

**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 # S299A160025**

**Grants.gov Tracking#: GRANT12174154**

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"/>
--	--	--

* 3. Date Received: <input type="text" value="05/27/2016"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="45-0220519"/>	* c. Organizational DUNS: <input type="text" value="1559678390000"/>
--	---

**d. Address:**

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

**e. Organizational Unit:**

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

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

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

Title:

Organizational Affiliation:

\* Telephone Number:  Fax Number:

\* Email:

**Application for Federal Assistance SF-424**

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

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.):**

Add Attachment

Delete Attachment

View Attachment

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

Indian Education- Special Programs for Indian Children/ Standing Rock Sioux Tribe

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="971,323.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="971,323.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Dave Archambault II"/>	<b>TITLE</b>  <input type="text" value="Chairman"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Standing Rock Sioux Tribe"/>	<b>DATE SUBMITTED</b>  <input type="text" value="05/27/2016"/>

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

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Dave Archambault II * Street 1: Building 1 Standing Rock Agency Ave    Street 2: _____ * City: Fort Yates    State: ND: North Dakota    Zip: 58538 Congressional District, if known: _____		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> Office of Indian Education	<b>7. * Federal Program Name/Description:</b> Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name: Dave    Middle Name: _____ * Last Name: Archambault II    Suffix: _____ * Street 1: _____    Street 2: _____ * City: _____    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name: Melvin    Middle Name: _____ * Last Name: Hill    Suffix: _____ * Street 1: Building 1 Standing Rock Ave    Street 2: _____ * City: Fort Yates    State: ND: North Dakota    Zip: 58538		
<b>11.</b> 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: Dave Archambault II * Name: Prefix _____ * First Name: Dave    Middle Name: _____ * Last Name: Archambault II    Suffix: _____ Title: Chairman    Telephone No.: 701-854-8505    Date: 05/27/2016		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299A160025

**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.**

## 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**

Standing Rock Sioux Tribe

**\* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Mr.

\* First Name: Dave

Middle Name:

\* Last Name: Archambault II

Suffix:

\* Title: Chairman

**\* SIGNATURE:** Dave Archambault II

**\* DATE:** 05/27/2016

## 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:

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

The Standing Rock Sioux Reservation encompasses a vast land base of 2.4 million acres and straddles the States of North and South Dakota with a population of 8,508 in 2002, of whom approximately 73% were American Indian. Its original exterior boundary, established by the Fort Laramie Treaty of 1868, allocated 4176 square miles to the Lakota and Dakota people.

The Standing Rock Indian Reservation is divided into eight population centers: Kenel (pop.274); Wakpala (pop. 546); Running Antelope (pop. 617); Rock Creek (pop. 1334); and Bear Soldier (pop. 1350) on the South Dakota side of the reservation and Porcupine (pop. 648); Cannonball (pop. 971); and Fort Yates (pop. 1350) on the North Dakota side of the reservation. There is considerable distance between these community centers. Fort Yates serves as the primary service center for the tribal government as well as the Bureau of Indian Affairs, Indian Health Service, Sitting Bull College (main campus), and a number of small businesses.

The Standing Rock Sioux Tribe’s Department of Education proposes to establish a 3-year strategic plan for a Peer-to-Peer Mentoring program and provide more resources to the K-12 system to enhance their efforts with the Lakota/Dakota culture and language.

The main purpose of the grant is to focus efforts so that all Standing Rock students are prepared for post-secondary college and careers with two following goals:

- 1.) Increase the students’ academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development; and,
- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance enabling these entities to acquire knowledge of, and increase capability in, the Dakota/Lakota culture and language.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

For students on the Standing Rock Reservation, one of the greatest barriers to college and career readiness is connectedness within the school environment. The ability of students to connect to peers, school staff, parents & family, and the community is important to help prevent the ongoing poverty cycle, drop-out, low achievement, and suicide. Consider the five following results from a 2015 Spring School Perceptions Survey on the Standing Rock Reservation:

- 1.) More than a third (37.38%) of students do not like to participate in after-school activities;
- 2.) Nearly a quarter (22.16%) of students do not know where to get help if they are struggling with an assignment;
- 3.) A full 40% (40.67%) of students state that they do not know that one or more adults in the school care about them;
- 4.) Nearly half (45.7%) of students do not think they have a safe and caring environment in their school; and
- 5.) Nearly half (47.38%) of students think bullying is a problem at school.

The grant proposal meets the requirements of all three competitive priorities for New Grants Under the Indian Education Demonstration Grants Program.

- Competitive Priority Preference One: The Standing Rock Sioux Tribe has a BIE-funded school as an LEA, Standing Rock Community School.
- Competitive Priority Preference Two: The Standing Rock Sioux Tribe, which is a federally recognized tribe, is the lead partner.
- Competitive Priority Preference Three: The Standing Rock Sioux Tribe, also lead applicant, received Sovereignty in Indian Education Enhancements grant from the Department of the Interior in the last two years.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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*“Standing Rock Oyate Culture Peer Mentoring” Project*

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**Overview:** The Lakota/Dakota/Nakota nations once referred to their home as The Great Sioux Nation, which stretched from Montana to North Dakota, and down to Nebraska and Wyoming. The reservation land ownership was reduced by Federal legislation – the Dawes Act and the Homestead Act – which resulted in several different reservations. Today the Hunkapapa, Blackfeet, and Yanktonai bands of the Lakota/Dakota are living on the Standing Rock Sioux Indian Reservation.

The Standing Rock Sioux Reservation encompasses a vast land base of 2.4 million acres and straddles the States of North and South Dakota, with a population of 8,508 in 2002, of whom approximately 73% were American Indian. Its original exterior boundary, established by the Fort Laramie Treaty of 1868, allocated 4176 square miles to the Lakota and Dakota people. If the Standing Rock Sioux Reservation were to be made a State today, it would be larger than the States of Rhode Island and Delaware and nearly the size of Connecticut, but with fewer than 4 persons per square mile, as compared to 4,845 persons per square mile in Connecticut. Spreading out over the high plains of North and South Dakota, the Standing Rock Sioux Reservation encompasses a large land base with an exceptionally rural, sparse population in comparison to many other areas of the country.

The Standing Rock Indian Reservation is divided into eight population centers: Kenel (pop.274); Wakpala (pop. 546); Running Antelope (pop. 617); Rock Creek (pop. 1334); and Bear Soldier (pop. 1350) on the South Dakota side of the reservation, and Porcupine (pop. 648); Cannonball (pop. 971); and Fort Yates (pop. 1350) on the North Dakota side of the reservation. There is considerable distance between these community centers. Fort Yates serves as the primary service center for the tribal government as well as the Bureau of Indian Affairs, Indian Health Service, Sitting Bull College (main campus), and a number of small businesses. These are the

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homelands of the Lakota and Dakota people, who have strong historical, cultural, political, and social relationships to these communities.

***Need for Project – (i) Informed by evidence of: (1) greatest barriers in and out of school to readiness of local Indian students for college and careers:*** The people of the Standing Rock Indian Reservation are faced with exceptionally high poverty. According to the 2000 U. S. Census, the per capita income in Sioux County, ND, was \$7,731, and \$8,615 in Corson county, SD, as compared to \$17,769 for North Dakota and \$17,562 for South Dakota. An average of 40% of individuals in these two counties were living below poverty level. Even more disturbing are figures published in the *2003 Labor Force Report* by the Bureau of Indian Affairs for the Standing Rock Sioux Reservation. This document reports a total of 7,364 people available for work, of whom only 28% were employed -- leaving 72% unemployed. Even for those employed, 64% fell below the poverty guidelines.

For students on the Standing Rock Reservation, one of the greatest barriers to post-secondary college and career readiness is the school environment, as demonstrated from the 2015 Spring School Perceptions Survey (Appendix A). The survey collected 477 responses on 40 questions from 8 schools found on or near the Standing Rock Reservation. Of those 477 responses, 473 responses were from 7<sup>th</sup> to 12<sup>th</sup> grade students. Below, Table 1 (Appendix B) reflects the students’ perception towards bullying, school climate, extracurricular activities, and number of adults at school that care about them.

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<b>Table 1 Selected Perception Survey Responses, for All Schools</b>						
<b>Select Survey Questions and No.</b>		<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Not Sure (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>
No. 20	I like to participate in after school activities.	3.98	11.11	22.64	34.8	27.46
No. 23	I know where to get help if I am struggling with an assignment.	1.48	4.64	16.03	50.84	27
No. 24	One or more adults in the school care about me.	3.35	3.77	33.54	34.17	25.16
No. 25	My school has a safe and caring environment.	6.08	7.34	32.29	39.83	14.47
No. 26	Bullying is a problem at my school.	6.92	9.22	36.48	26.42	20.96
<b>Average of Responses</b>		<b>4.36</b>	<b>7.22</b>	<b>28.20</b>	<b>37.21</b>	<b>23.01</b>

(2) *Opportunities in the local community to support Indian students:* The information that is presented from Table 1 reinforces Tribal Council Resolution 355-93 (Appendix B), “Whereas, the present system, based on local school data and information, is not meeting the challenges of successfully addressing the social, emotional, cultural, physical, and academic needs of our students.” Resolution 355-93 includes Public Law 100-297 as stating, “...tribes and local communities to effect the quantity and quality of educational services and opportunities which will permit children to compete and excel in the life areas of their choice, and to achieve a measure of

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self-determination essential to their social and economic well-being.” The project will provide a cohesive solution to the policies as expressed by the Tribal Council Resolution 355-93 and Public Law 100-297 and the students’ perspective surveys. Also, it should be noted that the “93” in Tribal Council Resolution 355-93 designates the year of when the resolution was created, 1993. The Standing Rock Sioux Tribe has been actively addressing the social, emotional, cultural, physical, and academic needs of the students for nearly a quarter of a century. The proposed project will address all of Resolution 355-93 needs and create a positive learning environment.

The purpose of the grant for Standing Rock Sioux Tribe (SRST) is to provide more resources to the K-12 system, which receives additional ongoing support from our project partner, the Missouri River Educational Cooperative (MREC). This project will enhance their collaborative efforts to effectively adapt the educational environment to the Lakota/Dakota culture and language for all SRST reservation schools by implementing a pilot peer-to-peer mentoring program in two schools – McLaughlin Middle & High School and Standing Rock Community School. The pilot peer-to-peer mentoring program in the two schools will be implemented for grades 6 through 12. The two programs together will create a greater sense of continuity and "connectedness" for students to the school, community, and Lakota/Dakota culture and language. The ability of students to connect to these entities is important to help interrupt the ongoing cycle of poverty, low achievement, drop-out, and suicide. The need for the project is portrayed and aligned from multiple invested entities and stakeholders, ranging from the governing body of the Standing Rock Sioux Tribe – the Tribal Council – to the students (as evidenced by student surveys), making the need both policy- and data-driven.

The schools struggle to connect with students of low socio-economic status. The Standing Rock Reservation schools are qualified as “High-poverty Schools” by the Richard B. Russell

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National School Lunch Act because the schools provide nearly 100% free and reduced-cost student meals. Three schools have met Adequate Yearly Progress (AYP) in select grades in 2014-2015: Standing Rock Community School K-8, Selfridge K-12, and Solen K-6. The three schools all have culture and language programming K-5 and demonstrate a positive effect in academic success by meeting AYP. The need to extend and implement culture and language programming in the rest of grades 6-12, and throughout all Standing Rock Sioux Tribe schools, is evident. The Lakota/Dakota language & culture is used as a medium of connectedness for both students and staff in order to create a positive school environment for everyone involved. The demonstrated success of cultural and language programming at the K-5 level in these schools constitutes an opportunity in the local community to better support Indian students.

#### ***(3)Existing local policies, programs, practices, service providers, and funding sources:***

The Native American students on the Standing Rock Reservation are of Lakota and/or Dakota descent. Another reason Native American students feel disconnected from school is the current teaching method. Whereas traditional Native American teaching methods are more child-centered, existing teaching methods are adult-centered. So, for Native American children, the school environment is often uncomfortable and creates a distraction from, if not an impediment to, learning. When communication does take place between teacher and student, it is full of non-standard forms of English and discourse patterns foreign to Lakota and Dakota culture. Through no fault of the students, the cumulative sense of disconnectedness on the part of Lakota and Dakota students has been created by differences between English and Native languages and cultures, the isolation of reservation communities, historical trauma, and inappropriate teaching methods. The proposed “Standing Rock Oyate Culture Peer Mentoring” project will align existing local policies, programs, practices, service providers, and funding sources with culturally sensitive and

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appropriate strategies that foster a stronger sense of identity and connection on the part of Native American students with K-12 schooling and post-secondary educational and career pursuits.

This project will leverage and build upon two existing programs currently being implemented by our project partner, the Missouri River Educational Cooperative (MREC). The MREC received two grants (Primary CIRCLE and Project CIRCLE) that are focused on improving academic achievement for Native American (NA) ELLs. One of the primary elements of the CIRCLE projects is “parent and community focus, which includes collaboration with parent advisory groups, and cultural activities to develop a stronger connection between the schools and community. In addition, professional development activities specifically address “instructional strategies that are culturally relevant, meaningful, and appropriate for Native American ELLs” and “native language and culture (integration of the languages and cultures of the students enrolled in the target schools).”

***Quality of Project Design – (i) Focus on a defined local geographic area:*** The Standing Rock Sioux Tribe’s Department of Education will establish a 3-year strategic plan for a Peer-to-Peer Mentoring program and provide more resources to the K-12 system to enhance their efforts to successfully understand, appreciate, and connect with the Lakota/Dakota culture and language. We will pilot this project at the 6<sup>th</sup>- to 12<sup>th</sup>-grade levels in two schools -- McLaughlin Middle & High School and Standing Rock Community School. The Standing Rock Department of Education will review project results at the end of each project year and decide if and when it is appropriate and feasible to begin implementation of this program in the three other 6<sup>th</sup>- to 12<sup>th</sup>-grade schools found within the Standing Rock Reservation. If the program is expanded to more schools, the peer mentors at the two pilot schools will then help to train new peer mentors at the other schools to

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help reduce costs, but more importantly, to create similarly effective environments of connectedness for students from the other schools.

***(ii) Based on scientific research or an existing program culturally modified to be appropriate for Indian students:*** The cultural and language component of the project uses research from the areas of Native American, standards-based, and EL education. The needs and feedback of students are important when approaching education from this perspective. Bergstrom, Cleary and Peacock research shows that Native American students have pride in being indigenous and voice the need for connectedness to community and family support, culturally embedded instructional methods, and teachers who know cultural morals, etiquette, and standards (2003, pg. 45).

According to 2011 research findings of the National Clearinghouse for English Language Acquisition, the factors that produce successful Native American students in secondary and post-secondary settings are: a positive, culturally responsive school environment; expectations for success; connectedness with and among family, community, and school; and, involved and supportive staff. Culture & language programming incorporates successful techniques for academic learners that include: student engagement with rigorous themed curricula to develop academic ideas; applying students’ experiences, cultures, and languages; collaborative activities; and scaffolded instruction to create confident students who appreciate school and themselves as learners (Freeman & Freeman, 2003). For this project, designated cultural coordinators will help teachers with cultural and language integration in the classroom and curriculum.

***(iii) Goals, objectives, and outcomes:*** The main purpose of the grant is to focus efforts to ensure that all Standing Rock students are prepared for post-secondary education and careers by means of the two following goals:

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- 1.) Increase the students’ academic performance and graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and social/emotional development.
  - a. Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.
  - b. Develop a sense of community and connectedness to school and peers.
  - c. Assist students in coping with unique social environments and associated difficulties.
- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.
  - a. Administration of needs assessment with respect to culture and language for staff
  - b. Coordinate school activities and staff professional development based on individual school needs assessment results
  - c. Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

The measurable outcomes of the Peer-to-Peer program will be an increase in behavioral referrals to counselors and teachers, improved School Perception Survey results from the students, and improved academic achievement, per state assessments. The School Perception Surveys will be filtered for only McLaughlin and Standing Rock Community School to obtain a clear picture for data assessment of the Peer-to-Peer program. This section has provided a comprehensive framework for the anticipated outcomes of the project. We have integrated the specific measurable objectives for this project into the Management Plan section of this narrative.

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***(iv) Design appropriate to identified needs:*** Data shows that Native American and rural populations produce extreme and disproportionately high rates of suicidal behavior. The rates among the Native American youth can be as much as 2 to 10 times above the national average (Wyman, pg. 1653). The high rates are credited to disruptions in interpersonal connectedness and connectedness with the mainstream culture. Increased connectedness between students, parents/families, and the school decreases suicidal behaviors for Native American youth (CDC). Dr. Wyman states, “Suicidal adolescents have fewer positive connections to adults and peers and lower expectations of peer support for seeking help from adults.” Suicide risk will decline by increasing connectedness and creating support groups through peer mentors, trusted adults, and community members. The peer mentors help by: naming and engaging trusted adults; encouraging friends/peers to ask for help; and, training peers to use interpersonal and formal coping resources (Wyman, pg.1654).

The peer-to-peer mentoring program and expanded culture & language programming will focus on connectedness between Native American students and other students, teachers, and the community. The Center for Disease Control & Prevention (CDC) defines connectedness as, “the degree to which a person or group is socially close, interrelated, or shares resources with other persons or groups.” Connectedness is also considered a protective factor. Protective factors, as defined by the CDC, are, “individual or environmental characteristics, conditions, or behaviors that reduce the effects of stressful life events; increase an individual’s ability to avoid risks or hazards; and promote social and emotional competence to thrive in all aspects of life now and in the future.” Student connectedness to school creates positive effects, including: decrease in substance abuse; lower school absenteeism; later initiation of sexual activity; decreased violence; reduced risk of unintentional injury; staying in school longer; and, higher academic achievement.

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The optimal way to implement the program is to have teaching and/or counseling staff volunteer as peer mentor trainers. The contracted peer-to-peer expert will train with these individuals for two to four hours during a Professional Development (PD) day during the Standing Rock Education Consortium (SREC) in a breakout session. The SREC, under the direction of the Standing Rock Sioux Tribe Department of Education, is held annually during the month of August. During winter break there will be a second PD day for the peer mentor trainers. The peer mentor trainers will be the main instructors working with the peer mentors five days a week during a homeroom time or as an elective class, dependent on the schools’ schedules. The contracted peer-to-peer expert will be onsite with the schools every other week, spending a morning with one pilot school and then the afternoon with the other pilot school.

*(v) Partner collaboration:* Since the central theme and objective of this project is “connectedness,” there is strong emphasis on creating relationships with a variety of stakeholders and service providers that are necessary for establishing such an environment. Overall, the project includes:

- *Student Focus:* Culturally responsive, standards-based instruction; career building and awareness; civic learning and engagement; and, language and cultural activities to foster strong connections with school, families and community
- *Teacher Focus:* Professional development and curriculum development to assist in developing skills and knowledge that support instruction
- *Parent and Community Focus:* Collaboration with school staff and community members promoting strong home/school partnerships that reflect Lakota/Dakota culture and promote positive cultural identity

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- *System Focus:* Use of data and student record databases; revised curricula; and, additional available resources through curricula, materials and other instructional supports.

