual practices that reflect their own culture and spiritual preferences. Talking circles provide the girls with the opportunity to establish trust, feel a sense of security, create supportive relationships with other girls and the facilitator. In the sessions girls participate in talking circles to share their insights on the themes and prevention issues, create mind maps on the posters together with the other girls, and participate in special projects such as service work, learning traditional skills and crafts, participating in and learning how to plan cultural activities and community events.

24 Continuing Education Hours/CEH from NAADAC Education Provider #64,009



Purpose:

A program that provides a character-building framework that will enable youth (age 13-17) to create healthy identities for themselves as young Native American men.

Background and Theory

This curriculum was designed using traditional Native American teachings. These teachings have been handed down by Elders in many Native American communities. They are based upon the natural laws, principles, and values that govern the Earth. Sometimes they are called the teachings of the "Good Mind" or the "Original Instructions." We have identified these teachings as The Teachings of the Medicine Wheel.

Objectives

As a result of this facilitated year long training, the boys will

- Learn how their own cultural traditions and ceremonies can provide a framework for healthy lifestyles.
- Learn how culture and spirituality create the pathway to meaning in our lives.
- Learn how to draw upon their own innate knowledge to make healthy decisions.
- Understand how the various aspects of respect can provide them with a set of values for living.
- Learn how to express their feelings, hopes, dreams and fears both in writing and in safe talking environments.

- Learn from elders, peers and community members about ways to recognize, avoid, and get help for problems that they see or experience
- Explore the three questions for this developmental stage: Who am I? Why am I? and Where am I going?

Know what it is like to belong to a healthy group and participate in healthy thinking and healthy activities

Expected Outcomes

As a result of participating in this year long program boys will

1. Become aware of and be able to discuss their feelings
2. Learn to apply the teachings and principles of healthy living to their own lives
3. Recognize healthy behavior and learn how to avoid unsafe situations
4. Understand the meaning of anger, guilt, shame, and fear
5. Understand and apply spiritual values to their lives and experience healthy lifestyles, strong character and a sense of harmony as a result
6. Learn how to engage in talking circles that encourage sharing experiences, exploring new concepts and learning how to help each other

1. The Son's Booklet

Provides worksheets and resource materials to coincide with the mindmapping themes, the videos and a variety of prevention topics.

Curriculum

2. Mind mapping posters

The posters contain teachings that guide the lessons for this program. The posters are explored, mindmapped and then discussed in relation to the materials in the booklet. Two posters are completed each month. There are three sets of posters: one set of values (respect, honesty, loyalty, commitment and tolerance), one set on the Seven Philosophies, and one set called Grandpa Says, based upon the teachings of the Elders.

3. Seven Philosophies Booklet

The Seven Philosophies were developed at the Men's Gathering in 1996, from the presentations that Elders gave explaining what it means to be a Native American man for the 21st Century. There is a philosophy for each of the following: for women, for children, for family, for community, for the Earth, for the Creator, and for "myself." The boys will explore one of these each week and apply the principles to their own lives. In addition, the boys will write out a philosophy for their own lives based upon each of the seven areas and make a commitment to that philosophy.

4. Sons of Tradition Videos

These videos feature Elders and youth speaking about the importance of values and meaning in one's life. They also provide a basis for understanding the role and identity of young Native American men. In addition, they provide a set of teachings that support the Posters and the Seven Philosophies.

24 Continuing Education Hours/CEH from NAADAC Education Provider #64009.

A Risk Behavior Prevention Program for Lakota Children in Elementary School: Lakota Circles of Hope

By

John J. Usera, Ph.D. & Associates, Inc.
Delta Evaluation Consulting, LLC

Abstract

This study evaluated the effectiveness of Lakota Circles of Hope (LCH), an elementary school culturally based prevention program. Three cohorts of fourth and fifth grades participated in a mixed methods evaluative research design that included a pre- and post-survey and focus groups. Five research questions were answered regarding the program and its impact upon participants in 10 school sites. Participants were compared to non-participants in three equivalent comparison school sites. Educators completed a post-survey with their observations and feedback regarding the implementation of the program within their respective school sites. The study provides preliminary evidence that, when delivered with fidelity, LCH contributes to statistically significant changes at the $p < 0.01$ level in the areas of risk behaviors, adult and parent communication, Lakota identity, conflict resolution, self-esteem, and respect.

***Not for public dissemination
Being reviewed for publication***

Keywords: prevention program, elementary school, Lakota, culturally-based prevention program

Other Attachment File(s)

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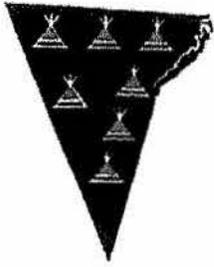
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Memorandum of Understanding
Between the Sisseton-Wahpeton Oyate
Tribal Education Department and
Enemy Swim Day School

I. Purpose

The underlying objective of this Memorandum of Understanding is to create a partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Enemy Swim Day School. SWO Tribal Education Department will collaborate with educational leaders on the development and implementation of educational programs that address the needs of the whole student. Through this agreement the partnership seeks to create a structured process for education and youth leaders to set a common agenda to address specific educational problems, deploying a disciplined approach. This Partnership will implement the Collective Impact Model with its five key elements. The model elements are as follows: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone organization support.

II. Scope of the Agreement

The overall goal of this agreement is to create a strong partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Enemy Swim Day School for the long range mutual goal of increasing academic achievement. By cooperatively working together the tribe and school will analyze data that supports the implementation of the Collective Impact Model. As such, the Sisseton-Wahpeton Oyate Tribal Education Department and Enemy Swim Day School will work together to provide long range planning on the academic achievement for Native American students for the duration of the Wiyukcan ka Eacunpi Project. The two foci of this project are:

1. To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), and the Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Readiness.
2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department and partners will use to actively teach, reinforce, and instill protective factors.

The partners agree to:

- Maximize available resources to facilitate information sharing and to assure access to and timely receipt of the appropriate data.
- Ensure that this data sharing agreement will uphold all tribal, state, and federal laws pertaining to data privacy and confidentiality.
- Partners will endeavor to support cooperation and coordination among their programs at the local level as well as other agencies with programs and resources.
- The partners further agree to distribute this MOU and encourage its implementation at the local and tribal level.
- This MOU will be reviewed periodically but not less than annually, and it may be amended as agreed to in writing by all parties.

III. Partners

Sisseton-Wahpeton Oyate Tribal Education Department will cooperatively work with Enemy Swim Day School by providing a Collective Impact Model to assist in the impact of educational issues. The SWO Tribal Education Department will endeavor to be in clear communication with Enemy Swim Day School about all aspects of the Wiyukcan ka Ecuipi Project. Both entities will work together to provide appropriate data for the future benefit of the Sisseton-Wahpeton Oyate.

The mission of Enemy Swim Day School, a Dakotah community investing in our children, families and education, is to provide opportunities to maximize academic potential while fostering cultural identity to promote lifelong learning.

It is the mission of the Sisseton-Wahpeton Oyate Tribal Education Department to provide a comprehensive network of services for quality lifelong learning.

Sisitunwan-Wahpetunwan Oyate wounspe ata awangwicayakapi toked yuha skanpte ka tuwe owas wicayuwitayapi oniciyapte ka heced tokatakiya tohanya yanig hehanya wowaste unspeniciyapte.

IV. Partnership signatory

(b)(6)

Virginia Dolney, Principal, Enemy Swim Day School

5-23-16

Date

(b)(6)

Deb Rumpza, Business Manager, Enemy Swim Day School

5/23/16

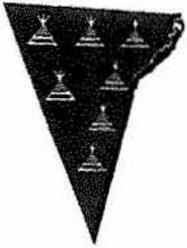
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(b)(6)

Dr. Sherry Johnson, SWO Tribal Education Director

5/23/16

Date



Memorandum of Understanding
Between the Sisseton-Wahpeton Oyate
Tribal Education Department and
Tiospa Zina Tribal School

I. Purpose

The underlying objective of this Memorandum of Understanding is to create a partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Tiospa Zina Tribal School. SWO Tribal Education Department will collaborate with educational leaders on the development and implementation of educational programs that address the needs of the whole student. Through this agreement the partnership seeks to create a structured process for education and youth leaders to set a common agenda to address specific educational problems, deploying a disciplined approach. This Partnership will implement the Collective Impact Model with its five key elements. The model elements are as follows: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone organization support.

II. Scope of the Agreement

The overall goal of this agreement is to create a strong partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Tiospa Zina Tribal School for the long range mutual goal of increasing academic achievement. By cooperatively working together the tribe and school will analyze data that supports the implementation of the Collective Impact Model. As such, the Sisseton-Wahpeton Oyate Tribal Education Department and Tiospa Zina Tribal School will work together to provide long range planning on the academic achievement for Native American students for the duration of the Wiyukcan ka Ecutpi Project. The two foci of this project are:

1. To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), and the Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Readiness.
2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department and partners will use to actively teach, reinforce, and instill protective factors.

The partners agree to:

- Maximize available resources to facilitate information sharing and to assure access to and timely receipt of the appropriate data.
- Ensure that this data sharing agreement will uphold all tribal, state, and federal laws pertaining to data privacy and confidentiality.
- Partners will endeavor to support cooperation and coordination among their programs at the local level as well as other agencies with programs and resources.
- The partners further agree to distribute this MOU and encourage its implementation at the local and tribal level.
- This MOU will be reviewed periodically but not less than annually, and it may be amended as agreed to in writing by all parties.

III. Partners

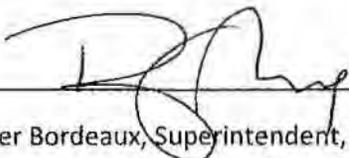
Sisseton-Wahpeton Oyate Tribal Education Department will cooperatively work with Tiospa Zina Tribal School by providing a Collective Impact Model to assist in the impact of educational issues. The SWO Tribal Education Department will endeavor to be in clear communication with Tiospa Zina Tribal School about all aspects of the Wiyukcan ka Ecupi Project. Both entities will work together to provide appropriate data for the future benefit of the Sisseton-Wahpeton Oyate.

The mission of Tiospa Zina Tribal School, as a Dakota school created from the vision of a few and supported by many, is to nurture our children, honor the past, embrace the present, and contribute to the future of the Sisseton-Wahpeton Oyate by empowering students to be self-directed achievers, creative thinkers, balanced individuals, effective communicators, enlightened representatives, and global citizens in a diverse and changing world.

It is the mission of the Sisseton-Wahpeton Oyate Tribal Education Department to provide a comprehensive network of services for quality lifelong learning.

Sisitunwan-Wahpetunwan Oyate wounspe ata awangwicayakapi toked yuha skanpte ka tuwe owas wicayuwitayapi oniciyapte ka heced tokatakiya tohanya yanig hehanya wowaste unspeniciyapte.

IV. Partnership signatory



Dr. Roger Bordeaux, Superintendent, Tiospa Zina Tribal School

5/24/16

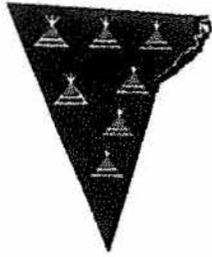
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(b)(6)

Dr. Sherry Johnson, SWO Tribal Education Director

5/24/16

Date



Memorandum of Understanding
Between the Sisseton-Wahpeton Oyate
Tribal Education Department and
Sisseton-Wahpeton Oyate Youth Department

I. Purpose

The underlying objective of this Memorandum of Understanding is to create a partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Sisseton-Wahpeton Oyate Youth Department. SWO Tribal Education Department will collaborate with educational leaders on the development and implementation of educational programs that address the needs of the whole student. Through this agreement the partnership seeks to create a structured process for education and youth leaders to set a common agenda to address specific educational problems, deploying a disciplined approach. This Partnership will implement the Collective Impact Model with its five key elements. The model elements are as follows: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone organization support.

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III. Partners

Sisseton-Wahpeton Oyate Tribal Education Department will cooperatively work with Sisseton-Wahpeton Oyate Youth Department by providing a Collective Impact Model to assist in the impact of educational issues. The SWO Tribal Education Department will endeavor to be in clear communication with SWO Youth Department about all aspects of the Wiyukcan ka Eacunpi Project. Both entities will work together to provide appropriate data for the future benefit of the Sisseton-Wahpeton Oyate.

The Sisseton-Wahpeton Oyate Youth Department is a center of our native culture, education and recreation. All native youth have an opportunity to learn, grow and live a healthy lifestyle.

It is the mission of the Sisseton-Wahpeton Oyate Tribal Education Department to provide a comprehensive network of services for quality lifelong learning.

Sisitunwan-Wahpetunwan Oyate wounspe ata awangwicayakapi toked yuha skanpte ka tuwe owas wicayuwitayapi oniciyapte ka heced tokatakiya tohanya yanig hehanya wowaste unspeniciyapte.

IV. Partnership signatory

(b)(6)

Derrick McCauley, Director, SWO Youth Department

5/24/14

Date

(b)(6)

Dr. Sherry Johnson, SWO Tribal Education Director

5/24/14

Date



**Memorandum of Understanding
Between the Sisseton-Wahpeton Oyate
Tribal Education Department and
Sisseton-Wahpeton Oyate Head Start**

I. Purpose

The underlying objective of this Memorandum of Understanding is to create a partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Sisseton-Wahpeton Oyate Head Start. SWO Tribal Education Department will collaborate with educational leaders on the development and implementation of educational programs that address the needs of the early childhood learning. Through this agreement the partnership seeks to create a structured process for education and youth leaders to set a common agenda to address specific educational problems, deploying a disciplined approach. This Partnership will implement the Collective Impact Model with its five key elements. The model elements are as follows: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and backbone organization support.

II. Scope of the Agreement

The overall goal of this agreement is to create a strong partnership between the Sisseton-Wahpeton Oyate Tribal Education Department and Sisseton-Wahpeton Oyate Head Start for the long range mutual goal of increasing academic achievement through improved early learning systems. By cooperatively working together the tribe and school will analyze data that supports the implementation of the Collective Impact Model. As such, the Sisseton-Wahpeton Oyate Tribal Education Department and SWO Head Start will work together to provide long range planning on the academic achievement for Native American students for the duration of the Wiyukcan ka Ecutpi Project. The two foci of this project are:

1. To develop learning academies through partnerships with the Sisseton-Wahpeton Oyate (SWO) Tribal Education Department (TED), Tiospa Zina Tribal School (TZTS), Enemy Swim Day School (ESDS), Sisseton-Wahpeton Oyate (SWO) Head Start, and the Sisseton-Wahpeton Oyate Youth Department (SWOYD) to ensure all students are College and Career Readiness.
2. To develop wrap-around programs the Sisseton-Wahpeton Oyate Tribal Education Department and partners will use to actively teach, reinforce, and instill protective factors.

The partners agree to:

- Maximize available resources to facilitate information sharing and to assure access to and timely receipt of the appropriate data.
- Ensure that this data sharing agreement will uphold all tribal, state, and federal laws pertaining to data privacy and confidentiality.
- Partners will endeavor to support cooperation and coordination among their programs at the local level as well as other agencies with programs and resources.
- The partners further agree to distribute this MOU and encourage its implementation at the local and tribal level.
- This MOU will be reviewed periodically but not less than annually, and it may be amended as agreed to in writing by all parties.

III. Partners

Sisseton-Wahpeton Oyate Tribal Education Department will cooperatively work with the SWO Head Start by providing a Collective Impact Model to assist in the impact of educational issues. The SWO Tribal Education Department will endeavor to be in clear communication with Sisseton-Wahpeton Oyate Head Start about all aspects of the Wiyukcan ka Ecuñpi Project. Both entities will work together to provide appropriate data for the future benefit of the Sisseton-Wahpeton Oyate.

The purpose of Head Start is a national program that promotes school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families.

It is the mission of the Sisseton-Wahpeton Oyate Tribal Education Department to provide a comprehensive network of services for quality lifelong learning.

Sisitunwan-Wahpetunwan Oyate wounspe ata awangwicayakapi toked yuha skanpte ka tuwe owas wicayuwitayapi oniciyapte ka heced tokatakiya tohanya yanig hehanya wowaste unspeniciyapte.

IV. Partnership signatory

(b)(6)

Lynn Halbert, Director, SWO Head Start

5-27-16

Date

(b)(6)

Dr. Sherry Johnson, SWO Tribal Education Director

5/27/16

Date



Big Coulee, Buffalo Lake, Enemy Swim, Heipa, Lake Traverse, Long Hollow and Old Agency are the seven Districts of the Sisseton-Wahpeton Oyate.

Dated: August 5, 2010.

Mark J. Musaus,

Acting Regional Director.

[FR Doc. 2010-24668 Filed 9-30-10; 8:45 am]

BILLING CODE 4310-55-P

DEPARTMENT OF THE INTERIOR

Bureau of Indian Affairs

Indian Entities Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

AGENCY: Bureau of Indian Affairs, Interior.

ACTION: Notice.

SUMMARY: This notice publishes the current list of 564 tribal entities recognized and eligible for funding and services from the Bureau of Indian Affairs by virtue of their status as Indian tribes. The list is updated from the notice published on August 11, 2009 (74 FR 40218).

FOR FURTHER INFORMATION CONTACT:

Elizabeth Colliflower, Bureau of Indian Affairs, Division of Tribal Government Services, Mail Stop 4513-MIB, 1849 C Street, NW., Washington, DC 20240. Telephone number: (202) 513-7641.

SUPPLEMENTARY INFORMATION: This notice is published pursuant to Section 104 of the Act of November 2, 1994 (Pub. L. 103-454; 108 Stat. 4791, 4792), and in exercise of authority delegated to the Assistant Secretary—Indian Affairs under 25 U.S.C. 2 and 9 and 209 DM 8.

Published below is a list of federally acknowledged tribes in the contiguous 48 states and in Alaska.

Amendments to the list include name changes and name corrections. To aid in identifying tribal name changes, the tribe's former name is included with the new tribal name. To aid in identifying corrections, the tribe's previously listed name is included with the tribal name. We will continue to list the tribe's former or previously listed name for several years before dropping the former or previously listed name from the list.

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

Dated: September 22, 2010.

Larry Echo Hawk,

Assistant Secretary—Indian Affairs.

Indian Tribal Entities Within the Contiguous 48 States Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs

Absentee-Shawnee Tribe of Indians of Oklahoma
 Agua Caliente Band of Cahuilla Indians of the Agua Caliente Indian Reservation, California
 Ak Chin Indian Community of the Maricopa (Ak Chin) Indian Reservation, Arizona
 Alabama-Coushatta Tribes of Texas
 Alabama-Quassarte Tribal Town, Oklahoma
 Alturas Indian Rancheria, California
 Apache Tribe of Oklahoma
 Arapahoe Tribe of the Wind River Reservation, Wyoming
 Aroostook Band of Micmac Indians of Maine
 Assiniboine and Sioux Tribes of the Fort Peck Indian Reservation, Montana
 Augustine Band of Cahuilla Indians, California (formerly the Augustine Band of Cahuilla Mission Indians of the Augustine Reservation)
 Bad River Band of the Lake Superior Tribe of Chippewa Indians of the Bad River Reservation, Wisconsin
 Bay Mills Indian Community, Michigan
 Bear River Band of the Rohnerville Rancheria, California
 Berry Creek Rancheria of Maidu Indians of California
 Big Lagoon Rancheria, California
 Big Pine Band of Owens Valley Paiute Shoshone Indians of the Big Pine Reservation, California
 Big Sandy Rancheria of Mono Indians of California
 Big Valley Band of Pomo Indians of the Big Valley Rancheria, California
 Blackfeet Tribe of the Blackfoot Indian Reservation of Montana
 Blue Lake Rancheria, California
 Bridgeport Paiute Indian Colony of California
 Buena Vista Rancheria of Me-Wuk Indians of California
 Burns Paiute Tribe of the Burns Paiute Indian Colony of Oregon
 Cabazon Band of Mission Indians, California
 Cachil DeHe Band of Wintun Indians of the Colusa Indian Community of the Colusa Rancheria, California
 Caddo Nation of Oklahoma
 Cahuilla Band of Mission Indians of the Cahuilla Reservation, California
 Cahto Indian Tribe of the Laytonville Rancheria, California
 California Valley Miwok Tribe, California
 Campo Band of Diegueno Mission Indians of the Campo Indian Reservation, California

Capitan Grande Band of Diegueno Mission Indians of California:
 Barona Group of Capitan Grande Band of Mission Indians of the Barona Reservation, California
 Viejas (Baron Long) Group of Capitan Grande Band of Mission Indians of the Viejas Reservation, California
 Catawba Indian Nation (aka Catawba Tribe of South Carolina)
 Cayuga Nation of New York
 Cedarville Rancheria, California
 Chemehuevi Indian Tribe of the Chemehuevi Reservation, California
 Cher-Ae Heights Indian Community of the Trinidad Rancheria, California
 Cherokee Nation, Oklahoma
 Cheyenne and Arapaho Tribes, Oklahoma (formerly the Cheyenne-Arapaho Tribes of Oklahoma)
 Cheyenne River Sioux Tribe of the Cheyenne River Reservation, South Dakota
 Chickasaw Nation, Oklahoma
 Chicken Ranch Rancheria of Me-Wuk Indians of California
 Chippewa-Cree Indians of the Rocky Boy's Reservation, Montana
 Chitimacha Tribe of Louisiana
 Choctaw Nation of Oklahoma
 Citizen Potawatomi Nation, Oklahoma
 Cloverdale Rancheria of Pomo Indians of California
 Cocopah Tribe of Arizona
 Coeur D'Alene Tribe of the Coeur D'Alene Reservation, Idaho
 Cold Springs Rancheria of Mono Indians of California
 Colorado River Indian Tribes of the Colorado River Indian Reservation, Arizona and California
 Comanche Nation, Oklahoma
 Confederated Salish & Kootenai Tribes of the Flathead Reservation, Montana
 Confederated Tribes of the Chehalis Reservation, Washington
 Confederated Tribes of the Colville Reservation, Washington
 Confederated Tribes of the Coos, Lower Umpqua and Siuslaw Indians of Oregon
 Confederated Tribes of the Goshute Reservation, Nevada and Utah
 Confederated Tribes of the Grand Ronde Community of Oregon
 Confederated Tribes of Siletz Indians of Oregon (previously listed as the Confederated Tribes of the Siletz Reservation)
 Confederated Tribes of the Umatilla Reservation, Oregon
 Confederated Tribes of the Warm Springs Reservation of Oregon
 Confederated Tribes and Bands of the Yakama Nation, Washington
 Coquille Tribe of Oregon
 Cortina Indian Rancheria of Wintun Indians of California
 Coughatta Tribe of Louisiana

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

- Navajo Nation, Arizona, New Mexico & Utah
- Nez Perce Tribe, Idaho (previously listed as Nez Perce Tribe of Idaho)
- Nisqually Indian Tribe of the Nisqually Reservation, Washington
- Nooksack Indian Tribe of Washington
- Northern Cheyenne Tribe of the Northern Cheyenne Indian Reservation, Montana
- Northfork Rancheria of Mono Indians of California
- Northwestern Band of Shoshoni Nation of Utah (Washakie)
- Nottawaseppi Huron Band of the Potawatomi, Michigan (formerly the Huron Potawatomi, Inc.)
- Oglala Sioux Tribe of the Pine Ridge Reservation, South Dakota
- Ohkay Owingeh, New Mexico (formerly the Pueblo of San Juan)
- Omaha Tribe of Nebraska
- Oneida Nation of New York
- Oneida Tribe of Indians of Wisconsin
- Onondaga Nation of New York
- Osage Nation, Oklahoma (formerly the Osage Tribe)
- Ottawa Tribe of Oklahoma
- Otoe-Missouria Tribe of Indians, Oklahoma
- Paiute Indian Tribe of Utah (Cedar Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes) (formerly Paiute Indian Tribe of Utah (Cedar City Band of Paiutes, Kanosh Band of Paiutes, Koosharem Band of Paiutes, Indian Peaks Band of Paiutes, and Shivwits Band of Paiutes))
- Paiute-Shoshone Indians of the Bishop Community of the Bishop Colony, California
- Paiute-Shoshone Tribe of the Fallon Reservation and Colony, Nevada
- Paiute-Shoshone Indians of the Lone Pine Community of the Lone Pine Reservation, California
- Pala Band of Luiseno Mission Indians of the Pala Reservation, California
- Pascua Yaqui Tribe of Arizona
- Paskenta Band of Nomlaki Indians of California
- Passamaquoddy Tribe of Maine
- Pauma Band of Luiseno Mission Indians of the Pauma & Yuima Reservation, California
- Pawnee Nation of Oklahoma
- Pechanga Band of Luiseno Mission Indians of the Pechanga Reservation, California
- Penobscot Tribe of Maine
- Peoria Tribe of Indians of Oklahoma
- Picayune Rancheria of Chukchansi Indians of California
- Pinoleville Pomo Nation, California (formerly the Pinoleville Rancheria of Pomo Indians of California)
- Pit River Tribe, California (includes XL Ranch, Big Bend, Likely, Lookout, Montgomery Creek and Roaring Creek Rancherias)
- Poarch Band of Creek Indians of Alabama
- Pokagon Band of Potawatomi Indians, Michigan and Indiana
- Ponca Tribe of Indians of Oklahoma
- Ponca Tribe of Nebraska
- Port Gamble Indian Community of the Port Gamble Reservation, Washington
- Potter Valley Tribe, California
- Prairie Band of Potawatomi Nation, Kansas
- Prairie Island Indian Community in the State of Minnesota
- Pueblo of Acoma, New Mexico
- Pueblo of Cochiti, New Mexico
- Pueblo of Jemez, New Mexico
- Pueblo of Isleta, New Mexico
- Pueblo of Laguna, New Mexico
- Pueblo of Nambe, New Mexico
- Pueblo of Picuris, New Mexico
- Pueblo of Pojoaque, New Mexico
- Pueblo of San Felipe, New Mexico
- Pueblo of San Ildefonso, New Mexico
- Pueblo of Sandia, New Mexico
- Pueblo of Santa Ana, New Mexico
- Pueblo of Santa Clara, New Mexico
- Pueblo of Taos, New Mexico
- Pueblo of Tesuque, New Mexico
- Pueblo of Zia, New Mexico
- Puyallup Tribe of the Puyallup Reservation, Washington
- Pyramid Lake Paiute Tribe of the Pyramid Lake Reservation, Nevada
- Quapaw Tribe of Indians, Oklahoma
- Quartz Valley Indian Community of the Quartz Valley Reservation of California
- Quechan Tribe of the Fort Yuma Indian Reservation, California & Arizona
- Quileute Tribe of the Quileute Reservation, Washington
- Quinault Tribe of the Quinault Reservation, Washington
- Ramona Band of Cahuilla, California (formerly the Ramona Band or Village of Cahuilla Mission Indians of California)
- Red Cliff Band of Lake Superior Chippewa Indians of Wisconsin
- Red Lake Band of Chippewa Indians, Minnesota
- Redding Rancheria, California
- Redwood Valley Rancheria of Pomo Indians of California
- Reno-Sparks Indian Colony, Nevada
- Resighini Rancheria, California
- Rincon Band of Luiseno Mission Indians of the Rincon Reservation, California
- Robinson Rancheria of Pomo Indians of California
- Rosebud Sioux Tribe of the Rosebud Indian Reservation, South Dakota
- Round Valley Indian Tribes of the Round Valley Reservation, California
- Sac & Fox Tribe of the Mississippi in Iowa
- Sac & Fox Nation of Missouri in Kansas and Nebraska
- Sac & Fox Nation, Oklahoma
- Saginaw Chippewa Indian Tribe of Michigan
- St. Croix Chippewa Indians of Wisconsin
- Saint Regis Mohawk Tribe, New York (formerly the St. Regis Band of Mohawk Indians of New York)
- Salt River Pima-Maricopa Indian Community of the Salt River Reservation, Arizona
- Samish Indian Tribe, Washington
- San Carlos Apache Tribe of the San Carlos Reservation, Arizona
- San Juan Southern Paiute Tribe of Arizona
- San Manuel Band of Mission Indians, California (previously listed as the San Manuel Band of Serrano Mission Indians of the San Manuel Reservation)
- San Pasqual Band of Diegueno Mission Indians of California
- Santa Rosa Indian Community of the Santa Rosa Rancheria, California
- Santa Rosa Band of Cahuilla Indians, California (formerly the Santa Rosa Band of Cahuilla Mission Indians of the Santa Rosa Reservation)
- Santa Ynez Band of Chumash Mission Indians of the Santa Ynez Reservation, California
- Santee Sioux Nation, Nebraska
- Sauk-Suiattle Indian Tribe of Washington
- Sault Ste. Marie Tribe of Chippewa Indians of Michigan
- Scotts Valley Band of Pomo Indians of California
- Seminole Nation of Oklahoma
- Seminole Tribe of Florida (Dania, Big Cypress, Brighton, Hollywood & Tampa Reservations)
- Seneca Nation of New York
- Seneca-Cayuga Tribe of Oklahoma
- Shakopee Mdewakanton Sioux Community of Minnesota
- Shawnee Tribe, Oklahoma
- Sherwood Valley Rancheria of Pomo Indians of California
- Shingle Springs Band of Miwok Indians, Shingle Springs Rancheria (Verona Tract), California
- Shoalwater Bay Tribe of the Shoalwater Bay Indian Reservation, Washington
- Shoshone Tribe of the Wind River Reservation, Wyoming
- Shoshone-Bannock Tribes of the Fort Hall Reservation of Idaho
- Shoshone-Paiute Tribes of the Duck Valley Reservation, Nevada
- Sisseton-Wahpeton Oyate of the Lake Traverse Reservation, South Dakota
- Skokomish Indian Tribe of the Skokomish Reservation, Washington

- Skull Valley Band of Goshute Indians of Utah
Smith River Rancheria, California
Snoqualmie Tribe, Washington
Soboba Band of Luiseno Indians, California
Sokaogon Chippewa Community, Wisconsin
Southern Ute Indian Tribe of the Southern Ute Reservation, Colorado
Spirit Lake Tribe, North Dakota
Spokane Tribe of the Spokane Reservation, Washington
Squaxin Island Tribe of the Squaxin Island Reservation, Washington
Standing Rock Sioux Tribe of North & South Dakota
Stockbridge Munsee Community, Wisconsin
Stillaguamish Tribe of Washington
Summit Lake Paiute Tribe of Nevada
Suquamish Indian Tribe of the Port Madison Reservation, Washington
Susanville Indian Rancheria, California
Swinomish Indians of the Swinomish Reservation, Washington
Sycuan Band of the Kumeyaay Nation
Table Mountain Rancheria of California
Te-Moak Tribe of Western Shoshone Indians of Nevada (Four constituent bands: Battle Mountain Band; Elko Band; South Fork Band and Wells Band)
Thlopthlocco Tribal Town, Oklahoma
Three Affiliated Tribes of the Fort Berthold Reservation, North Dakota
Tohono O'odham Nation of Arizona
Tonawanda Band of Seneca Indians of New York
Tonkawa Tribe of Indians of Oklahoma
Tonto Apache Tribe of Arizona
Torres Martinez Desert Cahuilla Indians, California (formerly the Torres-Martinez Band of Cahuilla Mission Indians of California)
Tule River Indian Tribe of the Tule River Reservation, California
Tulalip Tribes of the Tulalip Reservation, Washington
Tunica-Biloxi Indian Tribe of Louisiana
Tuolumne Band of Me-Wuk Indians of the Tuolumne Rancheria of California
Turtle Mountain Band of Chippewa Indians of North Dakota
Tuscarora Nation of New York
Twenty-Nine Palms Band of Mission Indians of California
United Auburn Indian Community of the Auburn Rancheria of California
United Keetoowah Band of Cherokee Indians in Oklahoma
Upper Sioux Community, Minnesota
Upper Skagit Indian Tribe of Washington
Ute Indian Tribe of the Uintah & Ouray Reservation, Utah
Ute Mountain Tribe of the Ute Mountain Reservation, Colorado, New Mexico & Utah
Utu Utu Gwaitu Paiute Tribe of the Benton Paiute Reservation, California
Walker River Paiute Tribe of the Walker River Reservation, Nevada
Wampanoag Tribe of Gay Head (Aquinnah) of Massachusetts
Washoe Tribe of Nevada & California (Carson Colony, Dresslerville Colony, Woodfords Community, Stewart Community, & Washoe Ranches)
White Mountain Apache Tribe of the Fort Apache Reservation, Arizona
Wichita and Affiliated Tribes (Wichita, Keechi, Waco & Tawakonie), Oklahoma
Wilton Rancheria, California
Winnebago Tribe of Nebraska
Winnemucca Indian Colony of Nevada
Wiyot Tribe, California (formerly the Table Bluff Reservation—Wiyot Tribe)
Wyandotte Nation, Oklahoma
Yankton Sioux Tribe of South Dakota
Yavapai-Apache Nation of the Camp Verde Indian Reservation, Arizona
Yavapai-Prescott Tribe of the Yavapai Reservation, Arizona
Yerington Paiute Tribe of the Yerington Colony & Campbell Ranch, Nevada
Yocha Dehe Wintun Nation, California (formerly the Rumsey Indian Rancheria of Wintun Indians of California)
Yomba Shoshone Tribe of the Yomba Reservation, Nevada
Ysleta Del Sur Pueblo of Texas
Yurok Tribe of the Yurok Reservation, California
Zuni Tribe of the Zuni Reservation, New Mexico
- Native Entities Within the State of Alaska Recognized and Eligible To Receive Services From the United States Bureau of Indian Affairs**
- Native Village of Afognak
Agdaagux Tribe of King Cove
Native Village of Akhiok
Akiachak Native Community
Akiak Native Community
Native Village of Akutan
Village of Alakanuk
Alatna Village
Native Village of Aleknagik
Algaaciq Native Village (St. Mary's)
Allakaket Village
Native Village of Ambler
Village of Anaktuvuk Pass
Yupit of Andreafski
Angoon Community Association
Village of Aniak
Anvik Village
Arctic Village (See Native Village of Venetie Tribal Government)
Asa'carsarmiut Tribe
Native Village of Atka
Village of Atmautluak
Atkasuk Village (Atkasook)
Native Village of Barrow Inupiat Traditional Government
Beaver Village
Native Village of Belkofski
Village of Bill Moore's Slough
Birch Creek Tribe
Native Village of Brevig Mission
Native Village of Buckland
Native Village of Cantwell
Native Village of Chenega (aka Chanega)
Chalkyitsik Village
Cheesh-Na Tribe (formerly the Native Village of Chistochina)
Village of Chefornak
Chevak Native Village
Chickaloon Native Village
Chignik Bay Tribal Council (formerly the Native Village of Chignik)
Native Village of Chignik Lagoon
Chignik Lake Village
Chilkat Indian Village (Klukwan)
Chilkoot Indian Association (Haines)
Chinik Eskimo Community (Golovin)
Native Village of Chitina
Native Village of Chuathbaluk (Russian Mission, Kuskokwim)
Chuloonawick Native Village
Circle Native Community
Village of Clarks Point
Native Village of Council
Craig Community Association
Village of Crooked Creek
Curyung Tribal Council
Native Village of Deering
Native Village of Diomedea (aka Inalik)
Village of Dot Lake
Douglas Indian Association
Native Village of Eagle
Native Village of Eek
Egegik Village
Eklutna Native Village
Native Village of Ekuk
Ekwok Village
Native Village of Elim
Emmonak Village
Evansville Village (aka Bettles Field)
Native Village of Eyak (Cordova)
Native Village of False Pass
Native Village of Fort Yukon
Native Village of Gakona
Galena Village (aka Loudon Village)
Native Village of Gambell
Native Village of Georgetown
Native Village of Goodnews Bay
Organized Village of Grayling (aka Holikachuk)
Gulkana Village
Native Village of Hamilton
Healy Lake Village
Holy Cross Village
Hoonah Indian Association
Native Village of Hooper Bay
Hughes Village
Huslia Village
Hydaburg Cooperative Association
Igiugig Village
Village of Iliamna
Inupiat Community of the Arctic Slope