In November of 2012, the Standing Rock Tribal Council adopted an Education Code. In July of 2015, the Standing Rock Sioux Tribe Tribal Education Department was awarded a Tribal Education Department Grant from the Bureau of Indian Education. Among the goals of that grant are: a) to execute the Standing Rock Sioux Tribe Education Code addressing . . . the development of education standards utilizing language and culture as the foundation of all academic programs to provide a relevant learning experience to ensure the academic success of all students; and, b) to conduct an evaluation of the academic achievement of students attending the three tribal grant schools (one of which is the Standing Rock community School) to ensure that the Standing Rock Sioux Tribe is effectively administering and managing the operation of their tribal grant schools. The goals of the Tribal Education Department Grant will be integrated with the implementation of the proposed Oyate Culture Peer Mentoring Project to provide additional funding and resources supporting this project, as well as an additional layer of evaluation of the project.

The Standing Rock Tribe is partnering with the Missouri River Educational Cooperative (MREC) on this project. MREC is one of eight Regional Education Associations (REA’s) in North Dakota. North Dakota REA’s offer a common core of high-quality programs and services in the areas of professional development, technology support, data systems support, school improvement support, and curriculum enrichment. The MREC has been providing, and continues to provide, assistance to the North Dakota Standing Rock reservation schools of Standing Rock Community Schools, Solen/Cannonball Schools, and Selfridge schools for the past five years through initiatives such as instruction coaching, cultural and language coordination, and curriculum writing. Their knowledge of school programming and developed relationships within the schools

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systems will help to further expand and enhance the educational initiatives described in this grant application. MREC’s involvement and efficiencies of overall programming, as well as the implementation of mentoring for additional cultural and language coordination within the South Dakota school districts on Standing Rock Reservation, will help to ensure authentic cross-cultural integration and implementation during the project’s grant period, sustainability of the program at the pilot sites after the conclusion of the grant period, and expansion of the project model to other sites as feasible during or after the grant period.

#### ***Quality of Project Personnel – (i) Qualifications of the Project Director: Project***

##### ***Director/Peer-to-Peer Coordinator***

The Project Director/Peer-to-Peer Coordinator, 1.0 FTE, is to be determined but must have the following essential skills, experience & expertise:

- Bachelor’s degree in Education (Master’s degree preferred) or closely related field. In lieu of Master’s degree, six years of relevant experience.
- Experience: Bachelor’s Degree with 5+ years’ experience or Master’s Degree with 2+ years’ experience - demonstrated leadership running an independent agency or a leadership role within an agency/school; generating, growing or managing external funding; developing and delivering services to a variety of school personnel, students and parents (K-12); accountability for short- and long-range goals, operations, metrics, financial management, human resources, policies, procedures, legal and compliance issues.
- Action-oriented, entrepreneurial and innovative approach to service delivery.
- Requires excellent customer service and interpersonal communication skills – Ability to effectively collaborate with diverse groups and develop high-performing teams, yet

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smoothly manage individual and group conflicts. Handles last-minute pressure and keeps calm when faced with competing demands and priorities.

- Attention to Detail / Organization and Short-/Long-Range Planning – Excellent skills required.
- Financial Management and Analysis – Able to develop, track, analyze and explain budgets, expenses and variances.
- Presentations / Speaking skills – Can develop and deliver effective small- and large-group presentations to a variety of clients and stakeholders.
- Reading and Writing Skills – College Level: Requires analysis, synthesis and evaluation skills in a variety of areas per Bloom’s taxonomy.

### ***(ii) Qualifications of key project personnel: Cultural/Language Coordinator Lead***

Dr. Kathy Froelich will serve as the Cultural/Language Coordinator Lead. Dr. Froelich is an enrolled member of the Three Affiliated Tribes of the Fort Berthold Reservation and is of Arikara descent. She has lived on the Standing Rock Reservation for most of her adult life and is familiar with the Lakota/Dakota culture and language. She has a Ph.D. from the University of ND in Teaching and Learning, and has taught at both the college and K – 12 levels. Dr. Froelich has been providing similar coordination services within Project and Primary CIRCLE and will continue to do so on a 0.5 FTE for the Primary CIRCLE grant. Therefore, she has more experience and expertise within the job role and responsibilities that are defined below under Cultural/Language Coordinator.

In addition to performing the role and responsibility of a Cultural/Language Coordinator Lead, Dr. Froelich will be assisting in mentoring the new Cultural/Language Coordinator with his or her role and responsibilities as stated below.

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### *Cultural/Language Coordinator (1)*

The Cultural/Language Coordinator is to be determined but must have the following essential skills, experience & expertise:

- Education: Bachelor’s Degree in Education
- Experience: 5+ years’ experience in curriculum, instruction and assessment working with a variety of school personnel in K-12; accountability for short- and long-range goals, operations, financial management, human resources, policies, procedures, legal and compliance issues; and, evidence of providing formal or informal leadership.  
**PREFERRED:** Experience with, and strong understanding of, Native American culture and history (preferably Lakota/Dakota Sioux).
- Action-oriented, entrepreneurial and innovative approach to service delivery.
- Interpersonal and Communication Skills – Requires excellent customer service and interpersonal communication skills. Able to effectively collaborate with diverse groups and develop high-performing teams, yet smoothly manages individual and group conflicts. Handles last-minute pressure and keeps calm when faced with competing demands and priorities.
- Attention to Detail / Organization and Short-/Long-Range Planning – Excellent skills required.
- Math Skills – Adept at addition, subtraction, multiplication, division, percentages, fractions and basic descriptive statistics.
- Presentations / Speaking skills – Can develop and deliver effective small- and large-group presentations to a variety of clients and stakeholders.

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- Reading and Writing Skills – College Level: Requires analysis, synthesis and evaluation skills in a variety of areas per Bloom’s taxonomy.

***(iii) Applicant/Partner capacity to improve relevant outcomes:*** As mentioned previously, the Standing Rock Sioux Tribe recently received a grant award through the U.S. Interior Department intended to strengthen the tribe’s education systems. The award will help the Tribal Education Department to carry out all parts of the tribe’s Education Code, adopted in 2012, which was intended to set consistent policies at all reservation schools. However, the department has not had the resources to carry out all parts of the code, but, with this grant money, the department aims to create standards for the Dakota and Lakota languages and culture. The grant will also support the Native American Student Information System, allowing the tribe to collect student data on enrollment and attendance, as well as academic achievement down the road. This means that data from all schools will be stored in one place under the new system, as opposed to separate, unconnected databases for the reservations’ five public schools (collected by the North Dakota Dept. of Public Instruction), the three BIE schools (collected by the federal agency), and the two private schools on the reservation (collected by the individual schools). This grant represents an opportunity for the tribe to assume sovereignty over, and ready access to, student data and do analysis on that data.

The Missouri River Educational Cooperative (MREC), as partner for this project, is also well qualified to assist in the project activities. MREC has in the past received two grants that are focused on improving academic achievement for Native American students – Primary CIRCLE and Project CIRCLE. The primary goal of the CIRCLE Project as implemented by the MREC is to increase post-secondary academic success of Native American students in Grades K-12. MREC’s experience and expertise derived from these grants dovetail with the aims and strategies

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of the proposed Oyate Culture Peer Mentoring Grant. There is a similar multi-level focus on students, teachers, parents and community, and the system in which they operate. The overall mission and vision of the CIRCLE initiatives declares, in part, the intent to “collaborate with tribal communities and Native educators to build partnerships rooted in trust that honor historical and cultural values in the pursuit of equitable opportunities for all.”

***Adequacy of Resources – (i) Relevance and commitment of partners:*** The two proposed middle/high school student bodies that will serve as the demonstration cohort for this project – the McLaughlin Middle and High School, and the Standing Rock Community School – are part of the Standing Rock Sioux Reservation. As referenced previously in this narrative, Public Law 100-297 empowers and charges the Tribe to “effect the quantity and quality of educational services and opportunities which will permit children to compete and excel in the life areas of their choice, and to achieve a measure of self-determination essential to their social and economic well-being.” At the same time, Tribal Council Resolution 355-93 acknowledges the deficits and barriers the Tribe faces in “meeting the challenges of successfully addressing the social, emotional, cultural, physical, and academic needs of our students.” Since passing that resolution in 1993, the Tribe has been continuously working to create a positive learning environment for the reservation’s students. Despite struggling with student populations that are virtually 100% free and reduced-cost populations, the Standing Rock Tribe has implemented culture and language programming in three K-5 school populations in recent years. Those three schools – Standing Rock Community School, Selfridge, and Solen – have, as a result, managed to meet Adequate Yearly Progress (AYP) goals in 2014-’15. This demonstrated positive effect on academic success is the basis for this proposal to extend that K-5 success model to student populations in Grades 6-12 in the two pilot schools for this proposed project. The Standing Rock

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Sioux Tribe has taken the initiative to implement and document the peer-to-peer mentoring model of culture and language programming at the K-5 level in order to justify requesting additional external funding support to extend and refine that model for a larger student population.

The role, relevance, and level of experience and expertise that the MREC brings to this project have already been discussed. The fact that MREC has partnered, and continues to partner with, an educational organization (The Standing Rock Sioux Tribe Tribal Education Department) that represents both a distinct cultural and linguistic heritage, and that extends across state lines, demonstrates a high level of commitment on the part of MREC to fulfill its mission and vision of providing the best educational opportunities, delivered in the most economical fashion, while preserving and respecting the diversity of its member schools and cooperating partners. This partnership is also consistent with MREC’s policy and practice of collaboration with other educational resources, such as the North Dakota Department of Public Instruction (NDDPI), the North Dakota Leadership & Educational Administration Development (NDLEAD) Center, local colleges and universities, and other North Dakota Regional Education Associations (REAs).

#### ***(ii) Reasonable costs in relation to target population and anticipated results and benefits:***

The two pilot sites for this project – McLaughlin Middle/High School and Standing Rock Community School – constitute a Native American population of approximately 450 students in Grades 6-12. It is a well established fact that students in poverty are at much higher risk of dropping out of school before graduation. The intangible costs of this situation are tragic enough, in terms of personal, community, and cultural anguish and challenges that hinder the full development of the potential of individual students as adults, parents, job-holders, and civic citizens. When a student drops out of school, there are also clear economic consequences for society as a whole, though that has historically been hard to quantify. However, in 2011, an

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economist and professor of public policy at Columbia University conducted extensive research to tally the actual dollar figures. To taxpayers, each of these so-called “opportunity youth” incurs a lifetime cost of about \$235,680 in welfare payments, food stamp, criminal justice and medical care, according to Clive Belfield, Henry Levin and Rachel Rosen, authors of The Economic Value of Opportunity Youth, which was published in 2011. The average cost to society is about \$13,890 per year, which is far more than the amount spent per student in the public schools. Not only is there the social support cost of dropouts; in addition, there is the lost tax revenue that results from the lower or non-existent earnings of dropouts. The taxes that opportunity youth could be contributing are estimated at \$11.3 billion each year in the United States. When you consider that 63% of all youth crime nationally is committed by dropouts or kids who failed to find a way into higher education, the incarceration and court costs amount to an annual bill of \$76.7 billion. And this figure does not include the cost to their victims in terms of medical care, lost work time or insurance adjustments.

The authors of the study conclude, “Emphatically, the future burden of opportunity youth is far greater than the immediate burden. That is, the real economic loss from opportunity youth is that these youth will not progress through adulthood being economically independent. The immediate burden [i.e., the cost of prolonged, intensive, targeted efforts at the K-12 level to prevent dropout] is approximately one-quarter of the full burden” exacted by failure to prevent dropping out. The first-year request for this “Standing Rock Oyate Culture Peer Mentoring” Project is **\$336,678**. That averages out to about **\$337** per student involved in this pilot project. As we refine and expand this model to similar student populations at risk of dropping out, the per-student cost of this Federal investment in “opportunity youth” will be far less than the cost of doing nothing to address this situation. It is, in fact, a substantial return on investment.

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***Quality of the Management Plan—(i) Adequacy to achieve objectives on time and within budget:*** The following charts provide a multi-perspective view of the project’s management plan, including end-of-project measurable objectives and responsibilities, timelines, and milestones for accomplishing project tasks.

Goal 1: Increase the students’ academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Objectives By the end of the project	Activities	Personnel
Objective 1a: 75% of students will make progress in annual ND/SD state assessments	<ul style="list-style-type: none"> <li>• Develop curriculum, materials &amp; survey on career &amp; post-secondary options.</li> <li>• Develop online cultural, inter-disciplinary resource centers.</li> <li>• Provide instructional coaching for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Project Director</li> <li>• Cultural Coordinator</li> <li>• Cultural/community Liaison</li> <li>• Parent Advisory Committee</li> <li>• School District Personnel</li> </ul>
Objective 1b: 50% of students will score proficient or higher on the annual state achievement test in reading/math		
Objective 1c: Students will have greater awareness of post-secondary options, as measured by project-developed survey.		

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<p>Objective 1d: Schools will have more data on which to base decisions</p>	<ul style="list-style-type: none"> <li>• Incorporate culturally appropriate instructional activities into curriculum.</li> <li>• Provide support with state assessments.</li> <li>• Assess current data collection system &amp; build additional collection items determined by survey of needs.</li> <li>• Assess educator needs for information.</li> <li>• Assess parent &amp; student needs for information on data.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Team</li> <li>• Community</li> </ul>
<p>Objective 1e: Schools will have more information about students' skills &amp; academic achievement levels as measured by state assessment tests</p>		
<p>Objective 1f: Parents &amp; community members will have a greater understanding of data, as measured by project assessment.</p>		
<p>Objective 1g: Students will develop an awareness of the role of achievement, data &amp; assessment in making college and career decisions.</p>		

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<p>Objective 1h: The school parent advisory committees (PACs) will have an increase of 5 activities per year, as measured by attendance sheets, activity records, &amp; surveys.</p>	<ul style="list-style-type: none"> <li>• Coordinate with schools to track and collect student data</li> <li>• Incorporate information on data &amp; assessment into lessons &amp; curriculum.</li> <li>• Enhance current PAC activities.</li> <li>• Provide an increase of activities that involve teachers, parents, community members and students.</li> <li>• Develop curriculum on civic learning &amp; engagement.</li> </ul>	
<p>Objective 1i: There will be an increase of 5 activities per year involving teachers, parents, community members &amp; students, as measured by sign-in sheets and surveys.</p>		
<p>Objective 1j: Students will have increased their knowledge &amp; engagement with civic issues as measured by project-developed assessment.</p>		

Goal 2: Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Objectives By the end of the project	Activities	Personnel
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***“Standing Rock Oyate Culture Peer Mentoring” Project***

<p>Objective 2a: Teachers will have demonstrated the ability to integrate Native language and culture into the curricula, as measured by project-developed assessment.</p>	<ul style="list-style-type: none"> <li>• Establish cultural/language committee, of elders &amp; others, to examine curricula &amp; identify essential NA knowledge &amp; skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Director</li> </ul>
<p>Objective 2b: Students will have increased proficiency in Native languages as measured by project-developed assessment.</p>	<ul style="list-style-type: none"> <li>• Develop NA language &amp; culture curriculum, aligned with standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural/community Liaison</li> </ul>
<p>Objective 2c: Schools will have integrated cultural values &amp; traditions into the school climate, as measured by project-developed assessment.</p>	<ul style="list-style-type: none"> <li>• Develop NA language/culture assessments</li> </ul>	<ul style="list-style-type: none"> <li>• PAC</li> </ul>
<p>Objective 2d: Staff will have increased use of standards-based, culturally appropriate activities addressing students’ academic achievement needs, as measured by surveys and assessments.</p>	<ul style="list-style-type: none"> <li>• Provide Native language/culture classroom instruction &amp; summer immersion camps.</li> <li>• Provide materials, activities to integrate culture into school climate.</li> </ul>	<ul style="list-style-type: none"> <li>• Native Language Teachers</li> <li>• School District Personnel</li> <li>• Community Elders</li> <li>• Evaluation Team</li> <li>• Instructional Coach</li> </ul>

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<p>Objective 2e: Students will have the knowledge to make data-based decisions, as demonstrated by project-developed surveys and observations.</p>	<ul style="list-style-type: none"> <li>• Provide training for parents on student data.</li> <li>• Provide training on standards-based, culturally appropriate instructional strategies for staff.</li> <li>• Provide training on using educational data &amp; to make data-based decisions.</li> <li>• Provide training on NA language, culture &amp; ND/SD tribal nations; offered as workshops during school year &amp; summer immersion camp.</li> <li>• Provide training on Civic Learning and Engagement.</li> <li>• Provide training on parental involvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development Consultants</li> </ul>
<p>Objective 2f: Parents will have increased knowledge of student educational data, as measured by project-developed surveys and observations.</p>		
<p>Objective 2g: Schools will have increased knowledge of students’ language/culture &amp; history of SD/ND tribes, as measured by project-developed surveys and observations.</p>		
<p>Objective 2h: Staff will have increased knowledge of civil learning and engagement, as measured by project-developed surveys and observations.</p>		
<p>Objective 2i: Staff will have increased knowledge of parent-involvement methods, as measured by</p>		

***“Standing Rock Oyate Culture Peer Mentoring” Project***

project-developed surveys, observations, and sign-in sheets.		
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**Student Achievement Benchmarks**

Summary Objective	Measurement Tool	Year 1 Benchmark	Year 2 Benchmark	Year 3 Benchmark
75% of students will make progress in annual ND/SD state assessments	ND/SD State Assessments	5% of students will increase their scale scores.	15% of students will increase their scale scores.	30% of students will increase their scale scores.
50% of students will score proficient or higher on the annual state achievement test in reading.	ND/SD Reading Assessment	5% of students will score proficient or advanced.	15% of students will score proficient or advanced.	20% of students will score proficient or advanced.

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Students will have greater awareness of post-secondary options, as measured by project-developed survey.	Project-developed survey	Planning & development.	Student responses on survey will increase by 10%.	Student responses on survey will increase by 10%.
Students will have a better understanding of data & assessment in making college & career decisions.	Project-developed survey	Planning & development.	Student scores will increase by 10%.	Student scores will increase by 10%.
By the end of the project, students will have increased their knowledge & engagement with civic issues.	Project-developed survey	Planning & development.	Student scores will increase by 10%.	Student scores will increase by 10%.
By the end of the project, students will have increased proficiency in Native language/culture.	Project-developed survey	Planning & development.	Students will average 40% correct on assessment.	Students will average 50% correct on assessment.

**Timeline and Milestones for Project Activities**

***“Standing Rock Oyate Culture Peer Mentoring” Project***

Goal 1: Increase the students’ academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone
Develop curriculum, materials & survey on post-secondary options.	Plan in place for curriculum & survey development.	Curriculum developed; survey drafted.	Curriculum implemented; survey finalized & implemented.
Develop online cultural, interdisciplinary resource centers.	Website & framework established for resource centers.	First phase of resource centers developed.	Second phase of resource centers developed.
Provide instructional coaching for teachers.	Plan developed for coaching support for teachers.	Coaching support plan implemented; revised as needed.	Coaching support plan implemented.
Incorporate culturally appropriate, standards-based instructional activities.	Awareness meetings on expectations for implementation of instructional activities held.	Instructional activities implemented.	Instructional activities implemented.