Iqurmuit Traditional Council
 Ivanoff Bay Village
 Kaguyak Village
 Organized Village of Kake
 Kaktovik Village (aka Barter Island)
 Village of Kalskag
 Village of Kaltag
 Native Village of Kanatak
 Native Village of Karluk
 Organized Village of Kasaan
 Kasigluk Traditional Elders Council
 Kenaitze Indian Tribe
 Ketchikan Indian Corporation
 Native Village of Kiana
 King Island Native Community
 King Salmon Tribe
 Native Village of Kipnuk
 Native Village of Kivalina
 Klawock Cooperative Association
 Native Village of Kluti Kaah (aka Copper Center)
 Knik Tribe
 Native Village of Kobuk
 Kokhanok Village
 Native Village of Kongiganak
 Village of Kotlik
 Native Village of Kotzebue
 Native Village of Koyuk
 Koyukuk Native Village
 Organized Village of Kwethluk
 Native Village of Kwigillingok
 Native Village of Kwinhagak (aka Quinhagak)
 Native Village of Larsen Bay
 Levelock Village
 Lime Village
 Village of Lower Kalskag
 Manley Hot Springs Village
 Manokotak Village
 Native Village of Marshall (aka Fortuna Ledge)
 Native Village of Mary's Igloo
 McGrath Native Village
 Native Village of Mekoryuk
 Mentasta Traditional Council
 Metlakatla Indian Community, Annette Island Reserve
 Native Village of Minto
 Naknek Native Village
 Native Village of Nanwalek (aka English Bay)
 Native Village of Napaimute
 Native Village of Napakiak
 Native Village of Napaskiak
 Native Village of Nelson Lagoon
 Nenana Native Association
 New Koliganek Village Council
 New Stuyahok Village
 Newhalen Village
 Newtok Village
 Native Village of Nightmute
 Nikolai Village
 Native Village of Nikolski
 Ninilchik Village
 Native Village of Noatak
 Nome Eskimo Community
 Nondalton Village
 Noorvik Native Community
 Northway Village

Native Village of Nuiqsut (aka Nooiksut)
 Nulato Village
 Nunakuyarmiut Tribe
 Native Village of Nunam Iqua (formerly the Native Village of Sheldon's Point)
 Native Village of Nunapitchuk
 Village of Ohogamiut
 Village of Old Harbor
 Orutsararmiut Native Village (aka Bethel)
 Oscarville Traditional Village
 Native Village of Ouzinkie
 Native Village of Paimiut
 Pauloff Harbor Village
 Pedro Bay Village
 Native Village of Perryville
 Petersburg Indian Association
 Native Village of Pilot Point
 Pilot Station Traditional Village
 Native Village of Pitka's Point
 Platinum Traditional Village
 Native Village of Point Hope
 Native Village of Point Lay
 Native Village of Port Graham
 Native Village of Port Heiden
 Native Village of Port Lions
 Portage Creek Village (aka Ohgsenakale)
 Pribilof Islands Aleut Communities of St. Paul & St. George Islands
 Qagan Tayagungin Tribe of Sand Point Village
 Qawalangin Tribe of Unalaska
 Rampart Village
 Village of Red Devil
 Native Village of Ruby
 Saint George Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
 Native Village of Saint Michael
 Saint Paul Island (See Pribilof Islands Aleut Communities of St. Paul & St. George Islands)
 Village of Salamattoff
 Native Village of Savoonga
 Organized Village of Saxman
 Native Village of Scammon Bay
 Native Village of Selawik
 Seldovia Village Tribe
 Shageluk Native Village
 Native Village of Shaktoolik
 Native Village of Shishmaref
 Native Village of Shungnak
 Sitka Tribe of Alaska
 Skagway Village
 Village of Sleetmute
 Village of Solomon
 South Naknek Village
 Stebbins Community Association
 Native Village of Stevens
 Village of Stony River
 Sun'aq Tribe of Kodiak (formerly the Shoonaq' Tribe of Kodiak)
 Takotna Village
 Native Village of Tanacross
 Native Village of Tanana
 Tangirnaq Native Village (formerly Lesnoi Village (aka Woody Island))
 Native Village of Tatitlek

Native Village of Tazlina
 Telida Village
 Native Village of Teller
 Native Village of Tetlin
 Central Council of the Tlingit & Haida Indian Tribes
 Traditional Village of Togiak
 Tuluksak Native Community
 Native Village of Tuntutuliak
 Native Village of Tununak
 Twin Hills Village
 Native Village of Tyonek
 Ugashik Village
 Umkumiut Native Village (previously listed as Umkumiute Native Village)
 Native Village of Unalakleet
 Native Village of Unga
 Village of Venetie (See Native Village of Venetie Tribal Government)
 Native Village of Venetie Tribal Government (Arctic Village and Village of Venetie)
 Village of Wainwright
 Native Village of Wales
 Native Village of White Mountain
 Wrangell Cooperative Association
 Yakutat Tlingit Tribe

[FR Doc. 2010-24640 Filed 9-30-10; 8:45 am]

BILLING CODE 4310-4J-P

INTERNATIONAL TRADE COMMISSION

[Investigations Nos. 731-TA-308-310, 520, and 521 (Third Review)]

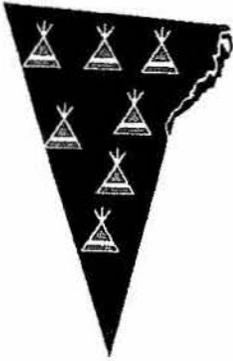
Carbon Steel Butt-Weld Pipe Fittings From Brazil, China, Japan, Taiwan, and Thailand

AGENCY: United States International Trade Commission.

ACTION: Institution of five-year reviews concerning the antidumping duty orders on carbon steel butt-weld pipe fittings from Brazil, China, Japan, Taiwan, and Thailand.

SUMMARY: The Commission hereby gives notice that it has instituted reviews pursuant to section 751(c) of the Tariff Act of 1930 (19 U.S.C. 1675(c)) (the Act) to determine whether revocation of the antidumping duty orders on carbon steel butt-weld pipe fittings from Brazil, China, Japan, Taiwan, and Thailand would be likely to lead to continuation or recurrence of material injury. Pursuant to section 751(c)(2) of the Act, interested parties are requested to respond to this notice by submitting the information specified below to the Commission;¹ to be assured of

¹ No response to this request for information is required if a currently valid Office of Management and Budget (OMB) number is not displayed; the OMB number is 3117-0016/USITC No. 11-5-224, expiration date June 30, 2011. Public reporting



Sisseton-Wahpeton Oyate

LAKE TRAVERSE RESERVATION
P.O. Box 509
12554 BIA Hwy. 711
Agency Village, South Dakota 57262
Phone: (605) 698-3911

TRIBAL COUNCIL RESOLUTION NO. SWO-16-045

Approve Grant Application for the Native Youth Community Project Demonstration Grant

- WHEREAS,** The Sisseton-Wahpeton Oyate is organized under a Constitution and By-laws adopted by the members of the Tribe on August 1-2, 1966, and approved by the Commissioner of Indian Affairs on August 25, 1966, and last amended effective November 15, 2006; and
- WHEREAS,** The Constitution ARTICLE III, Section 1, states that, the Sisseton-Wahpeton Oyate shall be governed by a Council, and ARTICLE VII, Section 1, states that, the Council shall have the following powers: (a) to represent the Tribe in all negotiations with Federal, State and local governments; (b) to acquire, own, use, manage, lease and otherwise encumber and to dispose of Tribal property, both real and personal, wherever situated; (c) to engage in any business that will further the economic development of the Tribe and its Members, and to use Tribal funds or other resources for such purposes; (d) to make rules governing the relationship of the members of the Tribe, to Tribal property, and to one another as members of the Tribe; (e) to hire employees and agents, including legal counsel, directly or as independent contractors, and to compensate them for their services; (f) to deposit Tribal funds to the credit of the Tribe, without limitations of the amount in any account; (g) to take any action by ordinance, resolution, or otherwise which are reasonably necessary through committees, boards, agents or otherwise, to carry into effect the for-going purposes; (h) to promote public health, education, charity, and such other services as may contribute to the social advancement of the members of the Sisseton-Wahpeton Oyate; (i) adopt resolutions regulating the procedures of the Tribal Council, its officials and committees in the conduct of Tribal Affairs; and
- WHEREAS,** The United States Department of Education announced \$17.4 million dollars in available funding for grants to help Native American Youth become college and career ready. The US DOE expects to award 19 demonstration awards ranging from \$500,000 to \$1,000,000 to tribal communities before September 30th, 2016; and
- WHEREAS,** The purpose of the Native Youth Community Project Demonstration Grant is to develop, test, and demonstrate the effectiveness of services and programs to improve educational opportunities and achievement of American Indian Children; and
- WHEREAS,** The Native Youth Community Project Demonstration Grant is designed to include partnerships with key stakeholders to develop and implement the grant initiatives and goals which are based on school and community needs assessments and is data-driven; and

Approve Grant Application for the Native Youth Community Project Demonstration Grant

WHEREAS, The Tribal Education Department will partner with Tiospa Zina Tribal School and Enemy Swim Day School, which are Bureau of Indian Education Tribal Schools, Sisseton-Wahpeton College, Head Start Program, and the Sisseton-Wahpeton Youth Program.

NOW, THEREFORE, BE IT RESOLVED, That the Tribal Council of the Sisseton-Wahpeton Oyate of the Lake Traverse Reservation hereby authorizes the Sisseton-Wahpeton Oyate Education Department and partners to apply for the Native Youth Partnership Grant; and

FINALLY BE IT RESOLVED, That the Tribal Council of the Sisseton-Wahpeton Oyate of the Lake Traverse Reservation hereby authorizes Dr. Sherry Johnson, Tribal Education Director as the point of contact.

CERTIFICATION

We, the Undersigned duly elected Tribal Chairman and Tribal Secretary of the Sisseton-Wahpeton Oyate Tribal Council, do hereby certify that the above resolution was duly adopted by the Sisseton-Wahpeton Oyate Tribal Council, which is composed of 10 members (representing a total of 15 Tribal Council weighted votes and two Executive Committee votes for a total of 17 votes) of whom 9 constituting a quorum, were present at a Tribal Council meeting, duly noticed, called, convened and held at the TiWakan Tio Tipi, Agency Village, South Dakota, April 1, 2016, by a vote of 15 for, 0 opposed, 0 abstained, 0 absent from vote, 1 not voting, and that said Resolution has not been rescinded or amended in any way

Dated this 1st day of April 2016.

(b)(6)

David Flute, Tribal Chairman
Sisseton-Wahpeton Oyate

ATTEST:

(b)(6)

Crystal Owen, Tribal Secretary
Sisseton-Wahpeton Oyate





United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

APR 01 2016

The Honorable Duane "Bruce" Renville
Chairman, Sisseton-Wahpeton Oyate
of the Lake Traverse Reservation
P.O. Box 509
Agency Village, South Dakota 57262

Dear Chairman Renville:

Thank you for submitting an application for the Sovereignty in Indian Education (SIE) Enhancement. We are pleased to inform you that your application has been reviewed and the Sisseton-Wahpeton Oyate of the Lake Traverse Reservation has been awarded \$200,000 for project year one. Your project start date will begin April 4, 2016.

The Bureau of Indian Education (BIE) will host a meeting by webinar on April 8, 2016, for all SIE Project Directors. The meeting will begin at 1:00 p.m. (Eastern) to provide technical assistance specific to your project and the requirements for administering this enhancement award. BIE staff will ensure that the Sisseton-Wahpeton Oyate of the Lake Traverse Reservation will receive any and all technical assistance it needs to complete its project successfully.

Please call (202) 208-5810 to confirm your acceptance of this award. Enclosed for your reference is a copy of the Conditions of the Award and Grant Award Letter for your signature.

Congratulations on your successful application. We look forward to working with you.

Sincerely,

(b)(6)

Larry S. Roberts
Acting Assistant Secretary – Indian Affairs

Enclosures

Bureau of Indian Education – FORM 22 Grant Agreement

(1) EFFECTIVE DATE: 4/1/2016	(3) INSTRUMENT TYPE <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement	(4) GRANT NO:
(2) RECEIPT TYPE:		(5) TYPE OF AWARD: Competitive Grants

(6) ISSUED BY: Bureau of Indian Education Office of the Director 1849 C. Street, NW Mailstop 4657 MIB Washington, DC 20240	(7) ISSUED TO: Chairman David Flute Sisseton-Wahpeton Oyate of the Lake Traverse P.O. Box 509 Agency Village, SD 57262
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(8) BUREAU ADMINISTRATOR Wendy Greeyes, Program Analyst Bureau of Indian Education Office of the Director 1849 C. Street, NW Mailstop 4657 MIB Washington, DC 20240	(9) GRANTEE ADMINISTRATOR Dr. Sherry Johnson, Project Director Sisseton Wahpeton Oyate P.O. Box 509 Agency Village, SD 57262
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(10) GRANT PURPOSE & DESCRIPTION The BIE will award competitive grants to tribes to promote tribal control and operation of BIE-funded schools on their Indian reservations and/or the development of an alternative accountability system.	(11) GRANTEE ADMINISTRATOR a. Begin: <u>April 1, 2016</u> b. Complete: <u>December 31, 2017</u>
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(12) ACCOUNTING & APPROPRIATION DATA 156A2100DD.AADD001000.A0E430000.999900	(13) ESTIMATED AMOUNT Initial \$200,000.00 Amended
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(14) This grant agreement/amendment includes the attached SI-4248 Assurances. If there is a conflict or inconsistency between grant documents, the order of precedence among grant documents is as follows: (i) Special Terms; (ii) General Conditions applicable to grants; and (iii) Grantee's Application. This grant shall be administered pursuant to 2 CFR Part 1402 and 25 C.F.R. Part 276. (IV) conditions. No other grant conditions may be imposed in connection with this grant unless mutually agreed upon by both parties in a separate written amendment. CFA 15.046

<p>OFFER</p> <p>This grant agreement is offered pursuant to Secretarial Order #3334 Sec 4(b)(iii)</p> <p>UNITED STATES OF AMERICA</p> <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;">(b)(6)</div>	<p>ACCEPTANCE</p> <p>Sisseton Wahpeton Oyate</p> <div style="border: 1px solid black; width: 100%; height: 20px; margin-top: 5px;">(b)(6)</div>
<p>(b) Signature of Authorized Official</p> <p>(6) Ann Marie Bledsoe Downes</p> <hr/> <p>Name</p> <p>Acting Director, Bureau of Indian Education</p> <hr/> <p>Title</p> <hr/> <p>Date</p>	<p>Signature of Grantee Administrator</p> <p>Mr. David Flute</p> <hr/> <p>Name</p> <p>Chairman</p> <hr/> <p>Title</p> <hr/> <p>Date</p> <p align="center">4 11 16</p>

The following attachments are incorporated as a part of this agreement:

Budget Scope of Work Reporting Requirements Special Terms Grant Conditions



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

**Sisseton-Wahpeton Oyate Wiyukcan ka Eacunpi Project Budget Justification
FY 2017**

Budget Summary

Budget Category	Federal Request	Non-Federal Amounts	Total
A. Personnel	\$260,829.58	\$0	\$260,829.60
B. Fringe Benefits	\$117,213.69	\$0	\$117,213.69
C. Travel	\$15,420.00	\$0	\$15,420.00
D. Equipment	\$36,600.00	\$0	\$36,600.00
E. Supplies	\$102,850.00	\$0	\$102,850.00
F. Construction	\$0	\$0	\$0
G. Consultants/Contracts	\$158,600.00	\$0	\$158,600.00
H. Other	\$155,815.00	\$0	\$155,815.00
Total Direct Costs	\$847,328.27	\$0	\$847,328.27
I. Indirect Costs	\$152,210.79	\$0	\$152,210.79
TOTAL PROJECT COSTS	\$999,539.06	\$0	\$999,539.06

A. Personnel

Name	Position	Salary	Basis	Percentage of Time	Length of Time	Cost
Dr. Sherry Johnson	Wiyukcan ka Eacunpi Project Director	\$0	Yearly	25%	1	\$0
Bonnie Haines	SWO Education Specialist	\$0	Yearly	25%	1	\$0
	Chief Academic Officer	\$51,753.25	Yearly	100%	1	\$51,753.25
	Director of Information	\$41,619.49	Yearly	100%	1	\$41,619.49
	Student Support Specialist	\$36,531.50	Yearly	100%	1	\$36,531.50
	Chief Technology Officer	\$36,531.50	Yearly	100%	1	\$36,531.50
	Academic/Cultural Specialist	\$31,464.62	Yearly	100%	1	\$31,464.62
	Early Childhood Specialist	\$31,464.62	Yearly	100%	1	\$31,464.62
	College/Career Specialist	\$31,464.62	Yearly	100%	1	\$31,464.62
Total cost:						\$260,829.58

Personnel Justification

Wiyukcan ka Icupi Project Director Dr. Sherry Johnson will devote 25% of her time to providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives. Dr. Johnson will also report to tribal leaders and stakeholders about the project.

SWO Education Specialist Bonnie Haines will spend 25% of her time to the project, providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives.

The Chief Academic Officer will be a full time position, spending 100% of their time to overseeing the project. This position is an administrative position with the responsibility to provide leadership, vision, strategic direction and technical assistance. This position will be responsible for the academic components of the 'Every Student Succeeds Act' and the requirements of College and Career readiness. This position will also be responsible for tracking the goals and objectives of the Wiyukcan ka Icupi Project.

The Director of Information will be a full time position, spending 100% of their time providing support and guidance to the Specialist positions, facilitating the exchange of information between the schools, the Department of Education and the Specialists. This position will focus on the needs of the whole student and will consult with parents and parent groups to ensure that the needs of each student are being met.

The Student Support Specialist will be a full time position, spending 100% of their time providing guidance and support to the mentor and youth groups and assisting the schools in analyzing data and surveys. This position will also provide support to parents in directing them to needed resources and programs to assist their children in academic success.

The Chief Technology Officer will be a full time position, spending 100% of their time working with schools utilizing the maximum use of their available technology to improve student achievement.

The Academic/Cultural Specialist will be a full-time position, spending 100% of their time to work with the cultural staff and programs at the schools to collaborate and to plan culture based events, create a database of information, and oversee administrative aspects relating to the implementation of all culture related activities.

The Early Childhood Specialist will be a full-time position, spending 100% of their time working with Head Start programs and pre-school programs within the school systems, researching best practices, working to get uniform data reporting across all programs and bringing all together to facilitate a large group meeting to study the curriculum and assessments, and to begin planning bridge the gaps and to come up with innovative ways to address summer loss. This position will also plan and implement Parent Training Programs.

The College/Career Specialist will be a full-time position, spending 100% of their time to work with the schools to set personal career learning plans with students, assist in goal setting, attending career development workshops, compiling results of the interest inventories, ASVAB tests, ACT Tests, coordinating visits to vocational schools, colleges and universities, helping students and schools to complete the FAFSA, scholarship and

job applications and coordinating parent career workshop trainings. This position will also provide guidance to parents of students to make sure that the entire family is involved in the student's post-secondary plans so that the student will have all the support necessary to be a success.

B. Fringe Benefits

Description	Base	Fringe Benefits Rate	Cost of Fringe Benefits
Personnel Costs	\$260,829.58	44.94%	\$117,213.69
Total cost:			\$117,213.69

Fringe Benefits Justification

Fringe Benefits are budgeted at \$ 117, 213.69. Our fringe benefit rate is 22.47% and insurance rate is 22.47% and covers the following items:

- Health Insurance \$637.78/month
- Life Insurance \$19.21/month
- Long Term Disability \$14.25/month
- Dental \$19.42/month
- Vision \$6.91/month
- FICA 6.20%
- FMED 1.45%
- SUI 4.53%
- 401k 5%
- ROTH Retirement 5%
- Workman's Comp 3%

C. Travel

Mileage

Purpose	Miles allowed	Mileage Rate	Trips	Total
Staff movement between the various schools	328	\$0.54/mile	45	\$7,970.40
Total cost:				\$7,970.40

Mileage Justification

The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will each be based out of the Sisseton-Wahpeton Oyate Administration Building. They will need to travel to Enemy Swim Day School and Enemy Swim Head Start at least two days a week, 45 weeks out of the year. Travel to

Enemy Swim is estimated at 41 miles round trip. Mileage is estimated at 41 miles at \$0.54 per mile x 2 times per week x 4 for each position x 45 weeks for a total cost of \$7,970.40 each year.

Travel

Purpose of Travel	Per Diem	Lodging	Mileage	# of trips	Total
Training/Meetings in Pierre	\$127.50	\$267	\$268.92	2	\$1,326.84
Training/Meetings in Aberdeen	\$127.50	\$267	\$99.66	2	\$982.32
Training/Meetings in Rapid City	\$127.50	\$267	\$462.24	6	\$5,140.44
Total cost:					\$7449.60

Travel Justification

All of the positions requested will require some level of training and meeting attendance, including the following: Technology In Education training, Testing Training, Student Leadership training, Culture/Curriculum training, ESSA Trainings (multiple times per year). In some cases, more than one staff person will attend the same training. For the purposes of this grant year, 10 trainings/meetings have been budgeted for. Most trainings/meetings happen within the state of South Dakota. All costs are estimated based upon GSA Travel reimbursement rates and locations are based upon previous year’s training locations.

The trips to Pierre are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 498 miles round trip from Sisseton to Pierre. Two trips to Pierre are budgeted for this project year.

The trips to Rapid City are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 856 miles round trip from Sisseton to Rapid City. Six trips to Rapid City are budgeted for this project year.

The trips to Aberdeen are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 179 miles round trip from Sisseton to Aberdeen. Two trips to Aberdeen are budgeted for this project year.

Total for all travel: \$15,420.00

D. Equipment

Equipment Item	Base Cost	Quantity	Total Cost
Projector	\$1,000	1	\$1,000
Office Printer	\$15,000	1	\$15,000
Portable Printers	\$100	4	\$400

Tablets	\$100	100	\$10,000
Camera	\$200	1	\$200
Laptops	\$2,500	4	\$10,000
Total:			\$36,600

Equipment Justification

A projector is needed for the many student, parent and community presentations and trainings that the project will be giving each year. The project is in need of a model that will be able to withstand frequent use. The projector is budgeted at \$1,000.

An office printer be necessary to keep up with the needs of such a large project. The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will all have need to frequently print materials as part of their everyday job duties. The office printer is budgeted at \$15,000.

Due to the mobile nature of the the four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) who will be moving between the schools, small portable printers will be necessary for the times when staff are unable to print in the office. Portable printers are budgeted at \$100 each for each of the four top positions for a total of \$400.

Tablets will be utilized as a tool for educators to put curriculum on and for students to check out. In addition, tutors will be visiting students who are in the truancy process to provide supplemental educational services. The tutors will be able to utilize the tablets as a teaching tool and for the students to complete assignments. Tablets may also be used by the Youth Department during summer programs to help stem “summer loss” in reading and other areas by providing fun educational applications appealing to students. The tablets will be split between the schools, tutors and Youth Department. Tablets are budgeted at \$100 each for 100 tablets for a total of \$10,000.

A camera will be necessary for documenting the activities of the program and for reporting said activities to the local media. The camera is budgeted at \$200.

Laptops will be necessary for the four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) to utilize as they move between the schools. They will be for everyday use in completing regular job duties. Laptops are estimated at \$2,500 each for four for a total of \$10,000.

E. Supplies

Supply Items	Quantity/Duration	Cost	Cost
Office Supplies	4	\$2,500	\$10,000
Desks	4	\$2,000	\$8,000
Chairs	4	\$300	\$1,200
Storage Cabinets	2	\$400	\$800
Bookcases	4	\$225	\$900
Portable Screen	1	\$150	\$150
Educational Supplies	4	\$20,000	\$80,000
Duplication-Copies	12	\$150	\$1,800

Total:

\$102,850

Supply Justification

Office supplies are needed to start up the program. The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and building offices and will need a healthy budget to fully outfit their offices for everyday work. In addition, they will need to utilize office supplies for some of the initiatives and activities outlined in the funding application. Office supplies are budgeted at \$2,500 for each of the four top positions for a total of \$10,000.

Desks, chairs and bookcases are needed for each of the four positions housed in the Tribal Education Department. Desks are budgeted at \$2,000 for four for a total of \$8,000. Chairs are budgeted at \$300 each for four for a total of \$1,200. Bookcases are budgeted at \$225 each for four for a total of \$900.

Storage cabinets are needed to store office supplies, educational supplies and curriculum materials. Two cabinets are budgeted at \$400 each for a total of \$800.

A portable screen is necessary to use with the requested projector for student, parent and community presentations and trainings that the project will be giving each year. The portable screen is budgeted at \$150.

Educational supplies is a large line item that covers many things. For this project year, the project would like to supply Tiospa Zina, Enemy Swim Day School and Head Start with culturally appropriate books and materials. Funds for books, materials and curriculums featuring American Indian characters and stories is budgeted at \$20,000 for each of the three schools for a total of \$60,000. Another \$20,000 is budgeted for supplies needed to carry out cultural activities such as arts, crafts, cultural teachings, song and dance, and drama activities. Supplies would also be needed for the special occasions (such as "Culture Nights") to cover all the needed items involved in putting such an event. A total of \$80,000 is budgeted for educational supplies.

Duplication-copies are budgeted at \$150 per month. Duplication is necessary for materials that need to be printed and bound (such as training materials) that cannot be completed on the office printer. A total of \$1,800 is budgeted for duplication-copies.

F. Construction

No funds for Construction requested at this time.

G. Consultants/Contracts

Consultant/ Contract	Service Provided	Fee	Basis	Quantity	Cost
Chris Bordeaux	Evaluation	\$15,000	Yearly	1	\$15,000
Consultant	Educational/ Cultural	\$1,500	Daily	34	\$51,000

Consultant	IT/Educational	\$2,000	Daily	22	\$44,000
Tutors	Educational instruction	\$25	Hourly	150 sessions/month	\$45,000
Contract	Maintenance/service agreement for office copier	\$300	Monthly	12	\$3,600
Total:					\$158,600

Consultants/Contracts Justification

For the purposes of the Wiyukcan ka Ecunpi Project, the Tribe will contract with Chris Bordeaux to provide evaluations services. Mr. Bordeaux will be providing technical assistance in improving academic performance and collecting and analyzing data measures. In addition, included in the budget for evaluations will be finding an evaluation tool to help track and analyze data over time. Evaluation is budgeted at \$15,000. Educational consultants will be utilized to provide observations for instructional improvement and practices, to provide teacher training and other methods of improving academic performance. Cultural consultants will provide instruction and training to students in the areas oral tradition, traditional medicine, drama, traditional art techniques, music and other other cultural activities. Educational/Cultural consultants are budgeted at \$1,500 per day for 34 days of consultation time for a total of \$51,000. Additional Education and Information Technology consultants with more specialized knowledge are budgeted at \$2,000 per day for 22 days of consultation time for a total of \$44,000. Tutors are needed to provide support for students who are lagging behind in academic performance in all school systems. They are also needed to support students who are in the truancy process to provide supplemental educational services. Tutors are estimated at \$25 per hour for 150 sessions per month for 12 months for a total of \$45,000. A contract that covers a maintenance/service agreement for the large office copier requested above is budgeted at \$300 per month for 12 months for a total of \$3,600 per year.

H. Other Costs

Description	Quantity	Basis	Cost	Length of time	Cost
Space Costs	4	Monthly	\$1,000	1 Year	\$48,000
Mentoring Program	1	Monthly	\$4,170	1 Year	\$50,040
Parent Training Program	1	Monthly	\$2,500	1 Year	\$30,000
Telecommunications-Hard lines	4	Monthly	\$25	1 Year	\$1,200
Telecommunications-Cell phones	4	Monthly	\$50	1 Year	\$2,400
Honorariums	12	Monthly	\$150	1 Year	\$21,600

Drug Testing	7	Once	\$25	At time of hire	\$175
Public Relations	12	Monthly	\$200	1 Year	\$2,400
Total:					\$155,815

Other Costs Justification

The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and will require office space. Office space is budgeted at \$1,000 per position each month for 12 months for a total of \$48,000.

The Mentoring Program is a line item that will provide funding for the implementation of the Program. This includes training for mentors, compensation for time spent with their mentees outside of school, activities spent outside of school time that will increase the bond between mentor/mentee, workshops, cultural events and group events for the Mentoring Program. The Mentoring Program is budgeted at \$4,170 per month for 12 months for a total of \$50,040.

The Parent Training Program will provide services and programming specifically for parents of students in our school systems. The Parent Training Program will include parenting classes, parent workshops, cultural family activities, and community events designed to allow for family bonding, activities designed to increase the value of education in regular attendance and support services for parents with at-risk children. The Parent Training Program is budgeted at \$2,500 per month for 12 months for a total of \$30,000.

Telecommunications is broken down into two parts: hard lines and cell phones. The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will all require telephones and voice mail in their respective office spaces. In addition, due to the mobile nature of their positions, they will also require cell phones. The hardline telephone lines are budgeted at \$25 per line each month for 12 months for a total of \$1,200. Cell phones are budgeted at \$50 per line each month for 12 months for a total of \$2,400.

Honorariums are budgeted on a monthly basis. Culture is a strong component of our Wiyukcan ka Eacunpi Project. Many of the culturally based activities the Project is planning for will utilize community members and elders sharing their knowledge with students, parents and mentors. These people will be asked to step in as needed for specific activities on a one-time basis and so would be compensated via an honorarium. Honorariums are budgeted at \$150 per honorarium, 12 times per month for 12 months for a total cost of \$21,600.

The Sisseton-Wahpeton Oyate drug tests all new employees in accordance with the Sisseton-Wahpeton Oyate Personnel Policies. Drug tests are \$25 each for 7 employees for a total of \$175.

Public Relations includes advertisements in local newspapers, printing costs of flyers, radio station PSA's. In addition, the Sisseton-Wahpeton Oyate charges a cost for the advertising of all new positions. Public Relations costs are budgeted at \$200 per month for 12 months for a total of \$2,400.

I. Indirect Costs

Indirect Cost Rate

Direct Costs (minus equipment and pass through items)	Indirect Cost Rate of 27.59%	Total:
\$551,688.25	27.59%	\$152,210.79
Total cost:		\$152,210.79

Indirect Justification

Indirect is budgeted at \$152,210.79. The Sisseton-Wahpeton Oyate provisional indirect cost rate charged to all programs is 27.59%. Indirect Costs is not charged to Equipment or Contracts/Consultants, as per the SWO's agreement. A copy of the Sisseton-Wahpeton Oyate's most recent Indirect Cost Rate Agreement is included as an attachment to this application.