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Provide support for students with state assessments.	Test-taking strategies & materials provided.	Test-taking strategies & materials provided.	Test-taking strategies & materials provided.
Assess data collection system; build more items, based on survey.	System surveyed to determine additional needs.	Additional elements identified & steps taken to implement them.	Data elements implemented; system adjusted as needed.
Assess educator needs for information on students.	Educators assessed.	Additional elements identified & steps taken to implement them.	Data elements implemented; system adjusted as needed.
Assess parent & student needs for information on data.	Students and parents assessed.	Additional elements identified & implemented.	Elements implemented; system adjusted as needed.
Coordinate with pre & middle schools to collect data.	Connections made; data identified.	System in place.	Additional data available & utilized.
Incorporate information on data into curricula.	Parents, students & school personnel informed of additional data collection efforts.	Plan developed to incorporate data into lessons & curricula.	Lessons & information for curricula on data implemented.

***“Standing Rock Oyate Culture Peer Mentoring” Project***

Enhance current PAC activities.	Enhanced activities identified.	An additional 2 PAC activities conducted.	An additional 3 PAC activities conducted.
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Goal 2: Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Activities addressing objectives	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone
Establish cultural/language committee to examine curricula; identify knowledge & skills.	Committee established; plan in place.	Essential NA knowledge, skills and traditional ways of learning identified.	Curriculum & school climate further reviewed; recommendations provided.

*“Standing Rock Oyate Culture Peer Mentoring” Project*

Develop NA language & culture curriculum, aligned with state standards.	Current curricula reviewed.	Curricula developed, based on recommendations by committee.	Curriculum revised & supplemented as needed.
Develop culturally appropriate ways of being to enhance school climate.	Current school climates assessed for cultural appropriateness.	Enhancements drafted.	Enhancements implemented.
Develop materials to assist in teaching Native language & culture.	Current materials reviewed & plan drafted for additional materials.	Workshop held to develop materials to teach Native language & culture.	Workshop held to develop materials to teach Native language & culture.
Develop assessments to show progress in language & cultural learning.	Current assessments reviewed; revisions drafted.	Draft assessments field-tested.	Language/cultural assessment implemented.
Provide enhanced Native language/culture instruction, including summer immersion camps.	Students receive Native language & culture instruction.	Students receive enhanced school year instruction; summer camp provided.	Students receive enhanced school year instruction; summer camp provided.

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Provide training on standard based, culturally appropriate instructional activities.	Plan in place to provide training.	1 <sup>st</sup> set of workshops on instructional activities are provided.	2 <sup>nd</sup> set of workshops on instructional activities provided.
Provide training on educational data.	Planning & development & activities completed.	Plan in place to provide teacher training.	1 <sup>st</sup> set of workshops for teachers provided.
Provide training for parents on student data.	Planning & develop & activities completed.	Plan in place on parent training.	1 <sup>st</sup> set of workshops for parents provided.
Provide training on NA language, culture & ND/SD tribes.	Planning & develop & activities completed.	Plan in place for training.	1 <sup>st</sup> set of workshops; summer camp provided.
Provide training on civic learning & engagement curriculum.	Planning, development & awareness activities completed.	Plan in place to provide training on curriculum.	Introductory workshops on curriculum provided.
Provide training on parental involvement.	Planning & development activities completed.	Plan in place for training.	Training on parental involvement provided.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

### ***(ii) Evaluation – performance feedback and periodic assessment of progress:***

Performance feedback will be provided by annual academic assessments as well as by the variety of survey instruments (see charts in preceding section) administered at the end of each semester. The Project Director, the Cultural/Language Coordinators, in conjunction with the external evaluator, will identify and monitor the academic assessments to be used in evaluating the progress made throughout the project period. They will also develop the various surveys to be utilized in determining changes in perceptions of “connectedness” on the part of students in the pilot schools.

A Project Advisory Council (PAC), consisting of the Project Director, the Cultural/Language Coordinators, an MREC representative, plus teacher, parent, and community representatives, will meet quarterly to review project progress, share input on project activities and stakeholder responses, and make recommendations for improvement or corrections. The external evaluator will be consulted as needed throughout this process of periodic review and performance feedback.

***(iii) Involvement of Indian tribes and parents of Indian children:*** As the applicant and lead agency for this project, the Standing Rock Sioux Tribe has been the primary developing entity of the overall concept and programming proposed for the project. The Tribe assumes full responsibility for the implementation, expansion, replication, and sustainability of this project. We have devoted the following resources and time to developing this proposal, and have involved parents of Indian children in the following ways: Parent Advisory Committee, Cultural/Community Liaison, chaperones for afterschool activities, and guest participates/speakers in peer mentoring training. The parents, or other community adults, main function will be teaching cultural activities to the peer mentors who will then share with the peer mentees. The idea is to initiate a process of where the adults feel comfortable instructing children through cultural

### ***“Standing Rock Oyate Culture Peer Mentoring” Project***

activities to help remove the adults’ barriers to helping their children in the community. In the 2015 Exploring Sovereignty In Tribal Education Community Survey, over 50% (57.09%) individuals 18 years of age and older would like to be involved with the school(s) in their community. The survey had 275 responses with 157 willing to help schools. The peer-to-peer mentoring program will act as the catalyst of adults participating in their children’s education by either in-class or after-school activities – as both are available. The flexibility in availability helps coincide with any parents’ work schedules in the surrounding areas. The Parent Advisory Committees and peer mentors will be the driving force of the planning process along with the associated peer mentor trainers. The Parent Advisory Committees will meet on a monthly basis. The in-class participation from adults through cultural activities or guest speaking will be on Fridays when the peer-to-peer mentor consultant is not present. Every other Friday will be either the consultant or a trusted adult from the community.

***(iv) Expanded capacity and post-grant results:*** The Oyate Culture Peer Mentoring Project has purposely been designed as a pilot project in order to develop capacity to expand to other schools. Peer mentor trainers, enlisted from among school teachers or counselors, will be trained by a peer-to-peer expert. Through this “train the trainer” strategy, we will have ongoing, in-house resources to train peer-to-peer mentors as needed in the pilot sites and expansion sites later on.

The peer-to-peer mentors will expand our capacity to help develop the needed sense of “connectedness” in students. Their efforts as mentors will be informed by the experience and guidance of the cultural/language coordinators, who will identify the areas needing coordination in order to develop a better sense of connectedness, as well as the recommended strategies and resources needed to properly implement this project. Effective practices and procedures will be implemented throughout reservation schools, based on the results and recommendations gleaned

### ***“Standing Rock Oyate Culture Peer Mentoring” Project***

from this project. As a result of the experience and expertise gained through this grant project, the Standing Rock Sioux Tribe Tribal Education Department will also be better able to review and analyze the tribal Education Code and propose legislative actions, policy development and development of academic standards and requirements needed, as well as necessary resources, to implement recommended changes to, and actions associated with, the tribal Education Code.

***Quality of the Project Evaluation – Guidance about effective strategies for replication or testing in other settings:*** The project proposes an evaluation plan that draws from research and best practices. It is comprehensive, addressing project inputs, processes and outputs. Theory is drawn from classic evaluation models that emphasize the use of both formative and summative data collection tools. Formative procedures will ensure that milestones and objectives related to the overall goals related to student academic achievement, peer mentoring and staff development are being addressed. Summative procedures will be used for final accountability purposes to ensure overall goals have been met and for final reports.

Data documenting progress towards objectives and milestones will be analyzed. Data analysis will provide information for project managers and stakeholders that can lead to improvements to the program on a regular basis. Data collection will involve analysis of quantitative data, including student assessment information, and qualitative data related to student and staff satisfaction will be included. When necessary, assessment instruments will be developed. Both formative and summative data, along with quantitative and qualitative data, will serve to provide guidance about effective strategies suitable for replication or testing in other settings.

All evaluation techniques and activities will be developed and conducted within a framework that is both grounded in scientific methods and is also consistent with American Indian cultural values and essential understandings. Evaluation methods will be valid, reliable and

### ***“Standing Rock Oyate Culture Peer Mentoring” Project***

appropriate to the project’s goals and objectives. Several tools will be developed to assess the effectiveness of the models and strategies proposed. The evaluation plan also incorporates American Indian values and essential understandings. Evaluation activities will be conducted as an integral, organic component of the project as opposed to a separate activity. Activities will be collaborative, with project participants included in the data collection activities as part of the project community. Assessments and data collection tools will be developed with project participants. Community members will also be included in the development of data collection methods and in the participation of surveys assessing project success. Though an outside evaluator is proposed, the role of the evaluation team will be to work closely with project staff, providing direction and support for data collection activities, as opposed to serving as an outside judge of progress. Objectives will be evaluated in terms of their relationship to the whole project. Authentic voices of project participants and qualitative data will be included and valued along with quantitative data.

The project will use Beta Group Consulting, a national educational consulting firm that has worked with projects in North Dakota. Dr. Mari Rasmussen, located in Bismarck, ND, will serve as primary consultant on the project. Rasmussen has taught in Standing Rock Schools and currently serves as outside evaluator through Beta Group on other Standing Rock projects. She will work closely with the Standing Rock Sioux Tribe and project leadership, meeting on a regular basis on implementing data collection techniques, processes and reports, to ensure that methods are culturally responsive and supportive of tribal policies and values. Communication will be regular and timely, with all data collection instruments and techniques developed collaboratively. Findings from the different evaluation components will be drawn together and reported periodically in both oral and written forms to assure that relevant information is shared in a timely

***“Standing Rock Oyate Culture Peer Mentoring” Project***

and efficient manner with all project stakeholders. Reports will be available for annual reporting requirements as determined by the Department of Education.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

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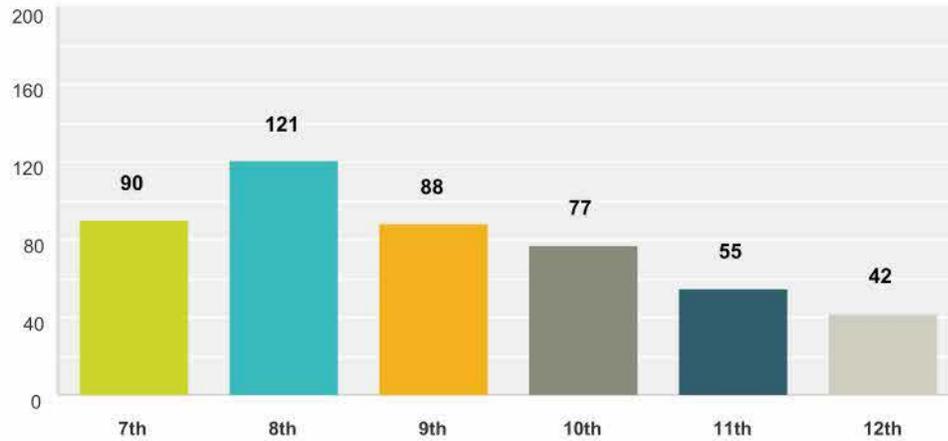
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***“Standing Rock Oyate Culture Peer Mentoring” Project***

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### Q1 Indicate your grade:

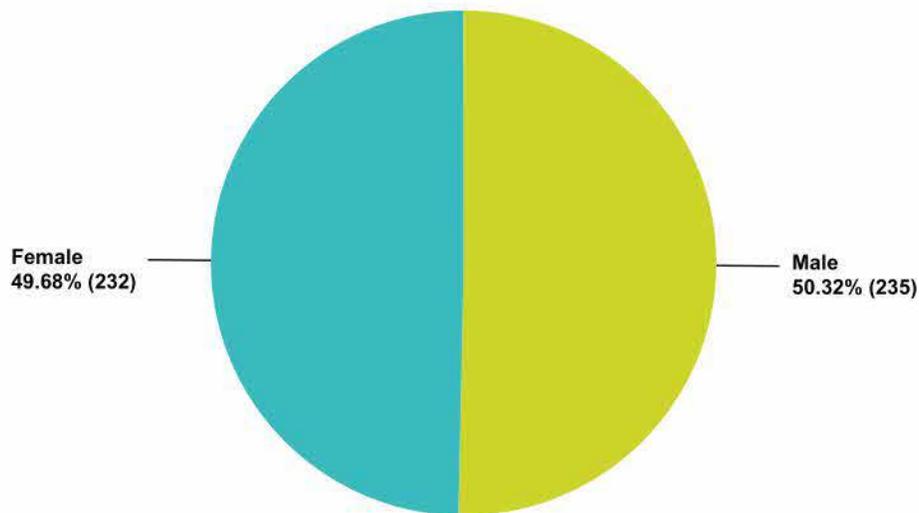
Answered: 473 Skipped: 4



Answer Choices	Responses	Count
7th	19.03%	90
8th	25.58%	121
9th	18.60%	88
10th	16.28%	77
11th	11.63%	55
12th	8.88%	42
<b>Total</b>		<b>473</b>

### Q2 Gender

Answered: 467 Skipped: 10

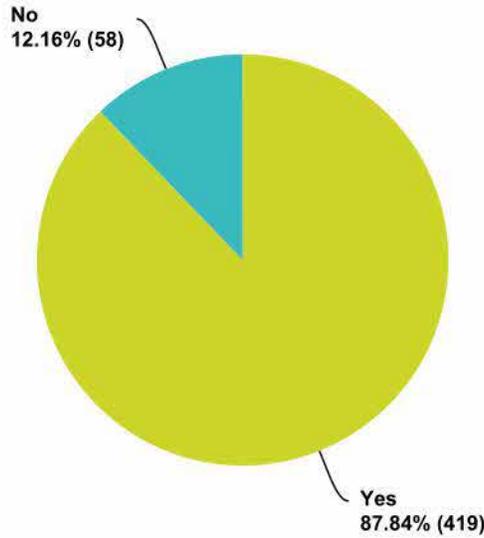


2015 Spring School Perceptions Survey

Answer Choices	Responses	
Male	50.32%	235
Female	49.68%	232
<b>Total</b>		<b>467</b>

**Q3 I attended Preschool or Head Start before I started Kindergarten:**

Answered: 477 Skipped: 0

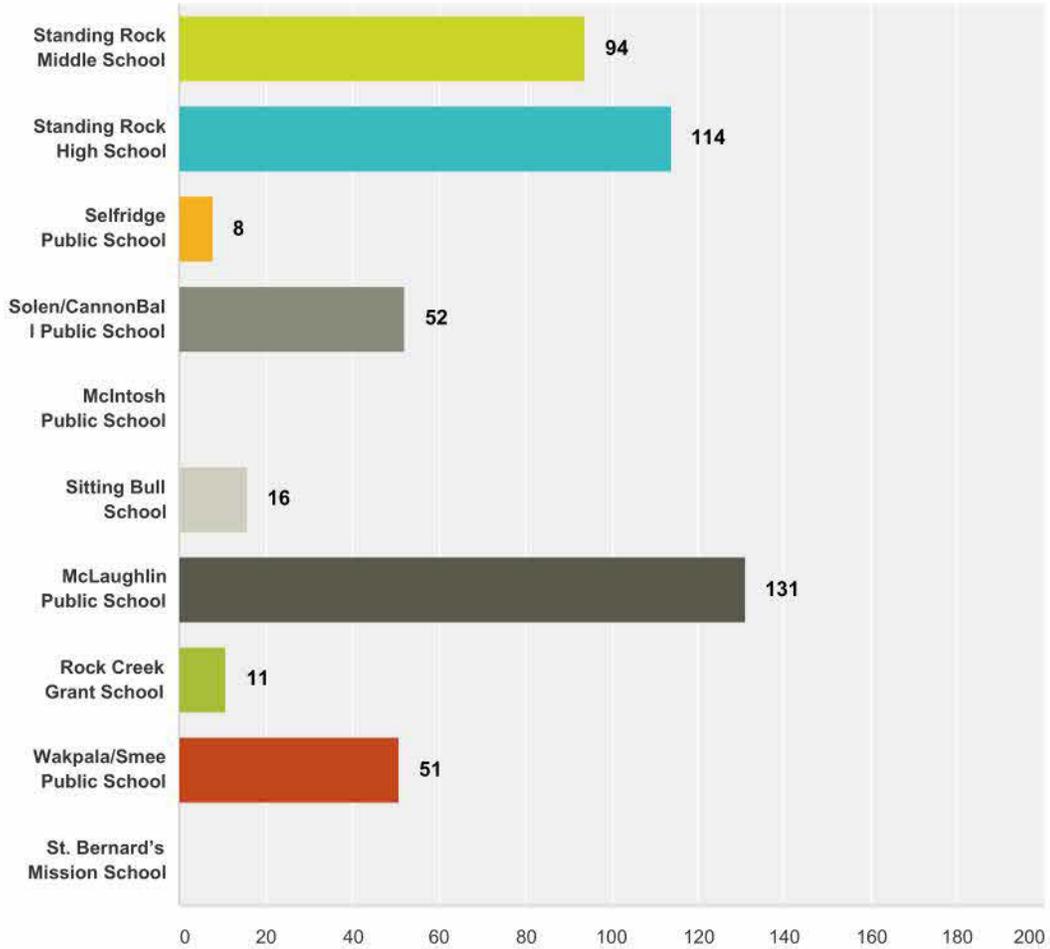


Answer Choices	Responses	
Yes	87.84%	419
No	12.16%	58
<b>Total</b>		<b>477</b>

**Q4 School I currently attend:**

Answered: 477 Skipped: 0

## 2015 Spring School Perceptions Survey



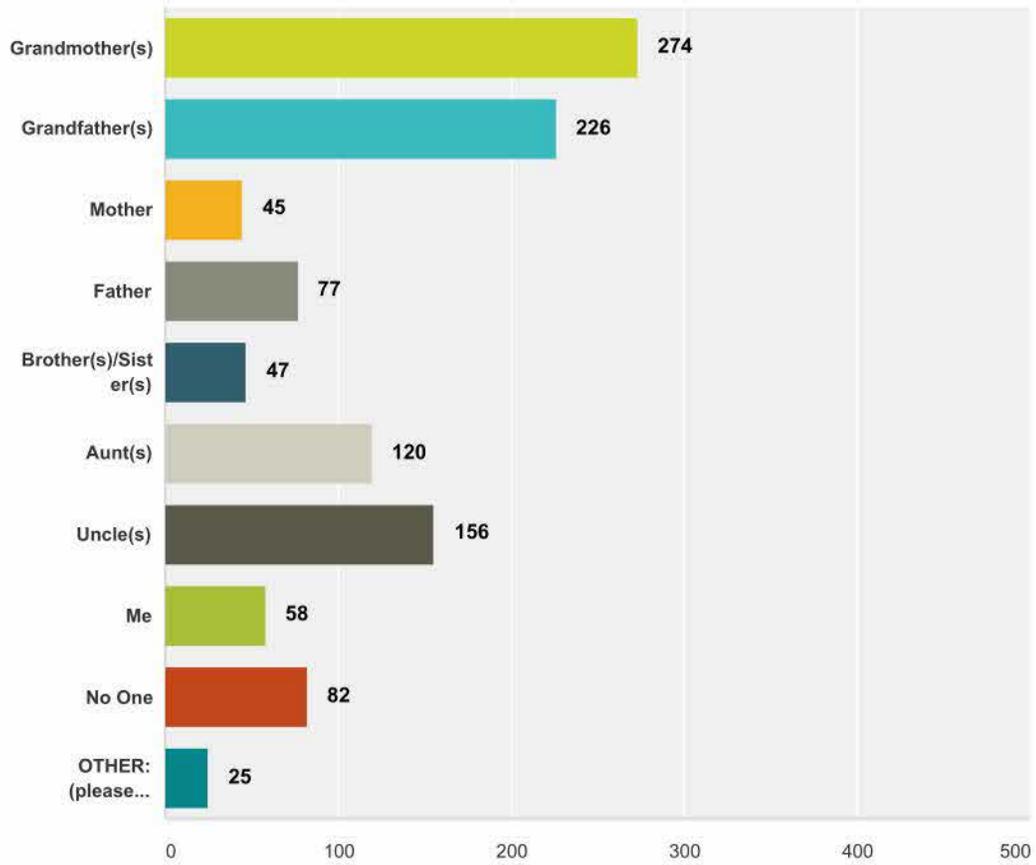
Answer Choices	Responses
Standing Rock Middle School	19.71% 94
Standing Rock High School	23.90% 114
Selfridge Public School	1.68% 8
Solen/CannonBall Public School	10.90% 52
McIntosh Public School	0.00% 0
Sitting Bull School	3.35% 16
McLaughlin Public School	27.46% 131
Rock Creek Grant School	2.31% 11
Wakpala/Smee Public School	10.69% 51
St. Bernard's Mission School	0.00% 0
<b>Total</b>	<b>477</b>