**Sisseton-Wahpeton Oyate Wiyukcan ka Eacunpi Project Budget Justification
FY 2018**

Budget Summary

Budget Category	Federal Request	Non-Federal Amounts	Total
A. Personnel	\$265,917.57	\$0	\$265,917.57
B. Fringe Benefits	\$118,264.36	\$0	\$118,264.36
C. Travel	\$11,695.20	\$0	\$11,695.20
D. Equipment	\$0	\$0	\$0
E. Supplies	\$122,300.00	\$0	\$122,300.00
F. Construction	\$0	\$0	\$0
G. Consultants/Contracts	\$167,600.00	\$0	\$167,600.00
H. Other	\$156,000.00	\$0	\$156,000.00
Total Direct Costs	\$841,777.13	\$0	\$841,777.13
I. Indirect Costs	\$158,194.75	\$0	\$158,194.75
TOTAL PROJECT COSTS	\$999,971.87	\$0	\$999,971.87

A. Personnel

Name	Position	Salary	Basis	Percentage of Time	Length of Time	Cost
Dr. Sherry Johnson	Wiyukcan ka Eacunpi Project Director	\$0	Yearly	25%	1	\$0
Bonnie Haines	SWO Education Specialist	\$0	Yearly	25%	1	\$0
	Chief Academic Officer	\$52,766.62	Yearly	100%	1	\$52,766.62
	Director of Information	\$42,421.74	Yearly	100%	1	\$42,421.74
	Student Support Specialist	\$37,249.30	Yearly	100%	1	\$37,249.30
	Chief Technology Officer	\$37,249.30	Yearly	100%	1	\$37,249.30
	Academic/Cultural Specialist	\$32,076.86	Yearly	100%	1	\$32,076.86
	Early Childhood Specialist	\$32,076.86	Yearly	100%	1	\$32,076.86
	College/Career Specialist	\$32,076.86	Yearly	100%	1	\$32,076.86
Total cost:						\$265,917.57

Personnel Justification

Wiyukcan ka Icupi Project Director Dr. Sherry Johnson will devote 25% of her time to providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives. Dr. Johnson will also report to tribal leaders and stakeholders about the project.

SWO Education Specialist Bonnie Haines will spend 25% of her time to the project, providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives.

The Chief Academic Officer will be a full time position, spending 100% of their time to overseeing the project. This position is an administrative position with the responsibility to provide leadership, vision, strategic direction and technical assistance. This position will be responsible for the academic components of the 'Every Student Succeeds Act' and the requirements of College and Career readiness. This position will also be responsible for tracking the goals and objectives of the Wiyukcan ka Icupi Project.

The Director of Information will be a full time position, spending 100% of their time providing support and guidance to the Specialist positions, facilitating the exchange of information between the schools, the Department of Education and the Specialists. This position will focus on the needs of the whole student and will consult with parents and parent groups to ensure that the needs of each student are being met.

The Student Support Specialist will be a full time position, spending 100% of their time providing guidance and support to the mentor and youth groups and assisting the schools in analyzing data and surveys. This position will also provide support to parents in directing them to needed resources and programs to assist their children in academic success.

The Chief Technology Officer will be a full time position, spending 100% of their time working with schools utilizing the maximum use of their available technology to improve student achievement.

The Academic/Cultural Specialist will be a full-time position, spending 100% of their time to work with the cultural staff and programs at the schools to collaborate and to plan culture based events, create a database of information, and oversee administrative aspects relating to the implementation of all culture related activities.

The Early Childhood Specialist will be a full-time position, spending 100% of their time working with Head Start programs and pre-school programs within the school systems, researching best practices, working to get uniform data reporting across all programs and bringing all together to facilitate a large group meeting to study the curriculum and assessments, and to begin planning bridge the gaps and to come up with innovative ways to address summer loss. This position will also plan and implement Parent Training Programs.

The College/Career Specialist will be a full-time position, spending 100% of their time to work with the schools to set personal career learning plans with students, assist in goal setting, attending career development workshops, compiling results of the interest inventories, ASVAB tests, ACT Tests, coordinating visits to vocational schools, colleges and universities, helping students and schools to complete the FAFSA, scholarship and

job applications and coordinating parent career workshop trainings. This position will also provide guidance to parents of students to make sure that the entire family is involved in the student's post-secondary plans so that the student will have all the support necessary to be a success.

B. Fringe Benefits

Description	Base	Fringe Benefits Rate	Cost of Fringe Benefits
Personnel Costs	\$265,917.57	44.94%	\$118,264.36
Total cost:			\$118,264.36

Fringe Benefits Justification

Fringe Benefits are budgeted at \$ 118,264.36. Our fringe benefit rate is 22.47% and insurance rate is 22.47% and covers the following items:

- Health Insurance \$637.78/month
- Life Insurance \$19.21/month
- Long Term Disability \$14.25/month
- Dental \$19.42/month
- Vision \$6.91/month
- FICA 6.20%
- FMED 1.45%
- SUI 4.53%
- 401k 5%
- ROTH Retirement 5%
- Workman's Comp 3%

C. Travel

Mileage

Purpose	Miles allowed	Mileage Rate	Trips	Total
Staff movement between the various schools	328	\$0.54/mile	45	\$7,970.40
Total cost:				\$7,970.40

Mileage Justification

The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will each be based out of the Sisseton-Wahpeton Oyate Administration Building. They will need to travel to Enemy Swim Day School and Enemy Swim Head Start at least two days a week, 45 weeks out of the year. Travel to

Enemy Swim is estimated at 41 miles round trip. Mileage is estimated at 41 miles at \$0.54 per mile x 2 times per week x 4 for each position x 45 weeks for a total cost of \$7,970.40 each year.

Travel

Purpose of Travel	Per Diem	Lodging	Mileage	# of trips	Total
Training/Meetings in Pierre	\$127.50	\$267	\$268.92	1	\$663.42
Training/Meetings in Aberdeen	\$127.50	\$267	\$99.66	1	\$494.16
Training/Meetings in Rapid City	\$127.50	\$267	\$462.24	3	\$2,570.22
Total cost:					\$3,724.80

Travel Justification

All of the positions requested will require some level of training and meeting attendance, including the following: Technology In Education training, Testing Training, Student Leadership training, Culture/Curriculum training, ESSA Trainings (multiple times per year). In some cases, more than one staff person will attend the same training. For the purposes of this grant year, 10 trainings/meetings have been budgeted for. Most trainings/meetings happen within the state of South Dakota. All costs are estimated based upon GSA Travel reimbursement rates and locations are based upon previous year’s training locations.

The trips to Pierre are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 498 miles round trip from Sisseton to Pierre. One trip to Pierre are budgeted for this project year.

The trips to Rapid City are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 856 miles round trip from Sisseton to Rapid City. Three trips to Rapid City are budgeted for this project year.

The trips to Aberdeen are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 179 miles round trip from Sisseton to Aberdeen. One trip to Aberdeen are budgeted for this project year.

Total for all travel: \$11,695.20

D. Equipment

No funds for Equipment requested at this time.

E. Supplies

Supply Items	Quantity/Duration	Cost	Cost
Office Supplies	4	\$5,125.00	\$20,500
Educational Supplies	5	\$20,000	\$100,000
Duplication-Copies	12	\$150	\$1,800
Total:			\$102,850

Supply Justification

Office supplies are needed to maintain the activities planned and trained for in the first year. The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and building offices and will need a healthy budget to fully outfit their offices for everyday work. In addition, they will need to utilize office supplies for many of the initiatives and activities outlined in the funding application, both academic and cultural. Office supplies are budgeted at \$5,125 for each of the four top positions for a total of \$20,500.

Educational supplies is a large line item that covers many things. For this project year, the project would like to supply Tiospa Zina, Enemy Swim Day School and Head Start with books and materials related to the curriculums that the staff will be trained on in the first year, for example, the Daughters of Tradition curriculum. This also includes training materials and plans related to the results of the first year of consultant work. Educational supplies is budgeted at \$20,000 for each of the three schools for a total of \$60,000.

Another \$40,000 is budgeted for supplies needed to carry out cultural activities such as arts, crafts, cultural teachings, song and dance, and drama activities. Supplies would also be needed for the special occasions (such as "Culture Nights") to cover all the needed items involved in putting such an event. A total of \$100,000 is budgeted for educational supplies.

Duplication-copies are budgeted at \$150 per month. Duplication is necessary for materials that need to be printed and bound (such as training materials) that cannot be completed on the office printer. A total of \$1,800 is budgeted for duplication-copies.

F. Construction

No funds for Construction requested at this time.

G. Consultants/Contracts

Consultant/Contract	Service Provided	Fee	Basis	Quantity	Cost
Chris Bordeaux	Evaluation	\$15,000	Yearly	1	\$15,000
Consultant	Educational/Cultural	\$1,500	Daily	40	\$60,000
Consultant	IT/Educational	\$2,000	Daily	22	\$44,000
Tutors	Educational	\$25	Hourly	150	\$45,000

	instruction			sessions/month	
Contract	Maintenance/ service agreement for office copier	\$300	Monthly	12	\$3,600
Total:					\$167,600

Consultants/Contracts Justification

For the purposes of the Wiyukcan ka Ecupi Project, the Tribe will contract with Chris Bordeaux to provide evaluations services. Mr. Bordeaux will be providing technical assistance in improving academic performance and collecting and analyzing data measures. In addition, included in the budget for evaluations will be finding an evaluation tool to help track and analyze data over time. Evaluation is budgeted at \$15,000. Educational consultants will be utilized to provide observations for instructional improvement and practices, to provide teacher training and other methods of improving academic performance. Cultural consultants will provide instruction and training to students in the areas oral tradition, traditional medicine, drama, traditional art techniques, music and other other cultural activities. Educational/Cultural consultants are budgeted at \$1,500 per day for 40 days of consultation time for a total of \$60,000. Additional Education and Information Technology consultants with more specialized knowledge are budgeted at \$2,000 per day for 22 days of consultation time for a total of \$44,000. Tutors are needed to provide support for students who are lagging behind in academic performance in all school systems. They are also needed to support students who are in the truancy process to provide supplemental educational services. Tutors are estimated at \$25 per hour for 150 sessions per month for 12 months for a total of \$45,000. A contract that covers a maintenance/service agreement for the large office copier requested above is budgeted at \$300 per month for 12 months for a total of \$3,600 per year.

H. Other Costs

Description	Quantity	Basis	Cost	Length of time	Cost
Space Costs	4	Monthly	\$1,000	1 Year	\$48,000
Mentoring Program	1	Monthly	\$4,170	1 Year	\$50,040
Parent Training Program	1	Monthly	\$2,500	1 Year	\$30,000
Telecommunications- Hard lines	4	Monthly	\$25	1 Year	\$1,200
Telecommunications- Cell phones	4	Monthly	\$50	1 Year	\$2,400
Honorariums	12	Monthly	\$150	1 Year	\$21,600
Public Relations	12	Monthly	\$200	1 Year	\$2,400
Total:					\$156,000

Other Costs Justification

The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and will require office space. Office space is budgeted at \$1,000 per position each month for 12 months for a total of \$48,000.

The Mentoring Program is a line item that will provide funding for the implementation of the Program. This includes training for mentors, compensation for time spent with their mentees outside of school, activities spent outside of school time that will increase the bond between mentor/mentee, workshops, cultural events and group events for the Mentoring Program. The Mentoring Program is budgeted at \$4,170 per month for 12 months for a total of \$50,040.

The Parent Training Program will provide services and programming specifically for parents of students in our school systems. The Parent Training Program will include parenting classes, parent workshops, cultural family activities, and community events designed to allow for family bonding, activities designed to increase the value of education in regular attendance and support services for parents with at-risk children. The Parent Training Program is budgeted at \$2,500 per month for 12 months for a total of \$30,000.

Telecommunications is broken down into two parts: hard lines and cell phones. The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will all require telephones and voice mail in their respective office spaces. In addition, due to the mobile nature of their positions, they will also require cell phones. The hardline telephone lines are budgeted at \$25 per line each month for 12 months for a total of \$1,200. Cell phones are budgeted at \$50 per line each month for 12 months for a total of \$2,400.

Honorariums are budgeted on a monthly basis. Culture is a strong component of our Wiyukcan ka Eacunpi Project. Many of the culturally based activities the Project is planning for will utilize community members and elders sharing their knowledge with students, parents and mentors. These people will be asked to step in as needed for specific activities on a one-time basis and so would be compensated via an honorarium. Honorariums are budgeted at \$150 per honorarium, 12 times per month for 12 months for a total cost of \$21,600.

Public Relations includes advertisements in local newspapers, printing costs of flyers, radio station PSA's. In addition, the Sisseton-Wahpeton Oyate charges a cost for the advertising of all new positions. Public Relations costs are budgeted at \$200 per month for 12 months for a total of \$2,400.

I. Indirect Costs

Indirect Cost Rate

Direct Costs (minus equipment and pass through items)	Indirect Cost Rate of 27.59%	Total:
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\$573,377.13	27.59%	\$158,194.75
Total cost:		\$158,194.75

Indirect Justification

Indirect is budgeted at \$158,194.75. The Sisseton-Wahpeton Oyate provisional indirect cost rate charged to all programs is 27.59%. Indirect Costs is not charged to Equipment or Contracts/Consultants, as per the SWO's agreement. A copy of the Sisseton-Wahpeton Oyate's most recent Indirect Cost Rate Agreement is included as an attachment to this application.

**Sisseton-Wahpeton Oyate Wiyukcan ka Eacunpi Project Budget Justification
FY 2019**

Budget Summary

Budget Category	Federal Request	Non-Federal Amounts	Total
A. Personnel	\$271,047.78	\$0	\$271,047.78
B. Fringe Benefits	\$119,323.75	\$0	\$119,323.75
C. Travel	\$11,695.20	\$0	\$11,695.20
D. Equipment	\$0	\$0	\$0
E. Supplies	\$132,200.00	\$0	\$132,200.00
F. Construction	\$0	\$0	\$0
G. Consultants/Contracts	\$158,600.00	\$0	\$158,600.00
H. Other	\$146,400.00	\$0	\$146,400.00
Total Direct Costs	\$839,266.73	\$0	\$839,266.73
I. Indirect Costs	\$160,647.39	\$0	\$160,647.39
TOTAL PROJECT COSTS	\$999,914.12	\$0	\$999,914.12

A. Personnel

Name	Position	Salary	Basis	Percentage of Time	Length of Time	Cost
Dr. Sherry Johnson	Wiyukcan ka Eacunpi Project Director	\$0	Yearly	25%	1	\$0
Bonnie Haines	SWO Education Specialist	\$0	Yearly	25%	1	\$0
	Chief Academic Officer	\$53,801.11	Yearly	100%	1	\$53,801.11
	Director of Information	\$43,245.11	Yearly	100%	1	\$43,245.11
	Student Support Specialist	\$37,967.11	Yearly	100%	1	\$37,967.11
	Chief Technology Officer	\$37,967.11	Yearly	100%	1	\$37,967.11
	Academic/Cultural Specialist	\$32,689.11	Yearly	100%	1	\$32,689.11
	Early Childhood Specialist	\$32,689.11	Yearly	100%	1	\$32,689.11
	College/Career Specialist	\$32,689.11	Yearly	100%	1	\$32,689.11
Total cost:						\$271,047.78

Personnel Justification

Wiyukcan ka Icupi Project Director Dr. Sherry Johnson will devote 25% of her time to providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives. Dr. Johnson will also report to tribal leaders and stakeholders about the project.

SWO Education Specialist Bonnie Haines will spend 25% of her time to the project, providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives.

The Chief Academic Officer will be a full time position, spending 100% of their time to overseeing the project. This position is an administrative position with the responsibility to provide leadership, vision, strategic direction and technical assistance. This position will be responsible for the academic components of the 'Every Student Succeeds Act' and the requirements of College and Career readiness. This position will also be responsible for tracking the goals and objectives of the Wiyukcan ka Icupi Project.

The Director of Information will be a full time position, spending 100% of their time providing support and guidance to the Specialist positions, facilitating the exchange of information between the schools, the Department of Education and the Specialists. This position will focus on the needs of the whole student and will consult with parents and parent groups to ensure that the needs of each student are being met.

The Student Support Specialist will be a full time position, spending 100% of their time providing guidance and support to the mentor and youth groups and assisting the schools in analyzing data and surveys. This position will also provide support to parents in directing them to needed resources and programs to assist their children in academic success.

The Chief Technology Officer will be a full time position, spending 100% of their time working with schools utilizing the maximum use of their available technology to improve student achievement.

The Academic/Cultural Specialist will be a full-time position, spending 100% of their time to work with the cultural staff and programs at the schools to collaborate and to plan culture based events, create a database of information, and oversee administrative aspects relating to the implementation of all culture related activities.

The Early Childhood Specialist will be a full-time position, spending 100% of their time working with Head Start programs and pre-school programs within the school systems, researching best practices, working to get uniform data reporting across all programs and bringing all together to facilitate a large group meeting to study the curriculum and assessments, and to begin planning bridge the gaps and to come up with innovative ways to address summer loss. This position will also plan and implement Parent Training Programs.

The College/Career Specialist will be a full-time position, spending 100% of their time to work with the schools to set personal career learning plans with students, assist in goal setting, attending career development workshops, compiling results of the interest inventories, ASVAB tests, ACT Tests, coordinating visits to vocational schools, colleges and universities, helping students and schools to complete the FAFSA, scholarship and

job applications and coordinating parent career workshop trainings. This position will also provide guidance to parents of students to make sure that the entire family is involved in the student's post-secondary plans so that the student will have all the support necessary to be a success.

B. Fringe Benefits

Description	Base	Fringe Benefits Rate	Cost of Fringe Benefits
Personnel Costs	\$271,047.78	44.94%	\$119,323.75
Total cost:			\$119,323.75

Fringe Benefits Justification

Fringe Benefits are budgeted at \$ 119,323.75. Our fringe benefit rate is 22.47% and insurance rate is 22.47% and covers the following items:

- Health Insurance \$637.78/month
- Life Insurance \$19.21/month
- Long Term Disability \$14.25/month
- Dental \$19.42/month
- Vision \$6.91/month
- FICA 6.20%
- FMED 1.45%
- SUI 4.53%
- 401k 5%
- ROTH Retirement 5%
- Workman's Comp 3%

C. Travel

Mileage

Purpose	Miles allowed	Mileage Rate	Trips	Total
Staff movement between the various schools	328	\$0.54/mile	45	\$7,970.40
Total cost:				\$7,970.40

Mileage Justification

The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will each be based out of the Sisseton-Wahpeton Oyate Administration Building. They will need to travel to Enemy Swim Day School and Enemy Swim Head Start at least two days a week, 45 weeks out of the year. Travel to

Enemy Swim is estimated at 41 miles round trip. Mileage is estimated at 41 miles at \$0.54 per mile x 2 times per week x 4 for each position x 45 weeks for a total cost of \$7,970.40 each year.

Travel

Purpose of Travel	Per Diem	Lodging	Mileage	# of trips	Total
Training/Meetings in Pierre	\$127.50	\$267	\$268.92	1	\$663.42
Training/Meetings in Aberdeen	\$127.50	\$267	\$99.66	1	\$494.16
Training/Meetings in Rapid City	\$127.50	\$267	\$462.24	3	\$2,570.22
Total cost:					\$3,724.80

Travel Justification

All of the positions requested will require some level of training and meeting attendance, including the following: Technology In Education training, Testing Training, Student Leadership training, Culture/Curriculum training, ESSA Trainings (multiple times per year). In some cases, more than one staff person will attend the same training. For the purposes of this grant year, 10 trainings/meetings have been budgeted for. Most trainings/meetings happen within the state of South Dakota. All costs are estimated based upon GSA Travel reimbursement rates and locations are based upon previous year’s training locations.

The trips to Pierre are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 498 miles round trip from Sisseton to Pierre. One trip to Pierre are budgeted for this project year.

The trips to Rapid City are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 856 miles round trip from Sisseton to Rapid City. Three trips to Rapid City are budgeted for this project year.

The trips to Aberdeen are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 179 miles round trip from Sisseton to Aberdeen. One trip to Aberdeen are budgeted for this project year.

Total for all travel: \$11,695.20

D. Equipment

No funds for Equipment requested at this time.

E. Supplies

Supply Items	Quantity/Duration	Cost	Cost
Office Supplies	4	\$2,600	\$10,400
Educational Supplies	5	\$24,000	\$120,000
Duplication-Copies	12	\$150	\$1,800
Total:			\$132,200

Supply Justification

Office supplies are needed to maintain the activities planned and trained for in the first year. The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and building offices and will need a healthy budget to fully outfit their offices for everyday work. In addition, they will need to utilize office supplies for many of the initiatives and activities outlined in the funding application, both academic and cultural. Office supplies are budgeted at \$2,600 for each of the four top positions for a total of \$10,400.

Educational supplies is a large line item that covers many things. For this project year, the project would like to supply Tiospa Zina, Enemy Swim Day School and Head Start with books and materials related to the curriculums that the staff will be trained on in the first year, for example, the Daughters of Tradition curriculum. This also includes training materials and plans related to the results of the first year of consultant work. Educational supplies is budgeted at \$24,000 for each of the three schools for a total of \$72,000.

Another \$48,000 is budgeted for supplies needed to carry out cultural activities such as arts, crafts, cultural teachings, song and dance, and drama activities. Supplies would also be needed for the special occasions (such as "Culture Nights") to cover all the needed items involved in putting such an event. A total of \$120,000 is budgeted for educational supplies.

Duplication-copies are budgeted at \$150 per month. Duplication is necessary for materials that need to be printed and bound (such as training materials) that cannot be completed on the office printer. A total of \$1,800 is budgeted for duplication-copies.

F. Construction

No funds for Construction requested at this time.

G. Consultants/Contracts

Consultant/Contract	Service Provided	Fee	Basis	Quantity	Cost
Chris Bordeaux	Evaluation	\$15,000	Yearly	1	\$15,000
Consultant	Educational/Cultural	\$1,500	Daily	34	\$51,000
Consultant	IT/Educational	\$2,000	Daily	22	\$44,000
Tutors	Educational	\$25	Hourly	150	\$45,000

	instruction			sessions/month	
Contract	Maintenance/ service agreement for office copier	\$300	Monthly	12	\$3,600
Total:					\$158,600

Consultants/Contracts Justification

For the purposes of the Wiyukcan ka Ecupi Project, the Tribe will contract with Chris Bordeaux to provide evaluations services. Mr. Bordeaux will be providing technical assistance in improving academic performance and collecting and analyzing data measures. In addition, included in the budget for evaluations will be finding an evaluation tool to help track and analyze data over time. Evaluation is budgeted at \$15,000. Educational consultants will be utilized to provide observations for instructional improvement and practices, to provide teacher training and other methods of improving academic performance. Cultural consultants will provide instruction and training to students in the areas oral tradition, traditional medicine, drama, traditional art techniques, music and other other cultural activities. Educational/Cultural consultants are budgeted at \$1,500 per day for 34 days of consultation time for a total of \$51,000. Additional Education and Information Technology consultants with more specialized knowledge are budgeted at \$2,000 per day for 22 days of consultation time for a total of \$44,000. Tutors are needed to provide support for students who are lagging behind in academic performance in all school systems. They are also needed to support students who are in the truancy process to provide supplemental educational services. Tutors are estimated at \$25 per hour for 150 sessions per month for 12 months for a total of \$45,000. A contract that covers a maintenance/service agreement for the large office copier requested above is budgeted at \$300 per month for 12 months for a total of \$3,600 per year.

H. Other Costs

Description	Quantity	Basis	Cost	Length of time	Cost
Space Costs	4	Monthly	\$1,000	1 Year	\$48,000
Mentoring Program	1	Monthly	\$4,000	1 Year	\$48,000
Parent Training Program	1	Monthly	\$2,500	1 Year	\$30,000
Telecommunications- Hard lines	4	Monthly	\$25	1 Year	\$1,200
Telecommunications- Cell phones	4	Monthly	\$50	1 Year	\$2,400
Honorariums	8	Monthly	\$150	1 Year	\$14,400
Public Relations	12	Monthly	\$200	1 Year	\$2,400
Total:					\$146,400.00

Other Costs Justification

The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and will require office space. Office space is budgeted at \$1,000 per position each month for 12 months for a total of \$48,000.

The Mentoring Program is a line item that will provide funding for the implementation of the Program. This includes training for mentors, compensation for time spent with their mentees outside of school, activities spent outside of school time that will increase the bond between mentor/mentee, workshops, cultural events and group events for the Mentoring Program. The Mentoring Program is budgeted at \$4,000 per month for 12 months for a total of \$48,000.

The Parent Training Program will provide services and programming specifically for parents of students in our school systems. The Parent Training Program will include parenting classes, parent workshops, cultural family activities, and community events designed to allow for family bonding, activities designed to increase the value of education in regular attendance and support services for parents with at-risk children. The Parent Training Program is budgeted at \$2,500 per month for 12 months for a total of \$30,000.

Telecommunications is broken down into two parts: hard lines and cell phones. The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will all require telephones and voice mail in their respective office spaces. In addition, due to the mobile nature of their positions, they will also require cell phones. The hardline telephone lines are budgeted at \$25 per line each month for 12 months for a total of \$1,200. Cell phones are budgeted at \$50 per line each month for 12 months for a total of \$2,400.

Honorariums are budgeted on a monthly basis. Culture is a strong component of our Wiyukcan ka Eacunpi Project. Many of the culturally based activities the Project is planning for will utilize community members and elders sharing their knowledge with students, parents and mentors. These people will be asked to step in as needed for specific activities on a one-time basis and so would be compensated via an honorarium. Honorariums are budgeted at \$150 per honorarium, 8 times per month for 12 months for a total cost of \$14,400.

Public Relations includes advertisements in local newspapers, printing costs of flyers, radio station PSA's. In addition, the Sisseton-Wahpeton Oyate charges a cost for the advertising of all new positions. Public Relations costs are budgeted at \$200 per month for 12 months for a total of \$2,400.

I. Indirect Costs

Indirect Cost Rate

Direct Costs (minus equipment and pass through items)	Indirect Cost Rate of 27.59%	Total:
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\$582266.73	27.59%	\$160,647.39
Total cost:		\$160,647.39

Indirect Justification

Indirect is budgeted at \$160,647.39. The Sisseton-Wahpeton Oyate provisional indirect cost rate charged to all programs is 27.59%. Indirect Costs is not charged to Equipment or Contracts/Consultants, as per the SWO's agreement. A copy of the Sisseton-Wahpeton Oyate's most recent Indirect Cost Rate Agreement is included as an attachment to this application.

**Sisseton-Wahpeton Oyate Wiyukcan ka Eacunpi Project Budget Justification
FY 2020**

Budget Summary

Budget Category	Federal Request	Non-Federal Amounts	Total
A. Personnel	\$276,325.78	\$0	\$276,325.78
B. Fringe Benefits	\$120,413.65	\$0	\$120,413.75
C. Travel	\$11,695.20	\$0	\$11,695.20
D. Equipment	\$0	\$0	\$0
E. Supplies	\$125,600.00	\$0	\$125,600.00
F. Construction	\$0	\$0	\$0
G. Consultants/Contracts	\$158,600.00	\$0	\$158,600.00
H. Other	\$146,400.00	\$0	\$146,400.00
Total Direct Costs	\$839,034.64	\$0	\$839,034.64
I. Indirect Costs	\$160,583.36	\$0	\$160,583.36
TOTAL PROJECT COSTS	\$999,618.00	\$0	\$999,618.00

A. Personnel

Name	Position	Salary	Basis	Percentage of Time	Length of Time	Cost
Dr. Sherry Johnson	Wiyukcan ka Eacunpi Project Director	\$0	Yearly	25%	1	\$0
Bonnie Haines	SWO Education Specialist	\$0	Yearly	25%	1	\$0
	Chief Academic Officer	\$54,856.71	Yearly	100%	1	\$54,856.71
	Director of Information	\$44,089.59	Yearly	100%	1	\$44,089.59
	Student Support Specialist	\$38,706.03	Yearly	100%	1	\$38,706.03
	Chief Technology Officer	\$38,706.03	Yearly	100%	1	\$38,706.03
	Academic/Cultural Specialist	\$33,322.47	Yearly	100%	1	\$33,322.47
	Early Childhood Specialist	\$33,322.47	Yearly	100%	1	\$33,322.47
	College/Career Specialist	\$33,322.47	Yearly	100%	1	\$33,322.47
Total cost:						\$276,325.78

Personnel Justification

Wiyukcan ka Icupi Project Director Dr. Sherry Johnson will devote 25% of her time to providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives. Dr. Johnson will also report to tribal leaders and stakeholders about the project.

SWO Education Specialist Bonnie Haines will spend 25% of her time to the project, providing oversight of all components of the project, serving as a liaison to the schools and assisting with the management of the goals and objectives.

The Chief Academic Officer will be a full time position, spending 100% of their time to overseeing the project. This position is an administrative position with the responsibility to provide leadership, vision, strategic direction and technical assistance. This position will be responsible for the academic components of the 'Every Student Succeeds Act' and the requirements of College and Career readiness. This position will also be responsible for tracking the goals and objectives of the Wiyukcan ka Icupi Project.

The Director of Information will be a full time position, spending 100% of their time providing support and guidance to the Specialist positions, facilitating the exchange of information between the schools, the Department of Education and the Specialists. This position will focus on the needs of the whole student and will consult with parents and parent groups to ensure that the needs of each student are being met.

The Student Support Specialist will be a full time position, spending 100% of their time providing guidance and support to the mentor and youth groups and assisting the schools in analyzing data and surveys. This position will also provide support to parents in directing them to needed resources and programs to assist their children in academic success.

The Chief Technology Officer will be a full time position, spending 100% of their time working with schools utilizing the maximum use of their available technology to improve student achievement.

The Academic/Cultural Specialist will be a full-time position, spending 100% of their time to work with the cultural staff and programs at the schools to collaborate and to plan culture based events, create a database of information, and oversee administrative aspects relating to the implementation of all culture related activities.

The Early Childhood Specialist will be a full-time position, spending 100% of their time working with Head Start programs and pre-school programs within the school systems, researching best practices, working to get uniform data reporting across all programs and bringing all together to facilitate a large group meeting to study the curriculum and assessments, and to begin planning bridge the gaps and to come up with innovative ways to address summer loss. This position will also plan and implement Parent Training Programs.

The College/Career Specialist will be a full-time position, spending 100% of their time to work with the schools to set personal career learning plans with students, assist in goal setting, attending career development workshops, compiling results of the interest inventories, ASVAB tests, ACT Tests, coordinating visits to vocational schools, colleges and universities, helping students and schools to complete the FAFSA, scholarship and

job applications and coordinating parent career workshop trainings. This position will also provide guidance to parents of students to make sure that the entire family is involved in the student's post-secondary plans so that the student will have all the support necessary to be a success.

B. Fringe Benefits

Description	Base	Fringe Benefits Rate	Cost of Fringe Benefits
Personnel Costs	\$276,325.78	44.94%	\$120,413.65
Total cost:			\$120,413.65

Fringe Benefits Justification

Fringe Benefits are budgeted at \$ 120,413.65. Our fringe benefit rate is 22.47% and insurance rate is 22.47% and covers the following items:

- Health Insurance \$637.78/month
- Life Insurance \$19.21/month
- Long Term Disability \$14.25/month
- Dental \$19.42/month
- Vision \$6.91/month
- FICA 6.20%
- FMED 1.45%
- SUI 4.53%
- 401k 5%
- ROTH Retirement 5%
- Workman's Comp 3%

C. Travel

Mileage

Purpose	Miles allowed	Mileage Rate	Trips	Total
Staff movement between the various schools	328	\$0.54/mile	45	\$7,970.40
Total cost:				\$7,970.40

Mileage Justification

The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will each be based out of the Sisseton-Wahpeton Oyate Administration Building. They will need to travel to Enemy Swim Day School and Enemy Swim Head Start at least two days a week, 45 weeks out of the year. Travel to

Enemy Swim is estimated at 41 miles round trip. Mileage is estimated at 41 miles at \$0.54 per mile x 2 times per week x 4 for each position x 45 weeks for a total cost of \$7,970.40 each year.

Travel

Purpose of Travel	Per Diem	Lodging	Mileage	# of trips	Total
Training/Meetings in Pierre	\$127.50	\$267	\$268.92	1	\$663.42
Training/Meetings in Aberdeen	\$127.50	\$267	\$99.66	1	\$494.16
Training/Meetings in Rapid City	\$127.50	\$267	\$462.24	3	\$2,570.22
Total cost:					\$3,724.80

Travel Justification

All of the positions requested will require some level of training and meeting attendance, including the following: Technology In Education training, Testing Training, Student Leadership training, Culture/Curriculum training, ESSA Trainings (multiple times per year). In some cases, more than one staff person will attend the same training. For the purposes of this grant year, 10 trainings/meetings have been budgeted for. Most trainings/meetings happen within the state of South Dakota. All costs are estimated based upon GSA Travel reimbursement rates and locations are based upon previous year’s training locations.

The trips to Pierre are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 498 miles round trip from Sisseton to Pierre. One trip to Pierre are budgeted for this project year.

The trips to Rapid City are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 856 miles round trip from Sisseton to Rapid City. Three trips to Rapid City are budgeted for this project year.

The trips to Aberdeen are estimated as follows: per diem rate of \$12.75/quarter for 10 quarters (two travel days and two full days); 3 nights lodging at \$89/night = \$267; mileage at \$0.54 per mile x 179 miles round trip from Sisseton to Aberdeen. One trip to Aberdeen are budgeted for this project year.

Total for all travel: \$11,695.20

D. Equipment

No funds for Equipment requested at this time.

E. Supplies

Supply Items	Quantity/Duration	Cost	Cost
Office Supplies	4	\$2,200	\$8,800
Educational Supplies	5	\$23,000	\$115,000
Duplication-Copies	12	\$150	\$1,800
Total:			\$126,600.00

Supply Justification

Office supplies are needed to maintain the activities planned and trained for in the first year. The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and building offices and will need a healthy budget to fully outfit their offices for everyday work. In addition, they will need to utilize office supplies for many of the initiatives and activities outlined in the funding application, both academic and cultural. Office supplies are budgeted at \$2,200 for each of the four top positions for a total of \$8,800.

Educational supplies is a large line item that covers many things. For this project year, the project would like to supply Tiospa Zina, Enemy Swim Day School and Head Start with books and materials related to the curriculums that the staff will be trained on in the first year, for example, the Daughters of Tradition curriculum. This also includes training materials and plans related to the results of the first year of consultant work. Educational supplies is budgeted at \$23,000 for each of the three schools for a total of \$69,000.