### Q5 Who currently speaks Lakota/Dakota in your family (Select all that apply)?

Answered: 477 Skipped: 0

PR/Award # S299A160025

2015 Spring School Perceptions Survey

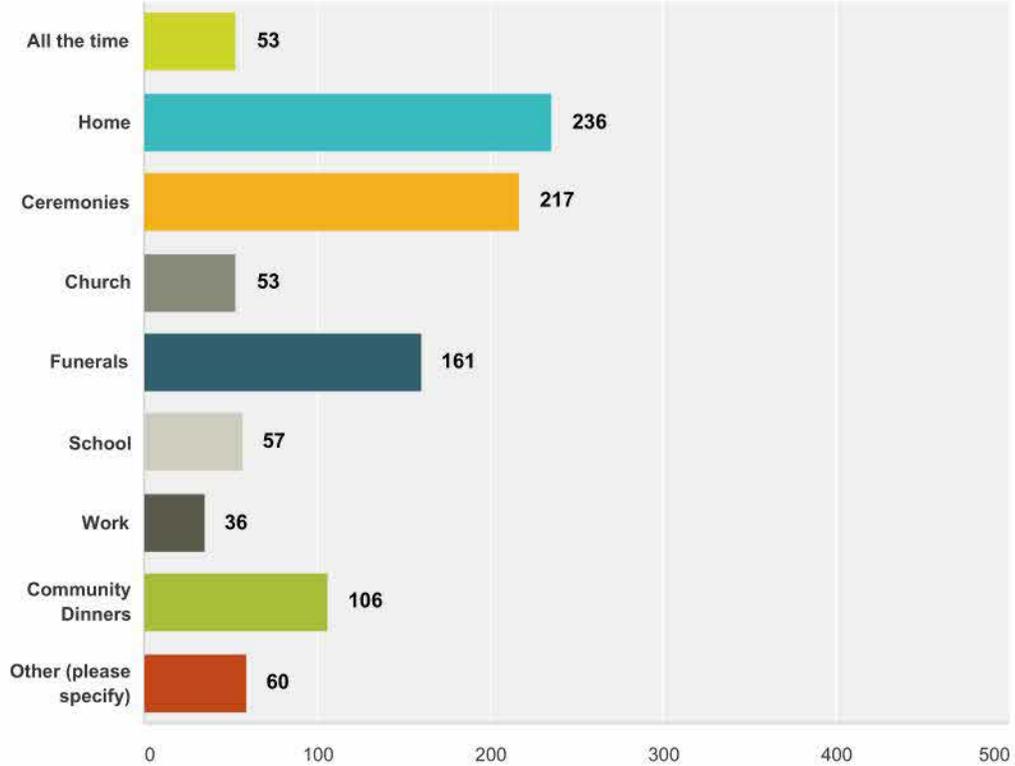


Answer Choices	Responses	Count
Grandmother(s)	57.44%	274
Grandfather(s)	47.38%	226
Mother	9.43%	45
Father	16.14%	77
Brother(s)/Sister(s)	9.85%	47
Aunt(s)	25.16%	120
Uncle(s)	32.70%	156
Me	12.16%	58
No One	17.19%	82
OTHER: (please specify)	5.24%	25
<b>Total Respondents: 477</b>		

**Q6 If someone speaks Lakota/Dakota in your family, when/where do they speak Lakota/Dakota? (select all that apply):**

Answered: 434 Skipped: 43

## 2015 Spring School Perceptions Survey

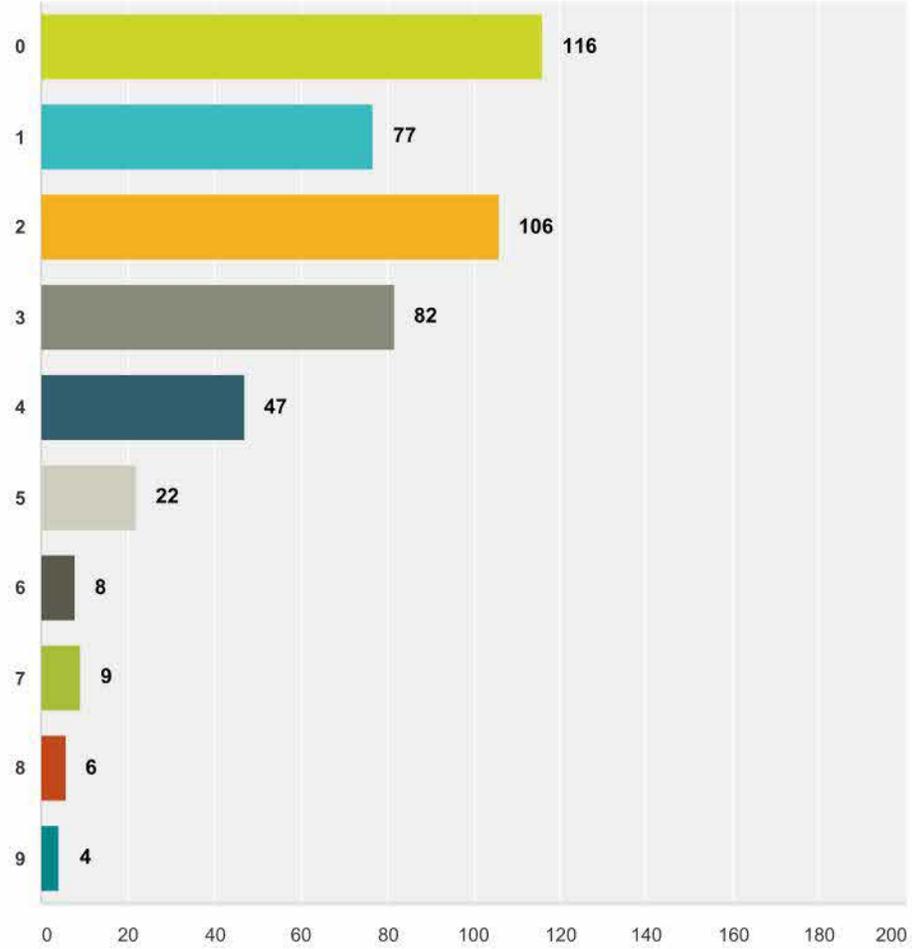


Answer Choices	Responses	Count
All the time	12.21%	53
Home	54.38%	236
Ceremonies	50.00%	217
Church	12.21%	53
Funerals	37.10%	161
School	13.13%	57
Work	8.29%	36
Community Dinners	24.42%	106
Other (please specify)	13.82%	60
<b>Total Respondents: 434</b>		

### Q7 How many extra-curricular activities are/were you involved in?

Answered: 477 Skipped: 0

## 2015 Spring School Perceptions Survey



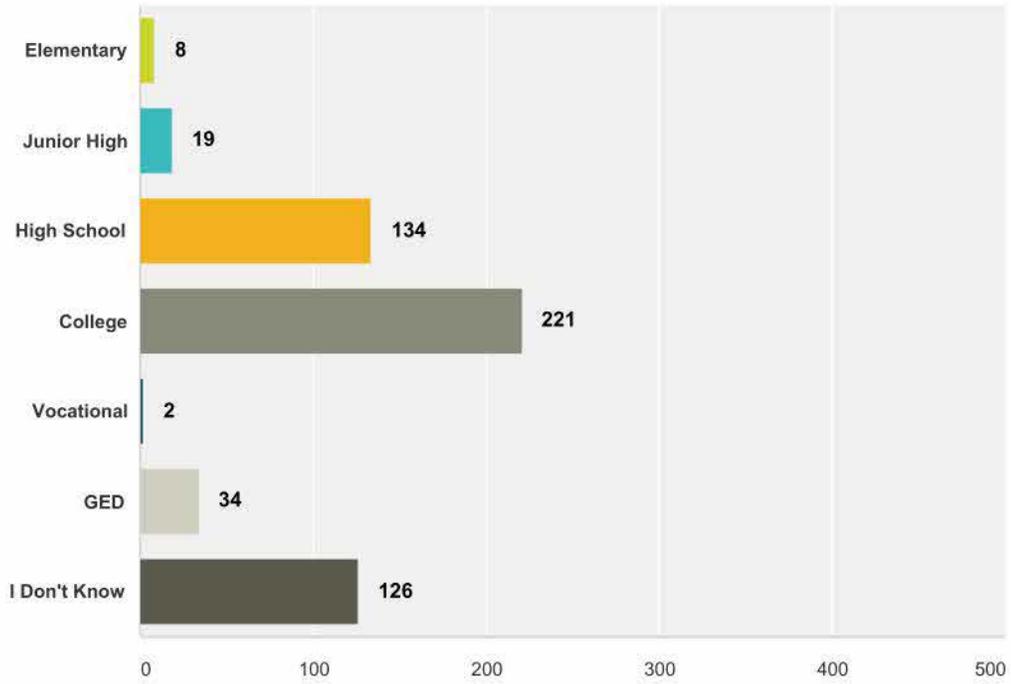
Answer Choices	Responses	Count
0	24.32%	116
1	16.14%	77
2	22.22%	106
3	17.19%	82
4	9.85%	47
5	4.61%	22
6	1.68%	8
7	1.89%	9
8	1.26%	6
9	0.84%	4
<b>Total</b>		<b>477</b>

### Q8 What is the highest education level that your parents have achieved?

Answered: 477 Skipped: 0

PR/Award # S299A160025

2015 Spring School Perceptions Survey

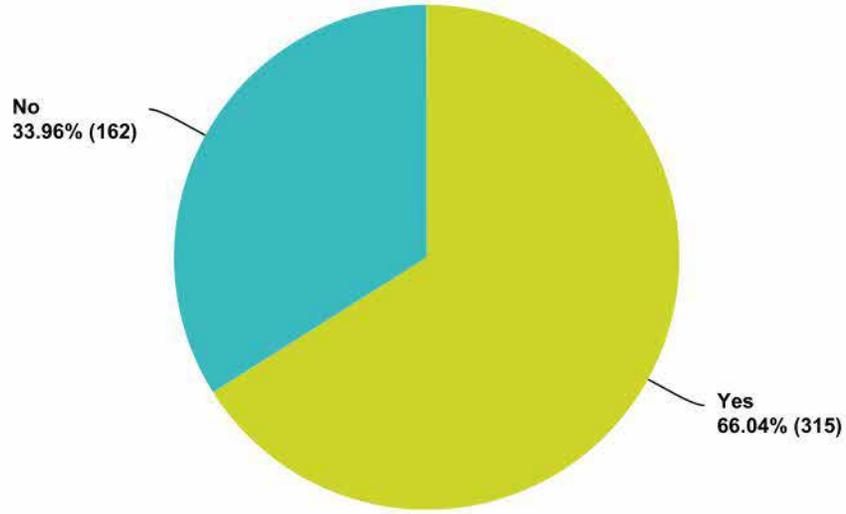


Answer Choices	Responses
Elementary	1.68% 8
Junior High	3.98% 19
High School	28.09% 134
College	46.33% 221
Vocational	0.42% 2
GED	7.13% 34
I Don't Know	26.42% 126
<b>Total Respondents: 477</b>	

**Q9 Have you ever been enrolled (attended) another school?**

Answered: 477 Skipped: 0

2015 Spring School Perceptions Survey

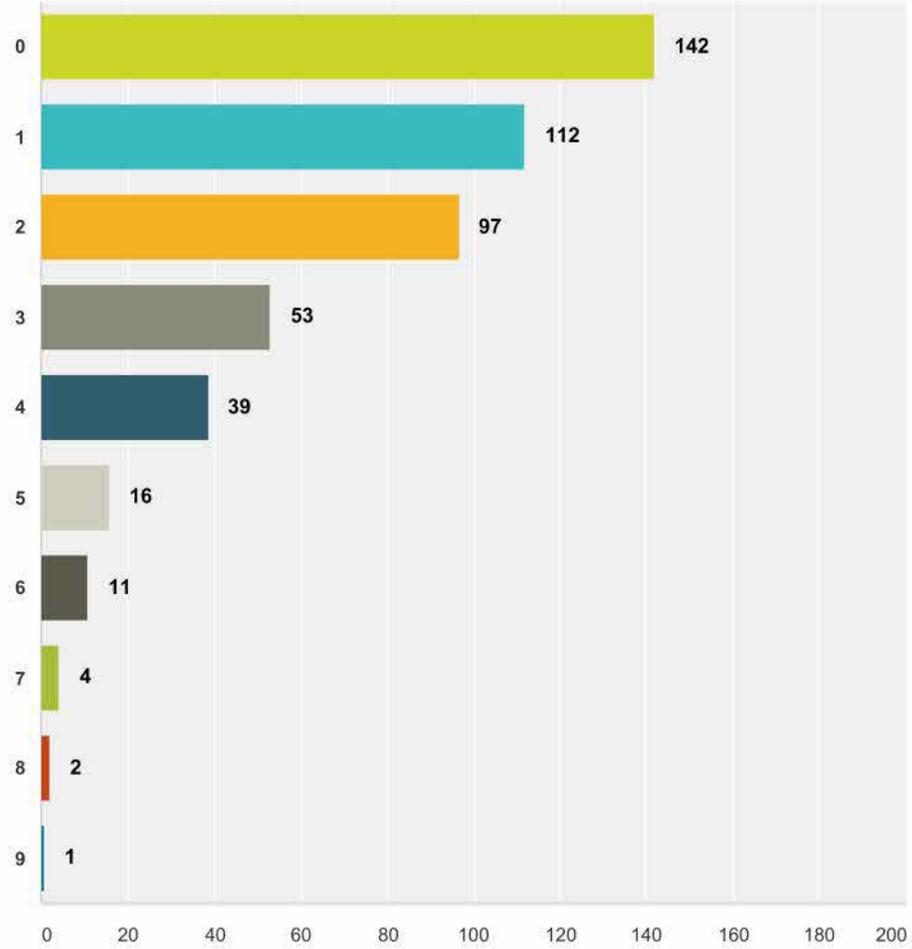


Answer Choices	Responses	
Yes	66.04%	315
No	33.96%	162
Total		477

**Q10 How many OTHER schools have you gone to (besides the one you go to now)?**

Answered: 477 Skipped: 0

## 2015 Spring School Perceptions Survey

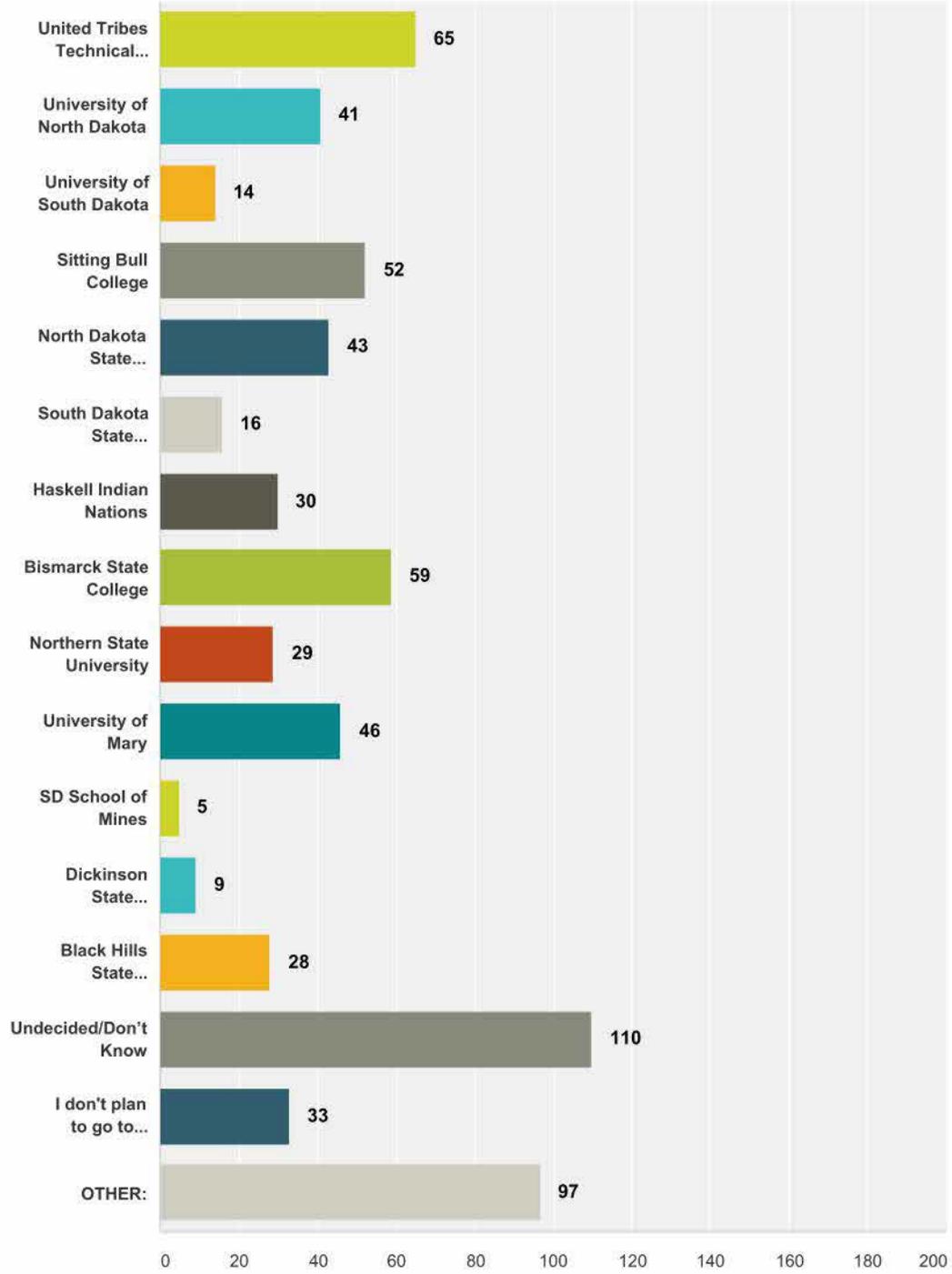


Answer Choices	Responses
0	29.77% 142
1	23.48% 112
2	20.34% 97
3	11.11% 53
4	8.18% 39
5	3.35% 16
6	2.31% 11
7	0.84% 4
8	0.42% 2
9	0.21% 1
<b>Total</b>	<b>477</b>