Another \$46,000 is budgeted for supplies needed to carry out cultural activities such as arts, crafts, cultural teachings, song and dance, and drama activities. Supplies would also be needed for the special occasions (such as "Culture Nights") to cover all the needed items involved in putting such an event. A total of \$115,000 is budgeted for educational supplies.

Duplication-copies are budgeted at \$150 per month. Duplication is necessary for materials that need to be printed and bound (such as training materials) that cannot be completed on the office printer. A total of \$1,800 is budgeted for duplication-copies.

F. Construction

No funds for Construction requested at this time.

G. Consultants/Contracts

Consultant/Contract	Service Provided	Fee	Basis	Quantity	Cost
Chris Bordeaux	Evaluation	\$15,000	Yearly	1	\$15,000
Consultant	Educational/Cultural	\$1,500	Daily	34	\$51,000
Consultant	IT/Educational	\$2,000	Daily	22	\$44,000
Tutors	Educational	\$25	Hourly	150	\$45,000

	instruction			sessions/month	
Contract	Maintenance/ service agreement for office copier	\$300	Monthly	12	\$3,600
Total:					\$158,600

Consultants/Contracts Justification

For the purposes of the Wiyukcan ka Ecupi Project, the Tribe will contract with Chris Bordeaux to provide evaluations services. Mr. Bordeaux will be providing technical assistance in improving academic performance and collecting and analyzing data measures. In addition, included in the budget for evaluations will be finding an evaluation tool to help track and analyze data over time. Evaluation is budgeted at \$15,000. Educational consultants will be utilized to provide observations for instructional improvement and practices, to provide teacher training and other methods of improving academic performance. Cultural consultants will provide instruction and training to students in the areas oral tradition, traditional medicine, drama, traditional art techniques, music and other other cultural activities. Educational/Cultural consultants are budgeted at \$1,500 per day for 34 days of consultation time for a total of \$51,000. Additional Education and Information Technology consultants with more specialized knowledge are budgeted at \$2,000 per day for 22 days of consultation time for a total of \$44,000. Tutors are needed to provide support for students who are lagging behind in academic performance in all school systems. They are also needed to support students who are in the truancy process to provide supplemental educational services. Tutors are estimated at \$25 per hour for 150 sessions per month for 12 months for a total of \$45,000. A contract that covers a maintenance/service agreement for the large office copier requested above is budgeted at \$300 per month for 12 months for a total of \$3,600 per year.

H. Other Costs

Description	Quantity	Basis	Cost	Length of time	Cost
Space Costs	4	Monthly	\$1,000	1 Year	\$48,000
Mentoring Program	1	Monthly	\$4,000	1 Year	\$48,000
Parent Training Program	1	Monthly	\$2,500	1 Year	\$30,000
Telecommunications- Hard lines	4	Monthly	\$25	1 Year	\$1,200
Telecommunications- Cell phones	4	Monthly	\$50	1 Year	\$2,400
Honorariums	8	Monthly	\$150	1 Year	\$14,400
Public Relations	12	Monthly	\$200	1 Year	\$2,400
Total:					\$146,400.00

Other Costs Justification

The top four positions (Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer) will be working out of the Tribal Education Department and will require office space. Office space is budgeted at \$1,000 per position each month for 12 months for a total of \$48,000.

The Mentoring Program is a line item that will provide funding for the implementation of the Program. This includes training for mentors, compensation for time spent with their mentees outside of school, activities spent outside of school time that will increase the bond between mentor/mentee, workshops, cultural events and group events for the Mentoring Program. The Mentoring Program is budgeted at \$4,000 per month for 12 months for a total of \$48,000.

The Parent Training Program will provide services and programming specifically for parents of students in our school systems. The Parent Training Program will include parenting classes, parent workshops, cultural family activities, and community events designed to allow for family bonding, activities designed to increase the value of education in regular attendance and support services for parents with at-risk children. The Parent Training Program is budgeted at \$2,500 per month for 12 months for a total of \$30,000.

Telecommunications is broken down into two parts: hard lines and cell phones. The Chief Academic Officer, Director of Information, Student Support Specialist and Chief Technology Officer will all require telephones and voice mail in their respective office spaces. In addition, due to the mobile nature of their positions, they will also require cell phones. The hardline telephone lines are budgeted at \$25 per line each month for 12 months for a total of \$1,200. Cell phones are budgeted at \$50 per line each month for 12 months for a total of \$2,400.

Honorariums are budgeted on a monthly basis. Culture is a strong component of our Wiyukcan ka Eacunpi Project. Many of the culturally based activities the Project is planning for will utilize community members and elders sharing their knowledge with students, parents and mentors. These people will be asked to step in as needed for specific activities on a one-time basis and so would be compensated via an honorarium. Honorariums are budgeted at \$150 per honorarium, 8 times per month for 12 months for a total cost of \$14,400.

Public Relations includes advertisements in local newspapers, printing costs of flyers, radio station PSA's. In addition, the Sisseton-Wahpeton Oyate charges a cost for the advertising of all new positions. Public Relations costs are budgeted at \$200 per month for 12 months for a total of \$2,400.

I. Indirect Costs

Indirect Cost Rate

Direct Costs (minus equipment and pass through items)	Indirect Cost Rate of 27.59%	Total:
---	------------------------------	--------

\$582,034.65	27.59%	\$160,583.36
Total cost:		\$160,583.36

Indirect Justification

Indirect is budgeted at \$160,583.36. The Sisseton-Wahpeton Oyate provisional indirect cost rate charged to all programs is 27.59%. Indirect Costs is not charged to Equipment or Contracts/Consultants, as per the SWO's agreement. A copy of the Sisseton-Wahpeton Oyate's most recent Indirect Cost Rate Agreement is included as an attachment to this application.

4XX-XX					100.00%	
		Total Salary Adjustment				6.00

		C. Travel Purpose of Travel & Location		Computation			
account #s	In-State	Miles	Rate	Trips	Subtotal		
4XX-XX	8204	Mileage	328	\$0.54	45	7,970.40	
4XX-XX	8401	Vehicle Expense	0	\$0.00	0	0.00	
4XX-XX	8405	Repairs and Maintenance	0	\$0.00	0	0.00	
		Out-Of-State / Regional / Off-Reservation		Per Diem	Lodging	Mileage	
4XX-XX	8202	Travel	\$0.00	\$0.00	\$0.00	0.00	
4XX-XX	8209	Training	\$1,275.00	\$2,670.00	\$3,504.60	7,449.60	
4XX-XX	8210	Technical Assistance	\$0.00	\$0.00	\$0.00	0.00	
4XX-XX			\$0.00	\$0.00	\$0.00	0.00	
		Total Travel				15,420.00	
		D. Equipment		Computation			
account #s	Category	Each	Number	Subtotal			
	Projector	1000	1	1,000.00			
	Printer	15000	1	15,000.00			
4XX-XX	Portable Printers	\$100.00	4	400.00			
	Tablets	\$100.00	100	10,000.00			
4XX-XX	Camera	\$200.00	1	200.00			
4XX-XX	8611 Computers	\$2,500.00	4	10,000.00			
		Total Equipment				36,600.00	
		E. Supplies		Computation			
account #s	Category	Each	Number	Subtotal			
4XX-XX	8303	Supplies - Office	\$2,500.00	4	10,000.00		
4XX-XX	8303	Desks	\$2,000.00	4	8,000.00		
4XX-XX	8303	Chairs	\$300.00	4	1,200.00		
4XX-XX	8303	Storage	\$400.00	2	800.00		
4XX-XX	8303	Bookcases	\$225.00	4	900.00		
4XX-XX	8303	Portable Screen	\$150.00	1	150.00		
4XX-XX	8307	Supplies - Educational	\$20,000.00	4	80,000.00		
4XX-XX	8308	Supplies - Participant	\$0.00	0	0.00		
4XX-XX	8311	Duplication - Copies	\$150.00	12	1,800.00		
4XX-XX	8315	Postage	\$0.00	0	0.00		
4XX-XX	8316	Computer Software	\$0.00	0	0.00		
4XX-XX	8406	Repairs and Maintenance - Computers	\$0.00	0	0.00		
		Total Supplies				102,850.00	
		F. Construction/Capital Improvements		Computation			
account #s	Description	Each	Number	Subtotal			
4XX-XX		\$0.00	0	0.00			
4XX-XX		\$0.00	0	0.00			
		Total Construction				0.00	
		G. Consultants/Contracts		Computation			
Consultant Fees :							
account #s	Itemize	Fee Per Unit	# Units	Subtotal			
4XX-XX	8504	Evaluation	\$15,000.00	1	1	15,000.00	
		Subtotal Consultant Fees:				15,000.00	
		Computation					
account #s	Itemize	Cost Per Unit	# Units	# Persons	Subtotal		
4XX-XX	8504	Consultants-Educational	\$1,500.00	2	17	51,000.00	
4XX-XX	8504	Consultants-IT/Educational	\$2,000.00	2	11	44,000.00	
4XX-XX	8504	Consultants-Tutors	\$25.00	150	12	45,000.00	
		Subtotal Consultant Expenses				140,000.00	
		Contracts :					
account #s	Itemize	Cost Per Unit	# Units	# Times	Subtotal		
4XX-XX	8514	Contractual	\$0.00	0	0	0.00	
4XX-XX	8517	Maintenance/Service Agreements (for example, copies)	\$300.00	1	12	3,600.00	
4XX-XX	8518	Contract Health Services	\$0.00	0	0	0.00	
		Subtotal Contracts				3,600.00	
		Total Consultants/Contracts				158,600.00	

		H. Other Costs	Computation			
account #s		Description	Each	Month	Number	Subtotal
4XX-XX	9999	Stipends	\$0.00	0	0	0.00
4XX-XX	8703	Space Cost - Building	\$1,000.00	12	4	48,000.00
4XX-XX	8706	Mentoring Program	\$4,170.00	12	1	50,040.00
4XX-XX	8706	Parent Training Program	\$2,500.00	12	1	30,000.00
4XX-XX	8707	Equipment Rental Agreements	\$0.00	0	0	0.00
4XX-XX	8708	Year End C/O (Budget Only)	\$0.00	0	0	0.00
4XX-XX	8711	Telecommunications-Hard line telephones	\$100.00	12	1	1,200.00
4XX-XX	8711	Telecommunications-Cell Phones	\$50.00	12	4	2,400.00
4XX-XX	8712	Insurance	\$0.00	0	0	0.00
4XX-XX	8717	Reimbursements	\$0.00	0	0	0.00
4XX-XX	8719	Honorariums	\$150.00	12	12	21,600.00
4XX-XX	8720	Leasing	\$0.00	0	0	0.00
4XX-XX	8722	Participant Compensation & Incentives	\$0.00	0	0	0.00
4XX-XX	8723	Drug Testing	\$25.00	1	7	175.00
4XX-XX	8728	Utilities	\$0.00	0	0	0.00
4XX-XX	8729	Assessments	\$0.00	0	0	0.00
4XX-XX	8730	Scholarships	\$0.00	0	0	0.00
4XX-XX	8732	Recruiting Expense / Public Relations	\$200.00	12	1	2,400.00
4XX-XX	8733	Renovations	\$0.00	0	0	0.00
4XX-XX	8735	Uniforms	\$0.00	0	0	0.00
4XX-XX	8736	Parental Services/Activities	\$0.00	0	0	0.00
4XX-XX	8737	Food Costs	\$0.00	0	0	0.00
4XX-XX	8747	Medical Transportation	\$0.00	0	0	0.00
4XX-XX	8748	Administrative Processing Fee	\$0.00	0	0	0.00
		Total Other Costs				155,815.00
		I. Indirect Costs				
account #s		Calculation				
4XX-XX	8801	Total Direct Costs minus equipment and pass through items x:	27.58%			152,210.79
		Total Indirect Costs				152,210.79
		Budget Summary				
		Budget Category	Amount			
		A. Personnel	260,829.58			
		B. Insurance & Fringe Benefits	117,213.69			
		C. Travel	15,420.00			
		D. Equipment	36,600.00			
		E. Supplies	102,650.00			
		F. Construction	0.00			
		G. Consultants/Contracts	158,600.00			
		H. Other	155,815.00			
		Total Direct Costs	847,328.26			
		I. Indirect Costs	152,210.79			
		TOTAL PROJECT COSTS	999,539.06			

Funding Source		
FY 2017	List Name of Funding Source	
	Allocated Amount this period	1,000,000.00
	Carry Over	0.00
	Total Amount	1,000,000.00
Account #:	enter code	
P.O.P.	October 1, 2016 - September 30, 2017	Variance 460.94

Bookkeeper Use:

Executive Review

Code	Total Salary	
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$7,000
	0	\$0
	0	\$0
	0	\$0
Total Salary		\$7,000
Total Personnel Percentage		1%

Current Amount 999,539.06
 Additional Support: -999,539.06

Approved - Denied : _____
 Date

Funding Source: _____
 Amount: _____

Notes

4XX-XX					100.00%	
		Total Salary Adjustment				0.00

		C. Travel Purpose of Travel & Location		Computation			
account #s	In-State	Miles	Rate	Trips	Subtotal		
4XX-XX	8204	Mileage	328	\$0.54	45	7,970.40	
4XX-XX	8401	Vehicle Expense	0	\$0.00	0	0.00	
4XX-XX	8405	Repairs and Maintenance	0	\$0.00	0	0.00	
		Out-Of-State / Regional / Off-Reservation		Per Diem	Lodging	Mileage	Subtotal
4XX-XX	8202	Travel	\$0.00	\$0.00	\$0.00	0.00	
4XX-XX	8209	Training	\$637.50	\$1,335.00	\$1,752.30	3,724.80	
4XX-XX	8210	Technical Assistance	\$0.00	\$0.00	\$0.00	0.00	
4XX-XX			\$0.00	\$0.00	\$0.00	0.00	
		Total Travel				11,695.20	
		D. Equipment		Computation			
account #s	Category	Each	Number	Subtotal			
				0.00			
				0.00			
4XX-XX				0.00			
				0.00			
4XX-XX				0.00			
4XX-XX				0.00			
		Total Equipment				0.00	
		E. Supplies		Computation			
account #s	Category	Each	Number	Subtotal			
4XX-XX	8303	Supplies - Office	\$5,125.00	4	20,500.00		
4XX-XX	8307	Supplies - Educational	\$20,000.00	5	100,000.00		
4XX-XX	8308	Supplies - Participant	\$0.00	0	0.00		
4XX-XX	8311	Duplication - Copies	\$150.00	12	1,800.00		
4XX-XX	8315	Postage	\$0.00	0	0.00		
4XX-XX	8316	Computer Software	\$0.00	0	0.00		
4XX-XX	8406	Repairs and Maintenance - Computers	\$0.00	0	0.00		
		Total Supplies				122,300.00	
		F. Construction/Capital Improvements		Computation			
account #s	Description	Each	Number	Subtotal			
4XX-XX		\$0.00	0	0.00			
4XX-XX		\$0.00	0	0.00			
		Total Construction				0.00	
		G. Consultants/Contracts		Computation			
Consultant Fees:		Fee Per Unit	# Units	# Persons	Subtotal		
4XX-XX	8504	Evaluation	\$15,000.00	1	1	15,000.00	
		Subtotal Consultant Fees:				15,000.00	
Itemize		Cost Per Unit	# Units	# Persons	Subtotal		
4XX-XX	8504	Consultants-Educational	\$1,500.00	1	40	60,000.00	
4XX-XX	8504	Consultants-IT/Educational	\$2,000.00	1	22	44,000.00	
4XX-XX	8504	Consultants-Tutors	\$25.00	150	12	45,000.00	
		Subtotal Consultant Expenses				149,000.00	
Contracts:		Cost Per Unit	# Units	# Times	Subtotal		
4XX-XX	8514	Contractual	\$0.00	0	0	0.00	
4XX-XX	8517	Maintenance/Service Agreements (for example, copies)	\$300.00	1	12	3,600.00	
4XX-XX	8518	Contract Health Services	\$0.00	0	0	0.00	
		Subtotal Contracts				3,600.00	
		Total Consultants/Contracts				167,600.00	