### Q11 I plan to go to college at:

Answered: 477 Skipped: 0

## 2015 Spring School Perceptions Survey



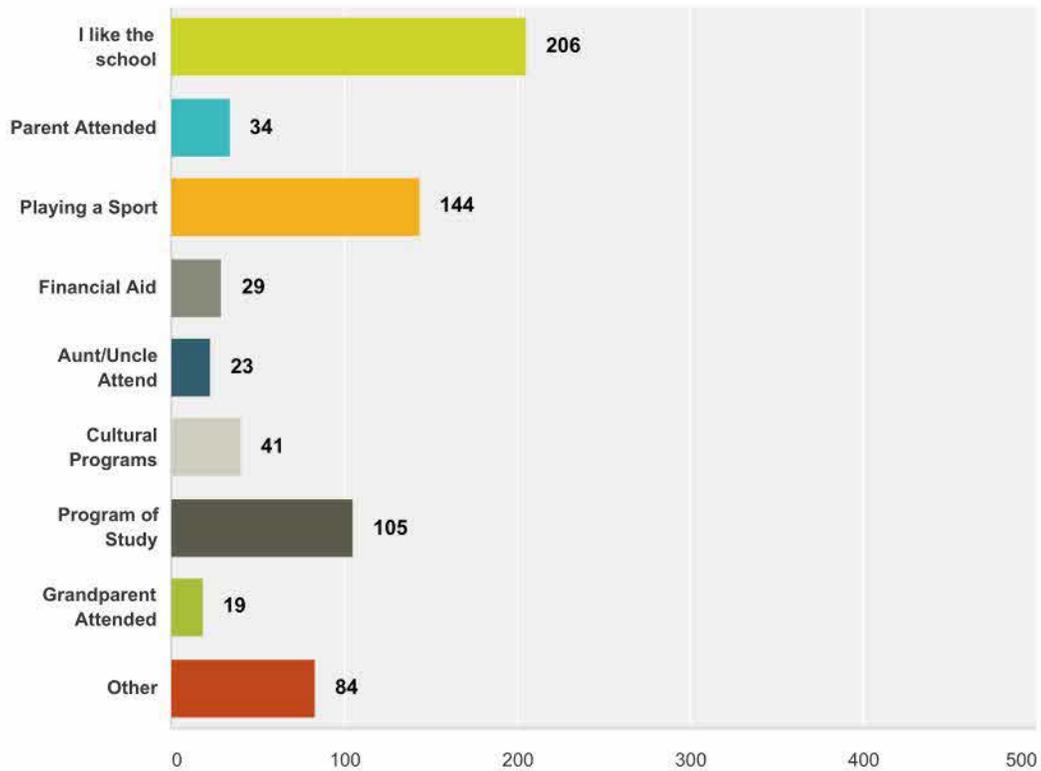
Answer Choices	Responses
United Tribes Technical College	13.63% 65
University of North Dakota	8.60% 41
University of South Dakota	2.94% 14
Sitting Bull College	10.90% 52
North Dakota State University	9.01% 43
South Dakota State University	3.35% 16

## 2015 Spring School Perceptions Survey

Haskell Indian Nations	6.29%	30
Bismarck State College	12.37%	59
Northern State University	6.08%	29
University of Mary	9.64%	46
SD School of Mines	1.05%	5
Dickinson State University	1.89%	9
Black Hills State University	5.87%	28
Undecided/Don't Know	23.06%	110
I don't plan to go to college (SKIP TO #13)	6.92%	33
OTHER:	20.34%	97
<b>Total Respondents: 477</b>		

### Q12 The reason you chose this college is: (Select all that apply)

Answered: 424 Skipped: 53



Answer Choices	Responses	Count
I like the school	48.58%	206
Parent Attended	8.02%	34
Playing a Sport	33.96%	144

## 2015 Spring School Perceptions Survey

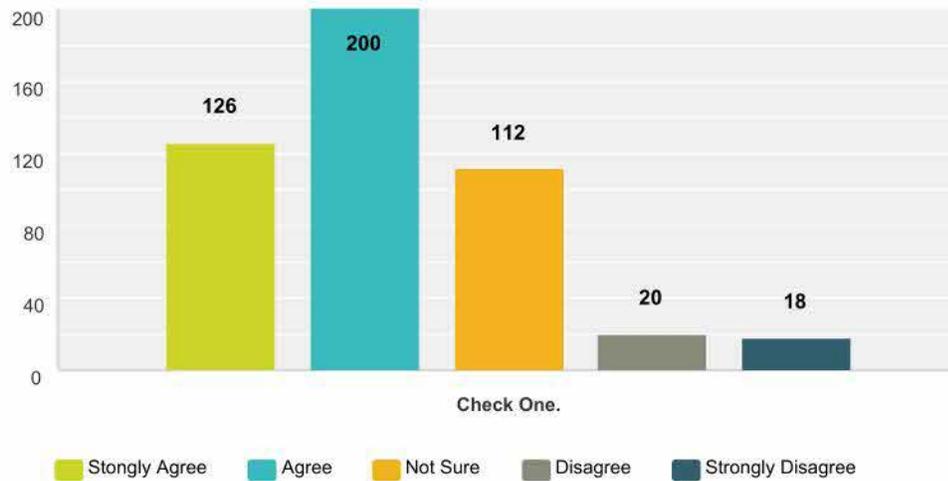
Financial Aid	6.84%	29
Aunt/Uncle Attend	5.42%	23
Cultural Programs	9.67%	41
Program of Study	24.76%	105
Grandparent Attended	4.48%	19
Other	19.81%	84
<b>Total Respondents: 424</b>		

### Q13 If I don't go to college, I plan to:

Answered: 358 Skipped: 119

### Q14 Learning to speak Lakota or Dakota is important to me.

Answered: 476 Skipped: 1

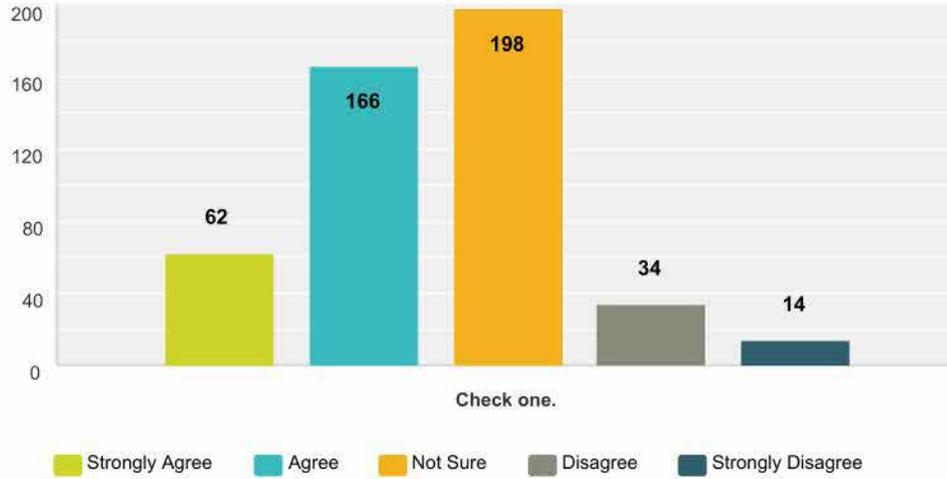


	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check One.	26.47% 126	42.02% 200	23.53% 112	4.20% 20	3.78% 18	476	2.17

### Q15 All my teachers support the Lakota/Dakota language in our school.

Answered: 474 Skipped: 3

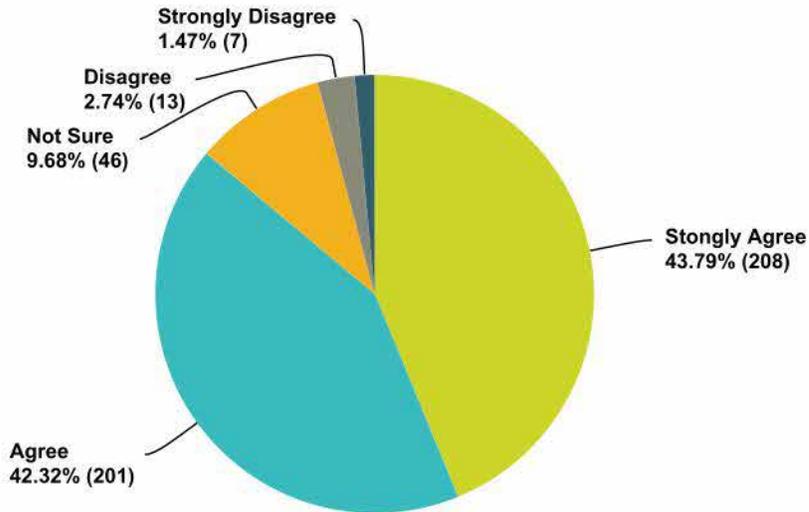
## 2015 Spring School Perceptions Survey



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	13.08% 62	35.02% 166	41.77% 198	7.17% 34	2.95% 14	474	2.52

### Q16 Going to school every day is important to me.

Answered: 475 Skipped: 2

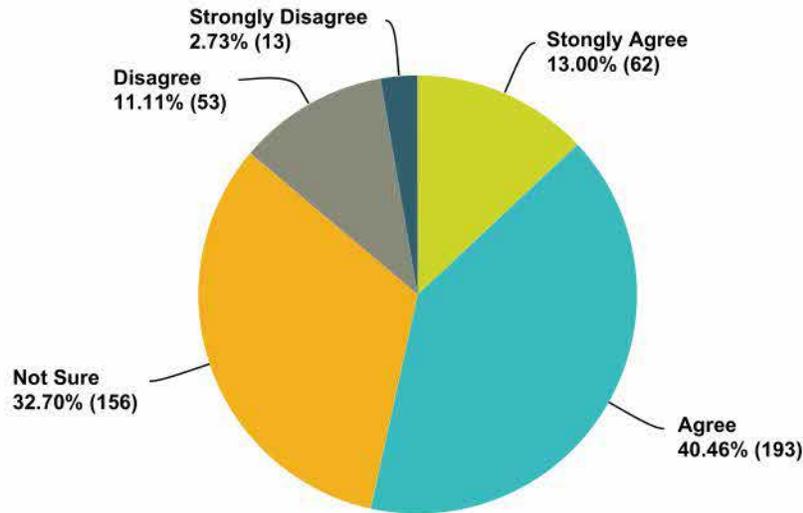


	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check One.	43.79% 208	42.32% 201	9.68% 46	2.74% 13	1.47% 7	475	1.76

### Q17 My Lakota/Dakota Language classes are/were challenging.

Answered: 477 Skipped: 0

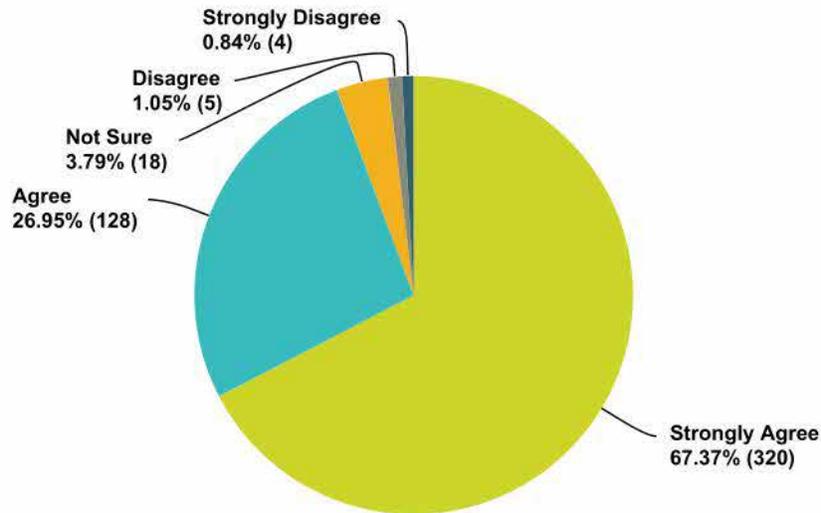
## 2015 Spring School Perceptions Survey



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check One.	13.00% 62	40.46% 193	32.70% 156	11.11% 53	2.73% 13	477	2.50

### Q18 My family encourages me to go to school.

Answered: 475 Skipped: 2

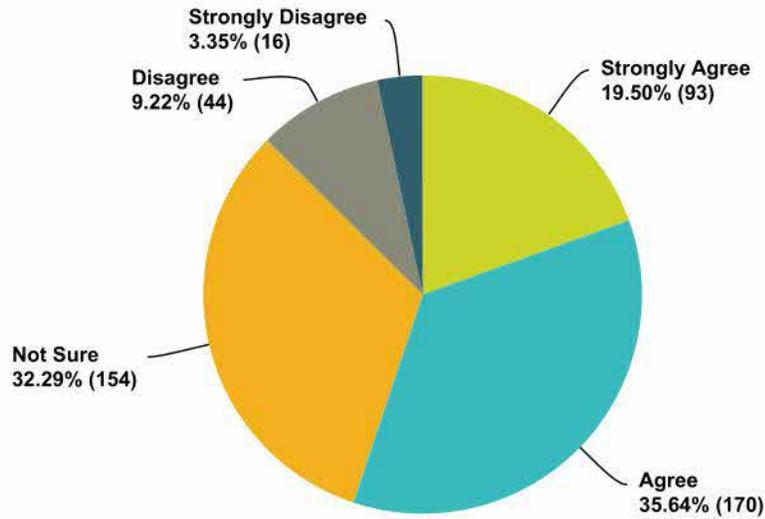


	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check One.	67.37% 320	26.95% 128	3.79% 18	1.05% 5	0.84% 4	475	1.41

### Q19 I like to participate in cultural activities.

Answered: 477 Skipped: 0

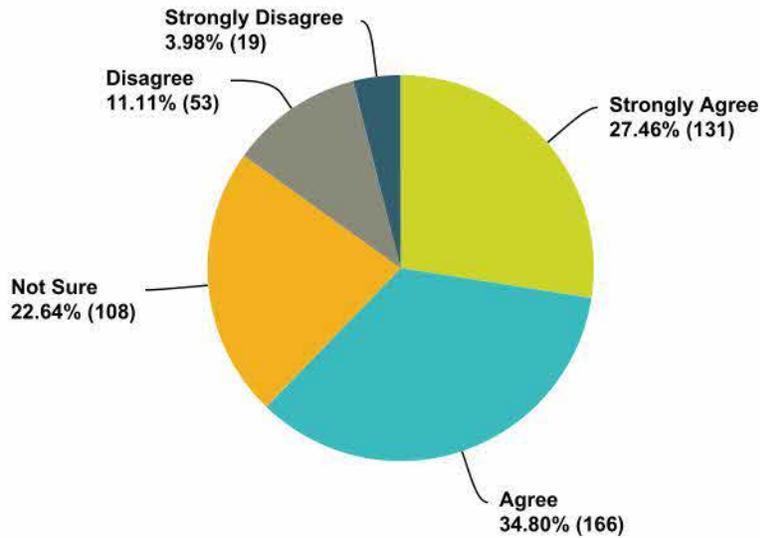
2015 Spring School Perceptions Survey



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	19.50% 93	35.64% 170	32.29% 154	9.22% 44	3.35% 16	477	2.41

**Q20 I like to participate in after school activities.**

Answered: 477 Skipped: 0



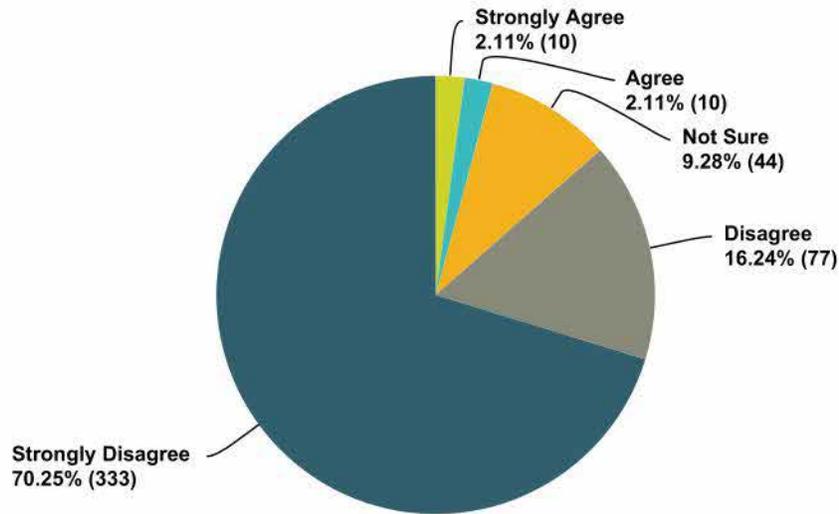
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	27.46% 131	34.80% 166	22.64% 108	11.11% 53	3.98% 19	477	2.29

**Q21 If my friends drop out of school, I will too.**

Answered: 474 Skipped: 3

PR/Award # S299A160025

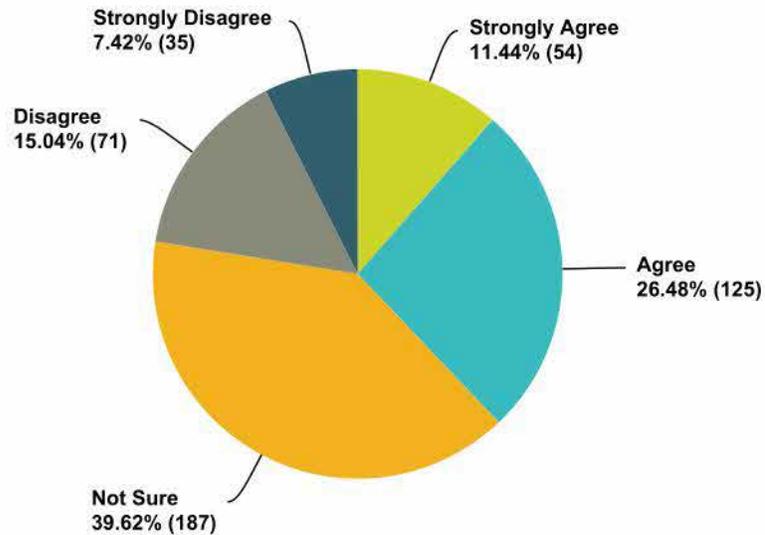
2015 Spring School Perceptions Survey



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	2.11% 10	2.11% 10	9.28% 44	16.24% 77	70.25% 333	474	4.50

**Q22 I wish my classes were more challenging.**

Answered: 472 Skipped: 5



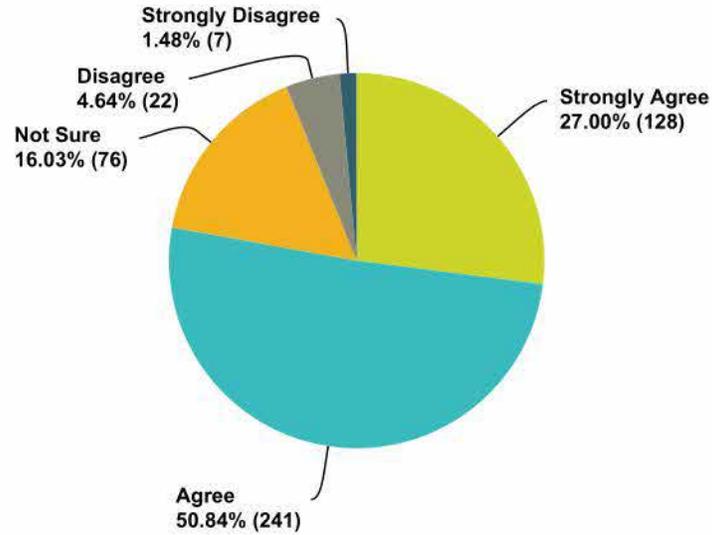
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	11.44% 54	26.48% 125	39.62% 187	15.04% 71	7.42% 35	472	2.81

**Q23 I know where to get help if I am struggling with an assignment.**

PR/Award # S299A160025

## 2015 Spring School Perceptions Survey

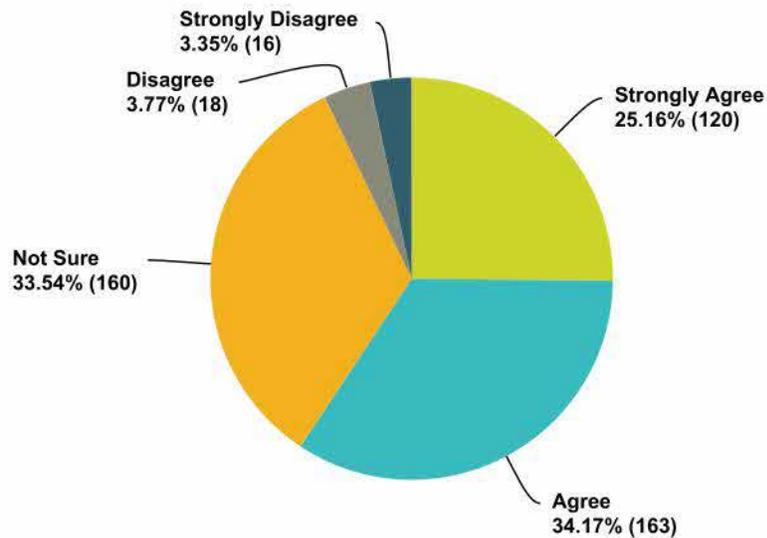
Answered: 474 Skipped: 3



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	27.00% 128	50.84% 241	16.03% 76	4.64% 22	1.48% 7	474	2.03

### Q24 One or more adults in the school care about me.

Answered: 477 Skipped: 0



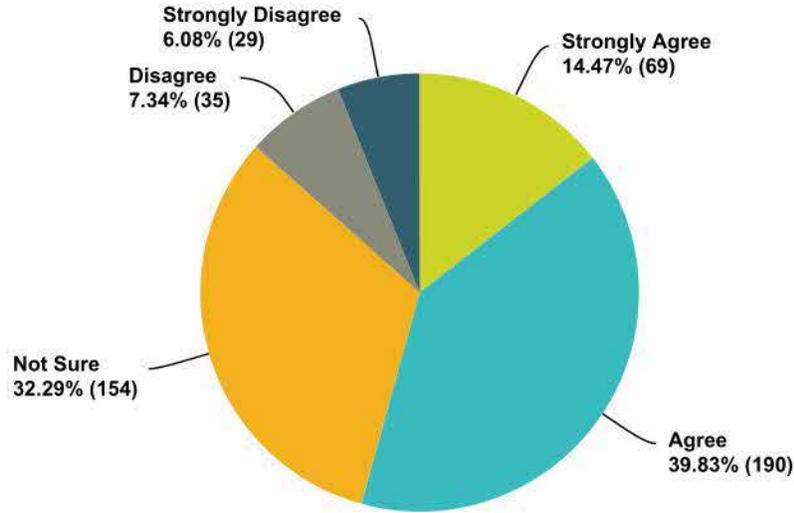
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	25.16% 120	34.17% 163	33.54% 160	3.77% 18	3.35% 16	477	2.26

### Q25 My school has a safe and caring environment.

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## 2015 Spring School Perceptions Survey

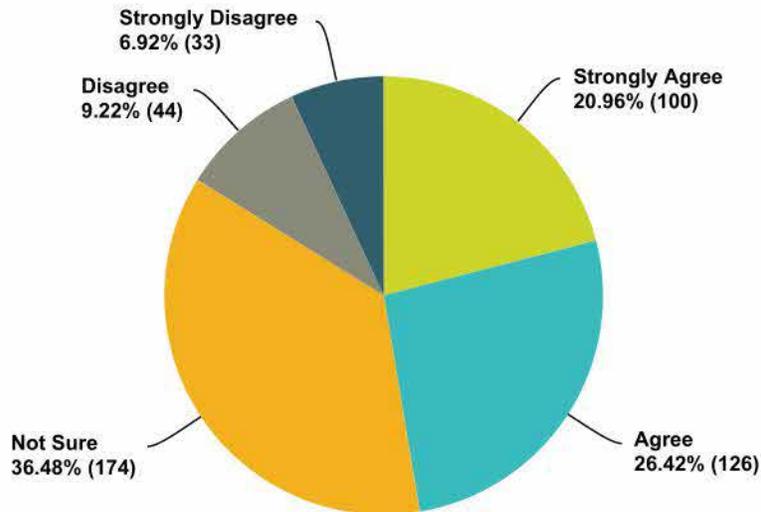
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	14.47% 69	39.83% 190	32.29% 154	7.34% 35	6.08% 29	477	2.51

### Q26 Bullying is a problem at my school.

Answered: 477 Skipped: 0



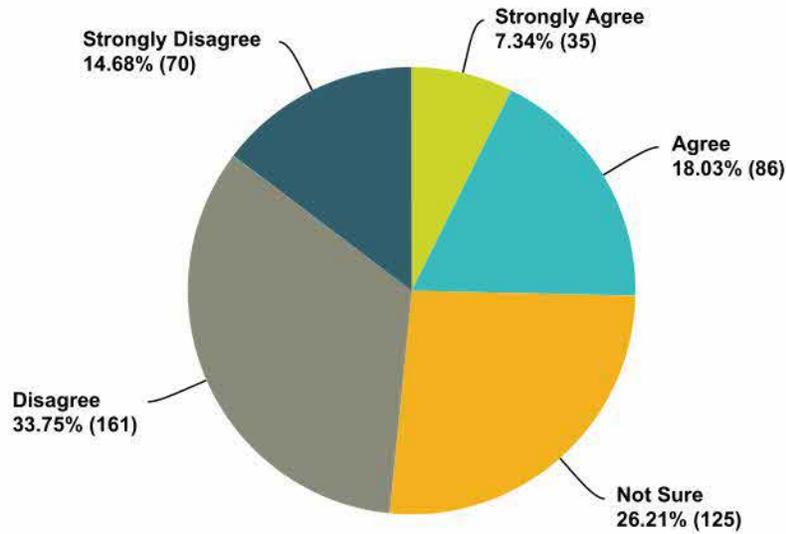
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	20.96% 100	26.42% 126	36.48% 174	9.22% 44	6.92% 33	477	2.55

### Q27 I go to school just to hang out with my friends.

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# 2015 Spring School Perceptions Survey

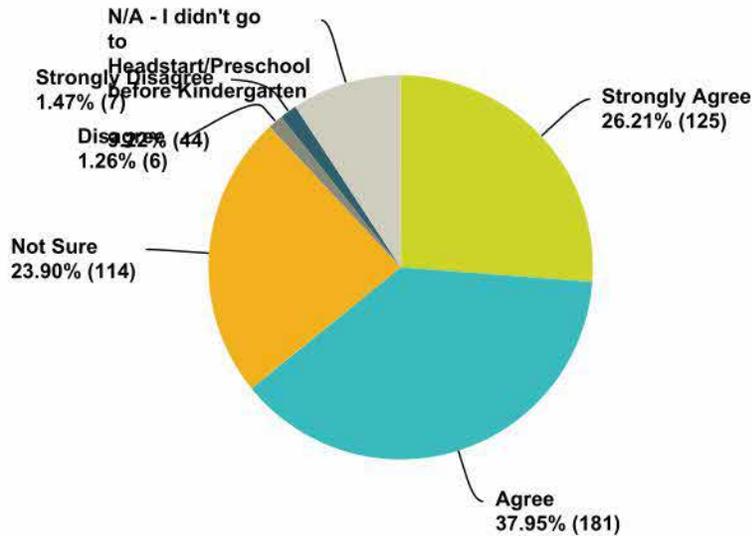
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	7.34% 35	18.03% 86	26.21% 125	33.75% 161	14.68% 70	477	3.30

## Q28 My experience moving from Headstart/Preschool to Kindergarten was good.

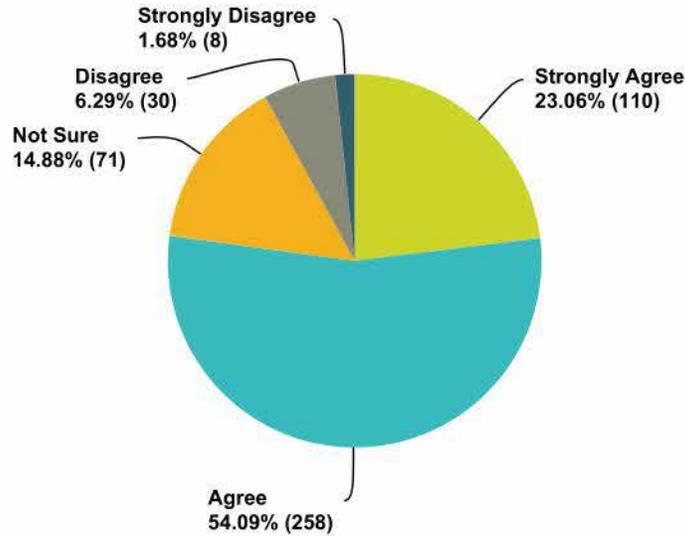
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A - I didn't go to Headstart/Preschool before Kindergarten	Total	Weighted Average
Check one.	26.21% 125	37.95% 181	23.90% 114	1.26% 6	1.47% 7	9.22% 44	477	2.05

**Q29 My experience moving from Elementary School to Middle School/Junior High was good.**

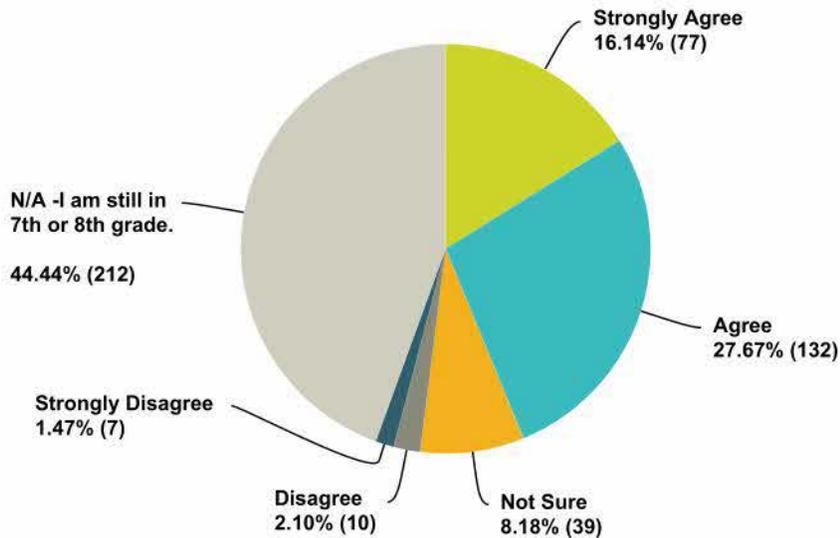
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	23.06% 110	54.09% 258	14.88% 71	6.29% 30	1.68% 8	477	2.09

**Q30 My experience moving from Middle School/Junior High to High School was good.**

Answered: 477 Skipped: 0

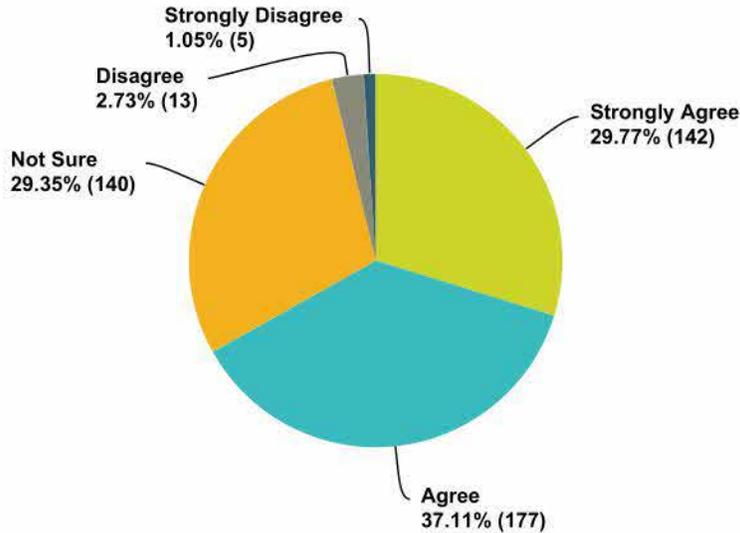


2015 Spring School Perceptions Survey

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	N/A - I am still in 7th or 8th grade.	Total	Weighted Average
Check one.	16.14% 77	27.67% 132	8.18% 39	2.10% 10	1.47% 7	44.44% 212	477	2.01

**Q31 I want help preparing for the ACT exam (college entrance exam).**

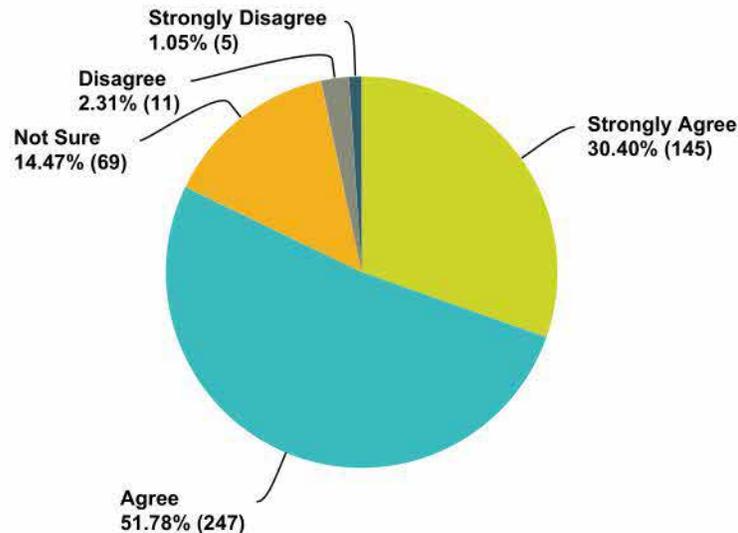
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	29.77% 142	37.11% 177	29.35% 140	2.73% 13	1.05% 5	477	2.08

**Q32 I am able to read the textbooks and materials for the classes I am taking.**

Answered: 477 Skipped: 0

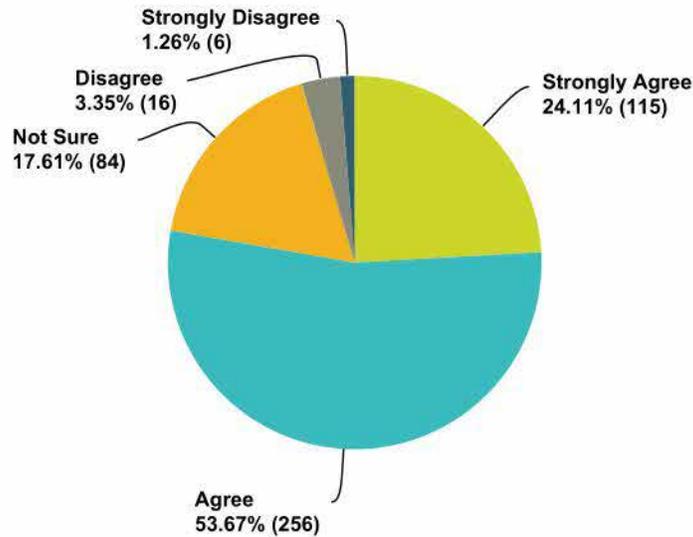


2015 Spring School Perceptions Survey

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	30.40% 145	51.78% 247	14.47% 69	2.31% 11	1.05% 5	477	1.92

**Q33 I am able to understand the textbooks and materials I am reading for the classes I am taking.**

Answered: 477 Skipped: 0

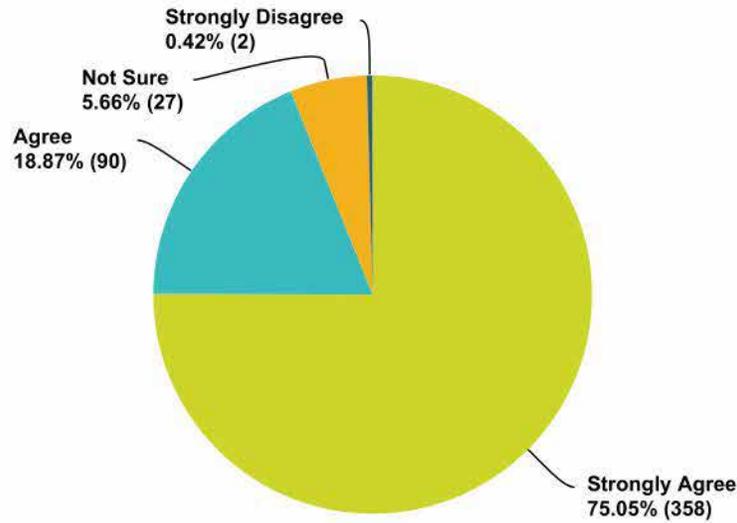


	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	24.11% 115	53.67% 256	17.61% 84	3.35% 16	1.26% 6	477	2.04