		H. Other Costs	Computation			
account #s		Description	Each	Month	Number	Subtotal
4XX-XX	9999	Stipends	\$0.00	0	0	0.00
4XX-XX	8703	Space Cost - Building	\$1,000.00	12	4	48,000.00
4XX-XX	8706	Mentoring Program	\$4,200.00	12	1	50,400.00
4XX-XX	8706	Parent Training Program	\$2,500.00	12	1	30,000.00
4XX-XX	8707	Equipment Rental Agreements	\$0.00	0	0	0.00
4XX-XX	8708	Year End C/O (Budget Only)	\$0.00	0	0	0.00
4XX-XX	8711	Telecommunications-Hard line telephones	\$100.00	12	1	1,200.00
4XX-XX	8711	Telecommunications-Cell Phones	\$50.00	12	4	2,400.00
4XX-XX	8712	Insurance	\$0.00	0	0	0.00
4XX-XX	8717	Reimbursements	\$0.00	0	0	0.00
4XX-XX	8719	Honorariums	\$150.00	12	12	21,600.00
4XX-XX	8720	Leasing	\$0.00	0	0	0.00
4XX-XX	8722	Participant Compensation & Incentives	\$0.00	0	0	0.00
4XX-XX	8723	Drug Testing	\$0.00	0	0	0.00
4XX-XX	8728	Utilities	\$0.00	0	0	0.00
4XX-XX	8729	Assessments	\$0.00	0	0	0.00
4XX-XX	8730	Scholarships	\$0.00	0	0	0.00
4XX-XX	8732	Recruiting Expense / Public Relations	\$200.00	12	1	2,400.00
4XX-XX	8733	Renovations	\$0.00	0	0	0.00
4XX-XX	8735	Uniforms	\$0.00	0	0	0.00
4XX-XX	8736	Parental Services/Activities	\$0.00	0	0	0.00
4XX-XX	8737	Food Costs	\$0.00	0	0	0.00
4XX-XX	8747	Medical Transportation	\$0.00	0	0	0.00
4XX-XX	8748	Administrative Processing Fee	\$0.00	0	0	0.00
		Total Other Costs				156,000.00
		I. Indirect Costs				
account #s		Calculation				
4XX-XX	8801	Total Direct Costs minus equipment and pass through items x:	27.59%			158,194.75
		Total Indirect Costs				158,194.75
		Budget Summary				
		Budget Category	Amount			
		A. Personnel	265,917.57			
		B. Insurance & Fringe Benefits	118,264.36			
		C. Travel	11,695.20			
		D. Equipment	0.00			
		E. Supplies	122,300.00			
		F. Construction	0.00			
		G. Consultants/Contracts	167,800.00			
		H. Other	156,000.00			
		Total Direct Costs	841,777.13			
		I. Indirect Costs	158,194.75			
		TOTAL PROJECT COSTS	999,971.87			

Funding Source		
FY 2018	List Name of Funding Source	
	Allocated Amount this period	1,000,000.00
	Carry Over	0.00
	Total Amount	1,000,000.00
Account #:	enter code	
P.O.P.	October 1, 2017 - September 30, 2018	Variance 28.13

Bookkeeper Use:

Executive Review

Code	Total Salary	
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$0
	0	\$7,000
	0	\$0
	0	\$0
	\$0	\$0
Total Salary		\$7,000
Total Personnel Percentage		1%

Current Amount 999,971.87
 Additional Support: -999,971.87

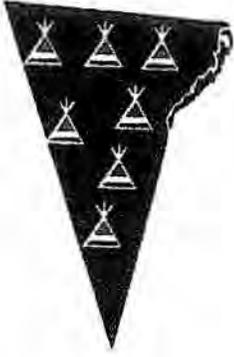
Approved - Denied : _____
 Date

Funding Source: _____
 Amount : _____

Notes

4XX-XX			\$0.00	\$0.00	\$0.00	0.00
		Total Travel				11,695.20
		D. Equipment	Computation			
account #s	Category	Each	Number			Subtotal
						0.00
						0.00
4XX-XX						0.00
						0.00
4XX-XX						0.00
4XX-XX						0.00
		Total Equipment				0.00
		E. Supplies	Computation			
account #s	Category	Each	Number			Subtotal
4XX-XX 8303	Supplies - Office	\$2,600.00	4			10,400.00
4XX-XX 8307	Supplies - Educational	\$24,000.00	5			120,000.00
4XX-XX 8308	Supplies - Participant	\$0.00	0			0.00
4XX-XX 8311	Duplication - Copies	\$150.00	12			1,800.00
4XX-XX 8315	Postage	\$0.00	0			0.00
4XX-XX 8316	Computer Software	\$0.00	0			0.00
4XX-XX 8406	Repairs and Maintenance - Computers	\$0.00	0			0.00
		Total Supplies				132,200.00
		F. Construction/Capital Improvements	Computation			
account #s	Description	Each	Number			Subtotal
4XX-XX		\$0.00	0			0.00
4XX-XX		\$0.00	0			0.00
		Total Construction				0.00
		G. Consultants/Contracts	Computation			
		Consultant Fees :	Computation			
account #s	Itemize	Fee Per Unit	# Units			Subtotal
4XX-XX 8504	Evaluation	\$15,000.00	1	1		15,000.00
	Subtotal Consultant Fees:					15,000.00
			Computation			
	Itemize	Cost Per Unit	# Units	# Persons		Subtotal
4XX-XX 8504	Consultants-Educational	\$1,500.00	1	34		51,000.00
4XX-XX 8504	Consultants-IT/Educational	\$2,000.00	1	22		44,000.00
4XX-XX 8504	Consultants-Tutors	\$25.00	150	12		45,000.00
	Subtotal Consultant Expenses					140,000.00
			Computation			
	Contracts :	Cost Per Unit	# Units	# Times		Subtotal
4XX-XX 8514	Contractual	\$0.00	0	0		0.00
4XX-XX 8517	Maintenance/Service Agreements (for example, copies)	\$300.00	1	12		3,600.00
4XX-XX 8518	Contract Health Services	\$0.00	0	0		0.00
	Subtotal Contracts					3,600.00
						158,600.00
		Total Consultants/Contracts				158,600.00
		H. Other Costs	Computation			
account #s	Description	Each	Month	Number		Subtotal
4XX-XX 9999	Stipends	\$0.00	0	0		0.00
4XX-XX 8703	Space Cost - Building	\$1,000.00	12	4		48,000.00
4XX-XX 8706	Mentoring Program	\$4,000.00	12	1		48,000.00
4XX-XX 8706	Parent Training Program	\$2,500.00	12	1		30,000.00
4XX-XX 8707	Equipment Rental Agreements	\$0.00	0	0		0.00
4XX-XX 8708	Year End C/O (Budget Only)	\$0.00	0	0		0.00
4XX-XX 8711	Telecommunications-Hard line telephones	\$100.00	12	1		1,200.00
4XX-XX 8711	Telecommunications-Cell Phones	\$50.00	12	4		2,400.00
4XX-XX 8712	Insurance	\$0.00	0	0		0.00
4XX-XX 8717	Reimbursements	\$0.00	0	0		0.00
4XX-XX 8719	Honorariums	\$150.00	12	8		14,400.00
4XX-XX 8720	Leasing	\$0.00	0	0		0.00
4XX-XX 8722	Participant Compensation & Incentives	\$0.00	0	0		0.00
4XX-XX 8723	Drug Testing	\$0.00	0	0		0.00
4XX-XX 8728	Utilities	\$0.00	0	0		0.00
4XX-XX 8729	Assessments	\$0.00	0	0		0.00
4XX-XX 8730	Scholarships	\$0.00	0	0		0.00
4XX-XX 8732	Recruiting Expense / Public Relations	\$200.00	12	1		2,400.00
4XX-XX 8733	Renovations	\$0.00	0	0		0.00
4XX-XX 8735	Uniforms	\$0.00	0	0		0.00
4XX-XX 8736	Parental Services/Activities	\$0.00	0	0		0.00
4XX-XX 8737	Food Costs	\$0.00	0	0		0.00
4XX-XX 8747	Medical Transportation	\$0.00	0	0		0.00
4XX-XX 8748	Administrative Processing Fee	\$0.00	0	0		0.00
	Total Other Costs					146,400.00
		I. Indirect Costs	Calculation			
account #s	Calculation					

4XX-XX	8210	Technical Assistance	\$0.00	\$0.00	\$0.00	0.00
4XX-XX			\$0.00	\$0.00	\$0.00	0.00
		Total Travel				11,695.20
		D. Equipment	Computation			
account #s		Category	Each	Number		Subtotal
						0.00
						0.00
4XX-XX						0.00
4XX-XX						0.00
4XX-XX						0.00
		Total Equipment				0.00
		E. Supplies	Computation			
account #s		Category	Each	Number		Subtotal
4XX-XX	8303	Supplies - Office	\$2,200.00	4		8,800.00
4XX-XX	8307	Supplies - Educational	\$23,000.00	5		115,000.00
4XX-XX	8308	Supplies - Participant	\$0.00	0		0.00
4XX-XX	8311	Duplication - Copies	\$150.00	12		1,800.00
4XX-XX	8315	Postage	\$0.00	0		0.00
4XX-XX	8316	Computer Software	\$0.00	0		0.00
4XX-XX	8406	Repairs and Maintenance - Computers	\$0.00	0		0.00
		Total Supplies				125,600.00
		F. Construction/Capital Improvements	Computation			
account #s		Description	Each	Number		Subtotal
4XX-XX			\$0.00	0		0.00
4XX-XX			\$0.00	0		0.00
		Total Construction				0.00
		G. Consultants/Contracts	Computation			
		Consultant Fees :				
account #s		Itemize	Fee Per Unit	# Units		Subtotal
4XX-XX	8504	Evaluation	\$15,000.00	1	1	15,000.00
		Subtotal Consultant Fees:				15,000.00
		Itemize	Cost Per Unit	# Units	# Persons	Subtotal
4XX-XX	8504	Consultants-Educational	\$1,500.00	1	34	51,000.00
4XX-XX	8504	Consultants-IT/Educational	\$2,000.00	1	22	44,000.00
4XX-XX	8504	Consultants-Tutors	\$25.00	150	12	45,000.00
		Subtotal Consultant Expenses				140,000.00
		Contracts :				
		Itemize	Cost Per Unit	# Units	# Times	Subtotal
4XX-XX	8514	Contractual	\$0.00	0	0	0.00
4XX-XX	8517	Maintenance/Service Agreements (for example, copies)	\$300.00	1	12	3,600.00
4XX-XX	8518	Contract Health Services	\$0.00	0	0	0.00
		Subtotal Contracts				3,600.00
		Total Consultants/Contracts				158,600.00
		H. Other Costs	Computation			
account #s		Description	Each	Month	Number	Subtotal
4XX-XX	9999	Stipends	\$0.00	0	0	0.00
4XX-XX	8703	Space Cost - Building	\$1,000.00	12	4	48,000.00
4XX-XX	8706	Mentoring Program	\$4,000.00	12	1	48,000.00
4XX-XX	8706	Parent Training Program	\$2,500.00	12	1	30,000.00
4XX-XX	8707	Equipment Rental Agreements	\$0.00	0	0	0.00
4XX-XX	8708	Year End C/O (Budget Only)	\$0.00	0	0	0.00
4XX-XX	8711	Telecommunications-Hard line telephones	\$100.00	12	1	1,200.00
4XX-XX	8711	Telecommunications-Cell Phones	\$50.00	12	4	2,400.00
4XX-XX	8712	Insurance	\$0.00	0	0	0.00
4XX-XX	8717	Reimbursements	\$0.00	0	0	0.00
4XX-XX	8719	Honorariums	\$150.00	12	8	14,400.00
4XX-XX	8720	Leasing	\$0.00	0	0	0.00
4XX-XX	8722	Participant Compensation & Incentives	\$0.00	0	0	0.00
4XX-XX	8723	Drug Testing	\$0.00	0	0	0.00
4XX-XX	8728	Utilities	\$0.00	0	0	0.00
4XX-XX	8729	Assessments	\$0.00	0	0	0.00
4XX-XX	8730	Scholarships	\$0.00	0	0	0.00
4XX-XX	8732	Recruiting Expense / Public Relations	\$200.00	12	1	2,400.00
4XX-XX	8733	Renovations	\$0.00	0	0	0.00
4XX-XX	8735	Uniforms	\$0.00	0	0	0.00
4XX-XX	8736	Parental Services/Activities	\$0.00	0	0	0.00
4XX-XX	8737	Food Costs	\$0.00	0	0	0.00
4XX-XX	8747	Medical Transportation	\$0.00	0	0	0.00
4XX-XX	8748	Administrative Processing Fee	\$0.00	0	0	0.00
		Total Other Costs				146,400.00
		I. Indirect Costs				



Sisseton-Wahpeton Oyate

LAKE TRAVERSE RESERVATION
P.O. Box 509
12554 BIA Hwy. 711
Agency Village, South Dakota 57262
Phone: (605) 698-3911

EXECUTIVE MEMORANDUM

Date: Friday April 22, 2016

To: All Program Managers

From: SWO Executive Committee

Re: Indirect Cost Negotiation Agreement

Please find attached the Indirect Cost Negotiation Agreement for Fiscal Year 2015. The 27.59% rate for FY2015 is effective immediately; please revise current budgets using the new rate. In addition, please notify your grantors of the rate and include in future grant/contract proposals. If the current grant/contract for any of your programs does not include Indirect Cost, please contact your grantor and request that Indirect Cost be included in your current grant/contract. If you have additional questions please, contact Mr. Greg Benidt, CFO at extension 8289. Pidaunniyapi ye/do (We Thank You).

(b)(6)

Dave Flute, Tribal Chairman

(b)(6)

Garryl Rousseau Sr., Vice-Chairman

(b)(6)

Crystal Owen, Tribal Secretary

Indian Organizations
Indirect Cost Negotiation Agreement

EIN: 46-0308226

Organization:

Sisseton-Wahpeton Oyate
P.O. Box 509
Agency Village, SD 57262

Date: March 23, 2016

Report No(s) : 16-A-0589

Filing Ref. :
Last Negotiation Agreement
dated August 4, 2015

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which Public Law 93-638 and 2 CFR Part 200 apply for fiscal years beginning on or after December 26, 2014 subject to the limitations contained in 25 CFR 900 and Section II.A. of this agreement. Applicable OMB Circulars and the regulations at 2 CFR 225 will continue to apply to federal funds awarded prior to December 26, 2014. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Fixed Carryforward	10/01/14	09/30/15	27.59%	All	All Programs

*Base: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, subcontracts and subgrants, all of which normally require minimal administrative effort.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

Page 1 of 3

A. Limitations: Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).

B. Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.

C. Changes: The rate(s) contained in this agreement are based on the organizational structure and the accounting system in effect at the time the proposal was submitted. Changes in organizational structure, or changes in the method of accounting for costs that affect the amount of reimbursement resulting from use of the rate(s) in this agreement, require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.

D. Rate Type:

1. Fixed Carryforward Rate: The fixed carryforward rate is based on an estimate of costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

2. Provisional/Final Rate: Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.

3. Predetermined Rate: A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment. (Because of legal constraints, predetermined rates are not permitted for Federal contracts; they may, however, be used for grants or cooperative agreements.)

4. Rate Extension: Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.

E. Agency Notification: Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.

F. Record Keeping: Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.

G. Reimbursement Ceilings: Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

H. Use of Other Rates: If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

I. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.

2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.

3. Each Indian tribal government desiring reimbursement of indirect costs must submit its indirect cost proposal to our office within six (6) months after the close of the Tribe's fiscal year, unless an exception is approved.

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the Indian Organization:

By the Cognizant Federal Government Agency:

Sisseton-Wahpeton Oyate Tribal Government

U.S. Department of the Interior Interior Business Center Agency

(b)(6) /s/

(b)(6)

Signature David FUTURE

Deborah A. Moberly

Name (Type or Print) Chairman

Name Office Chief Office of Indirect Cost Services Title

Title 3-15-16

MAR 23 2016

Date

Date Negotiated by Christopher D. Swain Telephone (916) 566-7104

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

1. Project Director:

Prefix: Dr.	First Name: Sherry	Middle Name:	Last Name: Johnson	Suffix:
----------------	-----------------------	--------------	-----------------------	---------

Address:

Street1:	PO Box 509, 12554 BIA Hwy 711
Street2:	
City:	Agency Village
County:	
State:	SD: South Dakota
Zip Code:	57262
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
605-698-8298	605-742-0140

Email Address:

sherryj@swc-hsn.gov

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:

--

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
--	----------------	-------------------	-----------------

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Sisseton-Wahpeton Oyate

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	260,829.58	265,917.57	271,047.78	276,325.78		1,074,120.71
2. Fringe Benefits	117,213.69	118,264.36	119,323.75	120,413.65		475,215.45
3. Travel	15,420.00	11,695.20	11,695.20	11,695.20		50,505.60
4. Equipment	36,600.00	0.00	0.00	0.00		36,600.00
5. Supplies	102,850.00	122,300.00	132,200.00	125,600.00		482,950.00
6. Contractual	158,600.00	167,600.00	158,600.00	158,600.00		643,400.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	155,815.00	156,000.00	146,400.00	146,400.00		604,615.00
9. Total Direct Costs (lines 1-8)	847,328.27	841,777.13	839,266.73	839,034.63		3,367,406.76
10. Indirect Costs*	152,210.79	158,194.75	160,647.39	160,583.36		631,636.29
11. Training Stipends						
12. Total Costs (lines 9-11)	999,539.06	999,971.88	999,914.12	999,617.99		3,999,043.05

***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: 10/01/2014 To: 09/30/2015 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): Department of the Interior

The Indirect Cost Rate is 27.59%.

(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 %.

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Name of Institution/Organization Sisseton-Wahpeton Oyate	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	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00		0.00
3. Travel	0.00	0.00	0.00	0.00		0.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

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