**Q34 Graduating from High School is important to me.**

Answered: 477 Skipped: 0

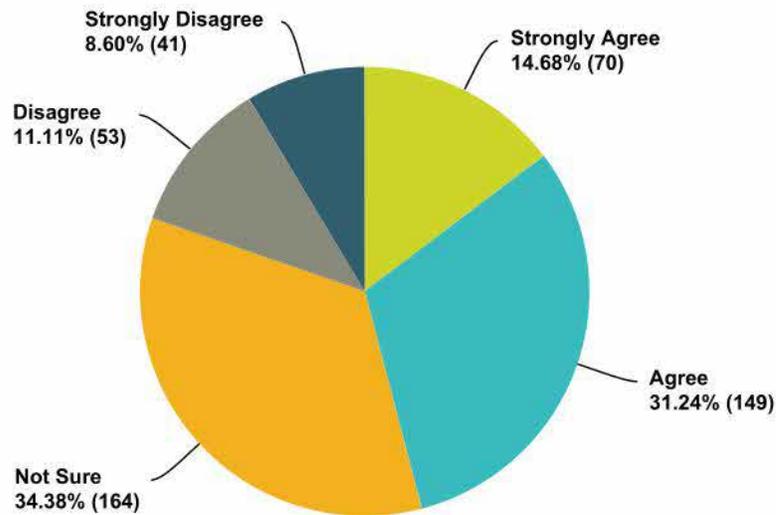
2015 Spring School Perceptions Survey



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	75.05% 358	18.87% 90	5.66% 27	0.00% 0	0.42% 2	477	1.32

**Q35 Enough class time is/was given to the Lakota/Dakota language for me to learn to speak Lakota/Dakota.**

Answered: 477 Skipped: 0

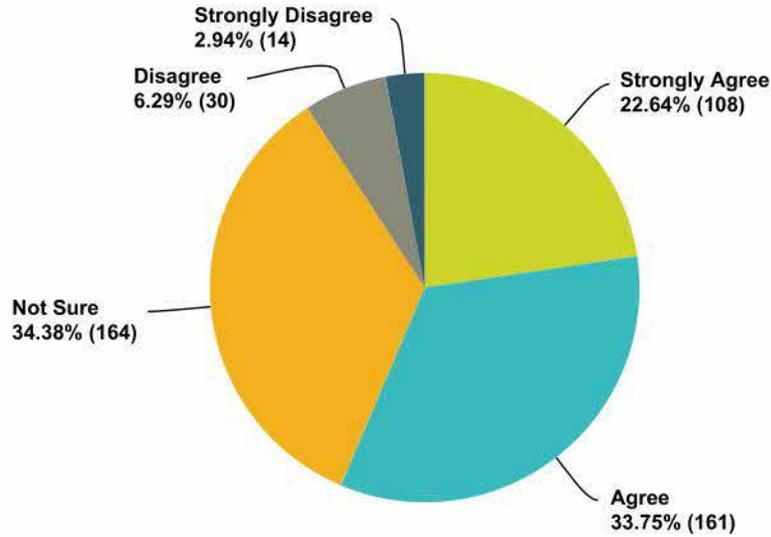


	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	14.68% 70	31.24% 149	34.38% 164	11.11% 53	8.60% 41	477	2.68

**Q36 The classes that I am taking at school are preparing me for college.**

## 2015 Spring School Perceptions Survey

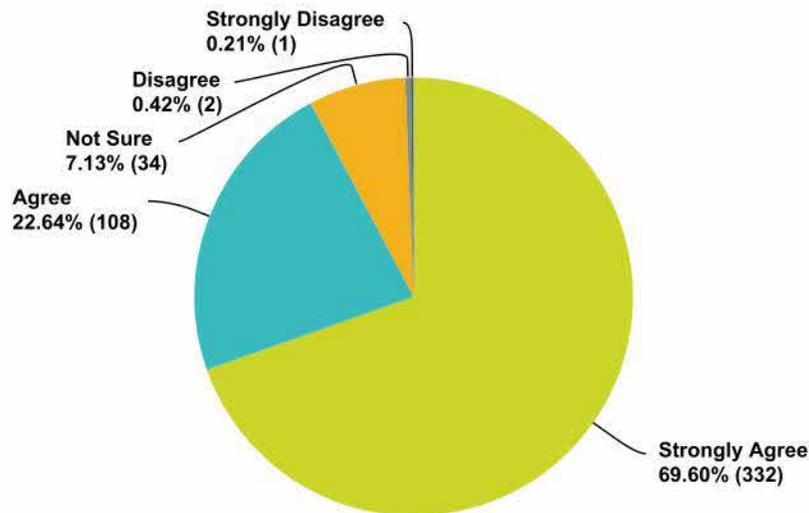
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	22.64% 108	33.75% 161	34.38% 164	6.29% 30	2.94% 14	477	2.33

### Q37 My graduation from High School is important to my family.

Answered: 477 Skipped: 0



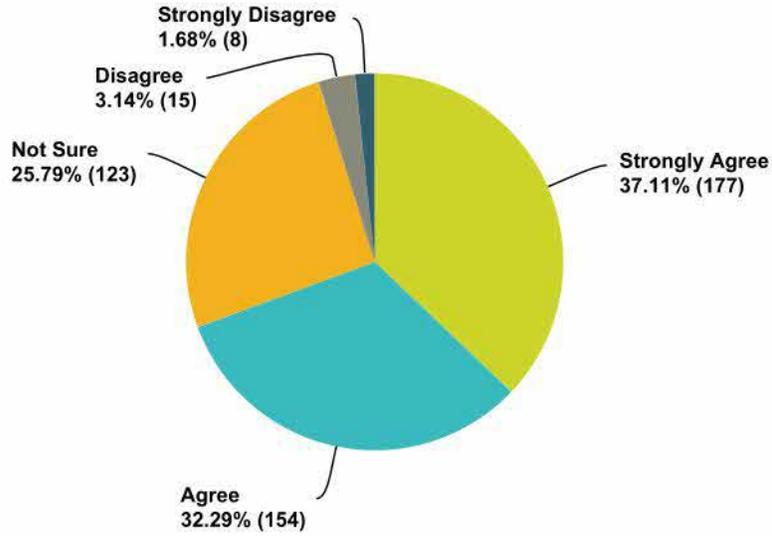
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	69.60% 332	22.64% 108	7.13% 34	0.42% 2	0.21% 1	477	1.39

### Q38 When I finish High School I will be prepared for college.

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## 2015 Spring School Perceptions Survey

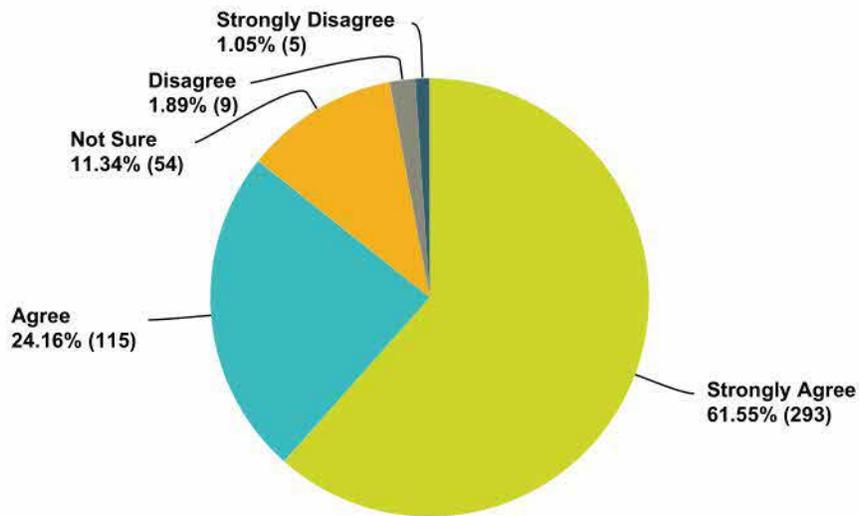
Answered: 477 Skipped: 0



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	37.11% 177	32.29% 154	25.79% 123	3.14% 15	1.68% 8	477	2.00

### Q39 Going to college is important to me.

Answered: 476 Skipped: 1



	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Total	Weighted Average
Check one.	61.55% 293	24.16% 115	11.34% 54	1.89% 9	1.05% 5	476	1.57

### Q40 The most important person or thing that has helped me in school is:

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# 2015 Spring School Perceptions Survey

Answered: 434 Skipped: 43

## Other Attachment File(s)

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## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

### ***Defined Geographic Area***

The Lakota/Dakota/Nakota nations once referred to their home as The Great Sioux Nation, which stretched from Montana to North Dakota, and down to Nebraska and Wyoming. The reservation land ownership was reduced by Federal legislation – the Dawes Act and the Homestead Act – which resulted in several different reservations. Today the Hunkapapa, Blackfeet, and Yanktonai bands of the Lakota/Dakota are living on the Standing Rock Sioux Indian Reservation.

The Standing Rock Sioux Reservation encompasses a vast land base of 2.4 million acres and straddles the States of North and South Dakota, with a population of 8,508 in 2002, of whom approximately 73% were American Indian. Its original exterior boundary, established by the Fort Laramie Treaty of 1868, allocated 4176 square miles to the Lakota and Dakota people. If the Standing Rock Sioux Reservation were to be made a State today, it would be larger than the States of Rhode Island and Delaware and nearly the size of Connecticut, but with fewer than 4 persons per square mile, as compared to 4,845 persons per square mile in Connecticut. Spreading out over the high plains of North and South Dakota, the Standing Rock Sioux Reservation encompasses a large land base with an exceptionally rural, sparse population in comparison to many other areas of the country.

The Standing Rock Indian Reservation is divided into eight population centers: Kenel (pop.274); Wakpala (pop. 546); Running Antelope (pop. 617); Rock Creek (pop. 1334); and Bear Soldier (pop. 1350) on the South Dakota side of the reservation, and Porcupine (pop. 648); Cannonball (pop. 971); and Fort Yates (pop. 1350) on the North Dakota side of the reservation. There is considerable distance between these community centers. Fort Yates serves as the primary service center for the tribal government as well as the Bureau of Indian Affairs, Indian Health Service, Sitting Bull College (main campus), and a number of small businesses. These are the



**“Standing Rock Oyate Culture Peer Mentoring” Project**

**Needs Assessment or Other Data Analysis**

**(1) Greatest barriers in and out of school to readiness of local Indian students for college and careers:** The people of the Standing Rock Indian Reservation are faced with exceptionally high poverty. According to the 2000 U. S. Census, the per capita income in Sioux County, ND, was \$7,731, and \$8,615 in Corson county, SD, as compared to \$17,769 for North Dakota and \$17,562 for South Dakota. An average of 40% of individuals in these two counties were living below poverty level. Even more disturbing are figures published in the *2003 Labor Force Report* by the Bureau of Indian Affairs for the Standing Rock Sioux Reservation. This document reports a total of 7,364 people available for work, of whom only 28% were employed - leaving 72% unemployed. Even for those employed, 64% fell below the poverty guidelines.

For students on the Standing Rock Reservation, one of the greatest barriers to post-secondary college and career readiness is the school environment, as demonstrated from the 2015 Spring School Perceptions Survey (Appendix A). The survey collected 477 responses on 40 questions from 8 schools found on or near the Standing Rock Reservation. Of those 477 responses, 473 responses were from 7<sup>th</sup> to 12<sup>th</sup> grade students. Below, Table 1 (Appendix B) reflects the students’ perception towards bullying, school climate, extracurricular activities, and number of adults at school that care about them.

<b>Table 1 Selected Perception Survey Responses, for All Schools</b>						
<b>Select Survey Questions and No.</b>		<b>Strongly Disagree (%)</b>	<b>Disagree (%)</b>	<b>Not Sure (%)</b>	<b>Agree (%)</b>	<b>Strongly Agree (%)</b>
No. 20	I like to participate in after school activities.	3.98	11.11	22.64	34.8	27.46

***“Standing Rock Oyate Culture Peer Mentoring” Project***

No. 23	I know where to get help if I am struggling with an assignment.	1.48	4.64	16.03	50.84	27
No. 24	One or more adults in the school care about me.	3.35	3.77	33.54	34.17	25.16
No. 25	My school has a safe and caring environment.	6.08	7.34	32.29	39.83	14.47
No. 26	Bullying is a problem at my school.	6.92	9.22	36.48	26.42	20.96
	<b>Average of Responses</b>	<b>4.36</b>	<b>7.22</b>	<b>28.20</b>	<b>37.21</b>	<b>23.01</b>

***(2) Opportunities in the local community to support Indian students:*** The information that is presented from Table 1 reinforces Tribal Council Resolution 355-93 (Appendix B), “Whereas, the present system, based on local school data and information, is not meeting the challenges of successfully addressing the social, emotional, cultural, physical, and academic needs of our students.” Resolution 355-93 includes Public Law 100-297 as stating, “...tribes and local communities to effect the quantity and quality of educational services and opportunities which will permit children to compete and excel in the life areas of their choice, and to achieve a measure of self-determination essential to their social and economic well-being.” The project will provide a cohesive solution to the policies as expressed by the Tribal Council Resolution 355-93 and Public Law 100-297 and the students’ perspective surveys. Also, it should be noted that the “93” in Tribal Council Resolution 355-93 designates the year of when the resolution was created, 1993. The Standing Rock Sioux Tribe has been actively addressing the social, emotional, cultural, physical,

### ***“Standing Rock Oyate Culture Peer Mentoring” Project***

and academic needs of the students for nearly a quarter of a century. The proposed project will address all of Resolution 355-93 needs and create a positive learning environment.

The purpose of the grant for Standing Rock Sioux Tribe (SRST) is to provide more resources to the K-12 system, which receives additional ongoing support from our project partner, the Missouri River Educational Cooperative (MREC). This project will enhance their collaborative efforts to effectively adapt the educational environment to the Lakota/Dakota culture and language for all SRST reservation schools by implementing a pilot peer-to-peer mentoring program in two schools – McLaughlin Middle & High School and Standing Rock Community School. The pilot peer-to-peer mentoring program in the two schools will be implemented for grades 6 through 12. The two programs together will create a greater sense of continuity and "connectedness" for students to the school, community, and Lakota/Dakota culture and language. The ability of students to connect to these entities is important to help interrupt the ongoing cycle of poverty, low achievement, drop-out, and suicide. The need for the project is portrayed and aligned from multiple invested entities and stakeholders, ranging from the governing body of the Standing Rock Sioux Tribe – the Tribal Council – to the students (as evidenced by student surveys), making the need both policy- and data-driven.

The schools struggle to connect with students of low socio-economic status. The Standing Rock Reservation schools are qualified as “High-poverty Schools” by the Richard B. Russell National School Lunch Act because the schools provide nearly 100% free and reduced-cost student meals. Three schools have met Adequate Yearly Progress (AYP) in select grades in 2014-2015: Standing Rock Community School K-8, Selfridge K-12, and Solen K-6. The three schools all have culture and language programming K-5 and demonstrate a positive effect in academic success by meeting AYP. The need to extend and implement culture and language programming in the rest

### ***“Standing Rock Oyate Culture Peer Mentoring” Project***

of grades 6-12, and throughout all Standing Rock Sioux Tribe schools, is evident. The Lakota/Dakota language & culture is used as a medium of connectedness for both students and staff in order to create a positive school environment for everyone involved. The demonstrated success of cultural and language programming at the K-5 level in these schools constitutes an opportunity in the local community to better support Indian students.

#### ***(3)Existing local policies, programs, practices, service providers, and funding sources:***

The Native American students on the Standing Rock Reservation are of Lakota and/or Dakota descent. Another reason Native American students feel disconnected from school is the current teaching method. Whereas traditional Native American teaching methods are more child-centered, existing teaching methods are adult-centered. So, for Native American children, the school environment is often uncomfortable and creates a distraction from, if not an impediment to, learning. When communication does take place between teacher and student, it is full of non-standard forms of English and discourse patterns foreign to Lakota and Dakota culture. Through no fault of the students, the cumulative sense of disconnectedness on the part of Lakota and Dakota students has been created by differences between English and Native languages and cultures, the isolation of reservation communities, historical trauma, and inappropriate teaching methods. The proposed “Standing Rock Oyate Culture Peer Mentoring” project will align existing local policies, programs, practices, service providers, and funding sources with culturally sensitive and appropriate strategies that foster a stronger sense of identity and connection on the part of Native American students with K-12 schooling and post-secondary educational and career pursuits.

This project will leverage and build upon two existing programs currently being implemented by our project partner, the Missouri River Educational Cooperative (MREC). The MREC received two grants (Primary CIRCLE and Project CIRCLE) that are focused on improving

***“Standing Rock Oyate Culture Peer Mentoring” Project***

academic achievement for Native American (NA) ELLs. One of the primary elements of the CIRCLE projects is “parent and community focus, which includes collaboration with parent advisory groups, and cultural activities to develop a stronger connection between the schools and community. In addition, professional development activities specifically address “instructional strategies that are culturally relevant, meaningful, and appropriate for Native American ELLs” and “native language and culture (integration of the languages and cultures of the students enrolled in the target schools).”

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

***Applicant/Partner capacity to improve relevant outcomes:*** As mentioned previously, the Standing Rock Sioux Tribe recently received a grant award through the U.S. Interior Department intended to strengthen the tribe’s education systems. The award will help the Tribal Education Department to carry out all parts of the tribe’s Education Code, adopted in 2012, which was intended to set consistent policies at all reservation schools. However, the department has not had the resources to carry out all parts of the code, but, with this grant money, the department aims to create standards for the Dakota and Lakota languages and culture. The grant will also support the Native American Student Information System, allowing the tribe to collect student data on enrollment and attendance, as well as academic achievement down the road. This means that data from all schools will be stored in one place under the new system, as opposed to separate, unconnected databases for the reservations’ five public schools (collected by the North Dakota Dept. of Public Instruction), the three BIE schools (collected by the federal agency), and the two private schools on the reservation (collected by the individual schools). This grant represents an opportunity for the tribe to assume sovereignty over, and ready access to, student data and do analysis on that data.

The Missouri River Educational Cooperative (MREC), as partner for this project, is also well qualified to assist in the project activities. MREC has in the past received two grants that are focused on improving academic achievement for Native American students – Primary CIRCLE and Project CIRCLE. The primary goal of the CIRCLE Project as implemented by the MREC is to increase post-secondary academic success of Native American students in Grades K-12. MREC’s experience and expertise derived from these grants dovetail with the aims and strategies of the proposed Oyate Culture Peer Mentoring Grant. There is a similar multi-level focus on students, teachers, parents and community, and the system in which they operate. The overall

***“Standing Rock Oyate Culture Peer Mentoring” Project***

mission and vision of the CIRCLE initiatives declares, in part, the intent to “collaborate with tribal communities and Native educators to build partnerships rooted in trust that honor historical and cultural values in the pursuit of equitable opportunities for all.”

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

***Involvement of Indian tribes and parents of Indian children:*** As the applicant and lead agency for this project, the Standing Rock Sioux Tribe has been the primary developing entity of the overall concept and programming proposed for the project. The Tribe assumes full responsibility for the implementation, expansion, replication, and sustainability of this project. We have devoted the following resources and time to developing this proposal, and have involved parents of Indian children in the following ways: Parent Advisory Committee, Cultural/Community Liaison, chaperones for afterschool activities, and guest participates/speakers in peer mentoring training. The parents, or other community adults, main function will be teaching cultural activities to the peer mentors who will then share with the peer mentees. The idea is to initiate a process of where the adults feel comfortable instructing children through cultural activities to help remove the adults’ barriers to helping their children in the community. In the 2015 Exploring Sovereignty In Tribal Education Community Survey, over 50% (57.09%) individuals 18 years of age and older would like to be involved with the school(s) in their community. The survey had 275 responses with 157 willing to help schools. The peer-to-peer mentoring program will act as the catalyst of adults participating in their children’s education by either in-class or after-school activities – as both are available. The flexibility in availability helps coincide with any parents’ work schedules in the surrounding areas. The Parent Advisory Committees and peer mentors will be the driving force of the planning process along with the associated peer mentor trainers. The Parent Advisory Committees will meet on a monthly basis. The in-class participation from adults through cultural activities or guest speaking will be on Fridays when the peer-to-peer mentor consultant is not present. Every other Friday will be either the consultant or a trusted adult from the community.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

***Based on scientific research or an existing program culturally modified to be appropriate for Indian students:*** The cultural and language component of the project uses research from the areas of Native American, standards-based, and EL education. The needs and feedback of students are important when approaching education from this perspective. Bergstrom, Cleary and Peacock research shows that Native American students have pride in being indigenous and voice the need for connectedness to community and family support, culturally embedded instructional methods, and teachers who know cultural morals, etiquette, and standards (2003, pg. 45).

According to 2011 research findings of the National Clearinghouse for English Language Acquisition, the factors that produce successful Native American students in secondary and post-secondary settings are: a positive, culturally responsive school environment; expectations for success; connectedness with and among family, community, and school; and, involved and supportive staff. Culture & language programming incorporates successful techniques for academic learners that include: student engagement with rigorous themed curricula to develop academic ideas; applying students’ experiences, cultures, and languages; collaborative activities; and scaffolded instruction to create confident students who appreciate school and themselves as learners (Freeman & Freeman, 2003). For this project, designated cultural coordinators will help teachers with cultural and language integration in the classroom and curriculum.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

***Description of Continuing Activities:*** The Oyate Culture Peer Mentoring Project has purposely been designed as a pilot project in order to develop capacity to expand to other schools. Peer mentor trainers, enlisted from among school teachers or counselors, will be trained by a peer-to-peer expert. Through this “train the trainer” strategy, we will have ongoing, in-house resources to train peer-to-peer mentors as needed in the pilot sites and expansion sites later on.

The peer-to-peer mentors will expand our capacity to help develop the needed sense of “connectedness” in students. Their efforts as mentors will be informed by the experience and guidance of the cultural/language coordinators, who will identify the areas needing coordination in order to develop a better sense of connectedness, as well as the recommended strategies and resources needed to properly implement this project. Effective practices and procedures will be implemented throughout reservation schools, based on the results and recommendations gleaned from this project. As a result of the experience and expertise gained through this grant project, the Standing Rock Sioux Tribe Tribal Education Department will also be better able to review and analyze the tribal Education Code and propose legislative actions, policy development and development of academic standards and requirements needed, as well as necessary resources, to implement recommended changes to, and actions associated with, the tribal Education Code.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

### ***Individual Resumes for Project Directors and Key Personnel***

#### ***Project Director/Peer-to-Peer Coordinator***

The Project Director/Peer-to-Peer Coordinator, 1.0 FTE, is to be determined but must have the following essential skills, experience & expertise:

- Bachelor’s degree in Education (Master’s degree preferred) or closely related field. In lieu of Master’s degree, six years of relevant experience.
- Experience: Bachelor’s Degree with 5+ years’ experience or Master’s Degree with 2+ years’ experience - demonstrated leadership running an independent agency or a leadership role within an agency/school; generating, growing or managing external funding; developing and delivering services to a variety of school personnel, students and parents (K-12); accountability for short- and long-range goals, operations, metrics, financial management, human resources, policies, procedures, legal and compliance issues.
- Action-oriented, entrepreneurial and innovative approach to service delivery.
- Requires excellent customer service and interpersonal communication skills – Ability to effectively collaborate with diverse groups and develop high-performing teams, yet smoothly manage individual and group conflicts. Handles last-minute pressure and keeps calm when faced with competing demands and priorities.
- Attention to Detail / Organization and Short-/Long-Range Planning – Excellent skills required.
- Financial Management and Analysis – Able to develop, track, analyze and explain budgets, expenses and variances.

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

- Presentations / Speaking skills – Can develop and deliver effective small- and large-group presentations to a variety of clients and stakeholders.
- Reading and Writing Skills – College Level: Requires analysis, synthesis and evaluation skills in a variety of areas per Bloom’s taxonomy.

### *Cultural/Language Coordinator Lead*

Dr. Kathy Froelich will serve as the Cultural/Language Coordinator Lead. Dr. Froelich is an enrolled member of the Three Affiliated Tribes of the Fort Berthold Reservation and is of Arikara descent. She has lived on the Standing Rock Reservation for most of her adult life and is familiar with the Lakota/Dakota culture and language. She has a Ph.D. from the University of ND in Teaching and Learning, and has taught at both the college and K – 12 levels. Dr. Froelich has been providing similar coordination services within Project and Primary CIRCLE and will continue to do so on a 0.5 FTE for the Primary CIRCLE grant. Therefore, she has more experience and expertise within the job role and responsibilities that are defined below under Cultural/Language Coordinator.

In addition to performing the role and responsibility of a Cultural/Language Coordinator Lead, Dr. Froelich will be assisting in mentoring the new Cultural/Language Coordinator with his or her role and responsibilities as stated below.

### *Cultural/Language Coordinator (1)*

The Cultural/Language Coordinator is to be determined but must have the following essential skills, experience & expertise:

- Education: Bachelor’s Degree in Education
- Experience: 5+ years’ experience in curriculum, instruction and assessment working with a variety of school personnel in K-12; accountability for short- and long-range goals,

## ***“Standing Rock Oyate Culture Peer Mentoring” Project***

operations, financial management, human resources, policies, procedures, legal and compliance issues; and, evidence of providing formal or informal leadership.

**PREFERRED:** Experience with, and strong understanding of, Native American culture and history (preferably Lakota/Dakota Sioux).

- Action-oriented, entrepreneurial and innovative approach to service delivery.
- Interpersonal and Communication Skills – Requires excellent customer service and interpersonal communication skills. Able to effectively collaborate with diverse groups and develop high-performing teams, yet smoothly manages individual and group conflicts. Handles last-minute pressure and keeps calm when faced with competing demands and priorities.
- Attention to Detail / Organization and Short-/Long-Range Planning – Excellent skills required.
- Math Skills – Adept at addition, subtraction, multiplication, division, percentages, fractions and basic descriptive statistics.
- Presentations / Speaking skills – Can develop and deliver effective small- and large-group presentations to a variety of clients and stakeholders.
- Reading and Writing Skills – College Level: Requires analysis, synthesis and evaluation skills in a variety of areas per Bloom’s taxonomy.



United States Department of the Interior

INTERIOR BUSINESS CENTER  
Indirect Cost Services  
2180 Harvard Street, Suite 430  
Sacramento, CA 95815



April 14, 2016

Mr. Dave Archambault II, Chairman  
Standing Rock Sioux Tribe  
P.O. Box D  
Fort Yates, ND 58538

Dear Mr. Archambault:

Enclosed is the signed original Negotiated Indirect Cost Rate Agreement that was processed by our office. If you have any questions concerning this agreement, please refer to the signature page for the name and contact number of the negotiator.

As a recipient of federal funds, the regulations require you to maintain a current indirect cost rate agreement. For provisional/final indirect cost rates, Indirect Cost Proposals should be submitted on an annual basis, and they are due within six (6) months after the close of your fiscal year. For predetermined rates and approved rate extensions, proposals are due in our office six (6) months prior to the expiration of your current rate agreement. Please note that proposals are processed on a first-in, first-out basis.

**Common fiscal year end dates and proposal due dates are listed below:**

Fiscal Year End Date	Proposal Due Date
September 30 <sup>th</sup>	March 31 <sup>st</sup>
December 31 <sup>st</sup>	June 30 <sup>th</sup>
June 30 <sup>th</sup>	December 31 <sup>st</sup>

Please visit our Web site at [http://www.doi.gov/ibc/services/Indirect\\_Cost\\_Services](http://www.doi.gov/ibc/services/Indirect_Cost_Services) for guidance and updates on submitting future indirect cost proposals. The website includes helpful tools such as a completeness checklist, indirect cost and lobbying certificates, sample proposals, Excel worksheet templates, and links to other Web sites.

(b)(6)

Deborah A. Mobe fly  
Office Chief

Enclosure

cc: Self-Determination Specialist, Great Plains Regional Office, Bureau of Indian Affairs  
Ref: J:\@REFER\LETTERS\Issue Letters\Issue.Ltr.doc

Phone: (916) 566-7111  
Fax: (916) 566-7110

Email: [ICS@ibc.doi.gov](mailto:ICS@ibc.doi.gov)  
Internet: [http://www.doi.gov/ibc/services/Indirect\\_Cost\\_services](http://www.doi.gov/ibc/services/Indirect_Cost_services)

**Indian Organizations  
Indirect Cost Negotiation Agreement**

EIN: 45-0220519

**Organization:**

Standing Rock Sioux Tribe  
P.O. Box D  
Fort Yates, ND 58358

**Date:** April 14, 2016

**Report No(s) .:** 16-A-0697(13F)  
16-A-0698(15P)

**Filing Ref.:**

Last Negotiation Agreement  
dated May 6, 2015

The indirect cost rates contained herein are 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 rates were 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: Rates**

Type	Effective Period		Rate*	Locations	Applicable To
	From	To			
Final	10/01/12	09/30/13	20.08%	All	All Programs
Provisional	10/01/14	09/30/15	17.72%	All	All Programs

**\*Base:** Modified total direct costs: Total direct costs, less capital expenditures and passthrough funds. Passthrough funds are normally defined as payments to participants, stipends to eligible recipients, or subawards, 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:

Standing Rock Sioux Tribe  
Tribal Government

U.S. Department of the Interior  
Interior Business Center

(b)(6)

(b)(6)

Signature

Deborah A. Moberly

Dave Archambault, II  
Name (Type or Print)

Name

Chairman  
Title

Office Chief

Office of Indirect Cost Services  
Title

Date

04-12-2016

Date

APR 14 2016

Negotiated by Sujoy Mukhopadhyay  
Telephone (916) 566-7009

**STATEMENT OF ASSURANCE**

(Competitive Preference Priority Three)

The Bureau of Indian Education awarded the Standing Rock Sioux Tribe the Sovereignty in Indian Education Enhancement Grant for project years one and two.

PROGRAM/GRANT: Sovereignty in Indian Education Enhancement Grant

AWARDEE: Standing Rock Sioux Tribe

AWARD/GRANT NO: A15AP00003

DATE OF AWARDS: Year One – November 14, 2014

Year Two – October 1, 2015

5-26-16  
(DATE)

(b)(6)  
\_\_\_\_\_  
Dave Archambault, Jr  
Chairman, SRST  
(b)(6)

**DOCUMENTATION OF INDIAN ORGANIZATION**

On behalf of the Standing Rock Sioux Tribe, I write to express the Tribe's interest in, and eligibility for, applying for the United States Department of Education Demonstration Grants for Indian Children Program. The Tribal Council memorialized, by Motion on May 3, 2016, its endorsement for the submission of the grant application.

The Standing Rock Sioux Tribe is a federally recognized Indian tribe, organized under the Tribe's Constitution. The Tribal Council, pursuant to the amended Constitution of the Standing Rock Sioux Tribe, Article IV, Section 1[a], is empowered to negotiate with Federal, State and Local governments and others on behalf of the Tribe.

The Tribal Constitution also empowers the Tribal Council to promote and protect the health, education and general welfare of the members of the Tribe, and to administer charity and such other services as may contribute to the social and economic advancement of the Tribe and its members.

5-26-16  
(DATE)

(b)(6)

\_\_\_\_\_  
Dave Archambault II, Chairman  
Standing Rock Sioux Tribe

## PARTNERSHIP AGREEMENT

For

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Sitting Bull College have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

Sitting Bull College will work collaboratively with the Standing Rock Tribal Department and the Missouri River Education Cooperative to ensure all goals and objectives included in the grant are achieved. Further, Sitting Bull College will plan and collaborate with all partners for the effective implementation of the grant activities.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5/19/16  
Date

For the Sitting Bull College

(b)(6)

President  
Sitting Bull College

5/19/2016  
Date

## **PARTNERSHIP AGREEMENT**

**For**

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Standing Rock Community School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Standing Rock Community School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5/19/14  
Date

For Standing Rock Community School

Linda Lawrence  
Linda Lawrence, Superintendent

5/19/16  
Date

## **PARTNERSHIP AGREEMENT**

**For**

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Fort Yates Public School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Fort Yates Public School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5-18-16  
Date

For Fort Yates Public School:

  
Robyn Baker, Superintendent

5/18/16  
Date

## PARTNERSHIP AGREEMENT

For

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and McLaughlin Public School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The McLaughlin Public School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

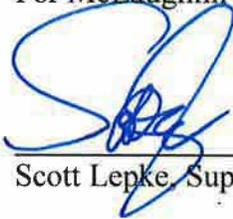
(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

Date

5-17-16

For McLaughlin Public School:



Scott Lepke, Superintendent

Date

5/17/16

## PARTNERSHIP AGREEMENT

For

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Rock Creek Grant School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Rock Creek Grant School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

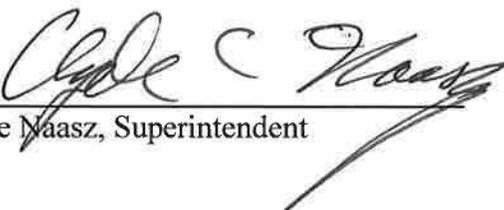
For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5-17-16  
Date

For Rock Creek Grant School:

  
Clyde Naasz, Superintendent

5/17/2016  
Date

## **PARTNERSHIP AGREEMENT**

**For**

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Little Eagle Grant School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Little Eagle Grant School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

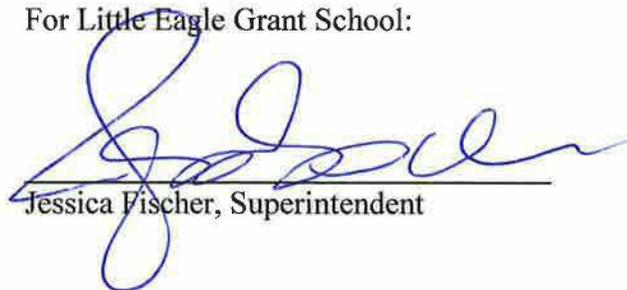
For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5-19-14  
Date

For Little Eagle Grant School:

  
Jessica Fischer, Superintendent

5-19-14  
Date

## **PARTNERSHIP AGREEMENT**

**For**

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Solen/Cannonball Public School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Solen/Cannonball Public School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)  


Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5-19-16  
Date

For Solen/Cannonball Public School:

  
Justin Fryer, Superintendent

5-19-2016  
Date

## PARTNERSHIP AGREEMENT

For

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Selfridge Public School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Selfridge Public School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5-16-14  
Date

For Selfridge Public School:

  
\_\_\_\_\_  
Jim Gross, Superintendent

5/16/2016  
Date

## **PARTNERSHIP AGREEMENT**

**For**

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and Wakpala Public School have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved and that all grant activities are effectively implemented. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities.

The Wakpala Public School will plan and collaborate with the Standing Rock Tribal Department of Education, Missouri River Education Cooperative, and the Sitting Bull College for the effective implementation of the grant activities to achieve the goals and objectives included in the grant.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5-17-16  
Date

For Wakpala Public School:

  
Jay Shillingstad, Superintendent

5-17-16  
Date

## PARTNERSHIP AGREEMENT

For

### **Indian Education Demonstration Grants Program (CFDA 84.299A)**

The Standing Rock Sioux Tribe, Standing Rock Tribal Department of Education, and the Missouri River Education Cooperative have come together to plan and collaborate on the development and submission of an application for New Grants Under The Indian Education Demonstration Grants Program. The partners have agreed to enter into a collaborative agreement in which the Standing Rock Sioux Tribe will be the lead agency and named applicant and the other educational entities will be partners in this application.

**PURPOSE:** The purpose of this Partnership Agreement is to collaborate and utilize a strategic approach to implement services and activities to improve the educational opportunities and achievement of the students of Standing Rock. In fulfilling the goals of the Indian Education Demonstration Grants Program, the parties agree, subject to applicable legal limitations, to fully participate upon grant award and focus efforts to ensure that all Standing Rock students are prepared for college and careers.

- 1.) Increase the students' academic performance and the graduation rate through interaction between the student and a peer mentor with activities designed to aid their academic and emotional development.

Provide academic support and personal guidance for students which will enable them to better understand educational challenges and enhance their opportunities for success.

Develop a sense of community and connectedness to school and peers

Assist students in coping with unique social environments and associated difficulties

- 2.) Enhance and support the cultural competencies of the schools through the provision of technical assistance to enable these entities to acquire knowledge and increase capability in the Dakota/Lakota culture and language.

Administration of needs assessment with respect to culture and language for staff

Coordinate school activities and staff professional development based on individual school needs assessment results

Connect individual school cultural needs assessments to create reservation-wide culture & language initiatives.

**ROLES AND RESPONSIBILITIES:** The Standing Rock Sioux Tribe through the Standing Rock Tribal Department of Education will administer the grant to ensure all goals and objectives included in the grant are achieved. Further, the Tribe will plan and collaborate with all partners for the effective implementation of the grant activities and ensure fiscal accountability.

The Missouri River Education Cooperative will work collaboratively with the Standing Rock Tribal Department to ensure all goals and objectives included in the grant are achieved. Further, the Missouri River Education Cooperative will plan and collaborate with all partners for the effective implementation of the grant activities.

**AUTHORIZED SIGNATURE AND DATE:**

For the Standing Rock Sioux Tribe:

(b)(6)

Emma Jean Blue Earth, Director  
Standing Rock Tribal Dept. of Education

5/26/16  
Date

For the Missouri River Education Cooperative

Lucy Meidinger  
Board President or Assigned Designee  
Missouri River Education Cooperative

5/25/16  
Date

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Indian Education Demonstration Grant  
Standing Rock Department of Tribal Education  
Budget Narrative

Personnel Cost

- **Salary:** The Standing Rock Department of Tribal Education is projecting to expend approximately 59.82% of our grant application budget on personnel costs over the three year grant timeline. The current Standing Rock salary schedule was utilized to determine the baseline salary for the Project Director/Peer-to-Peer Coordinator and one of the Cultural Coordinator positions. The Cultural Coordinator – Lead position will be satiated through our partnership with the Missouri River Educational Cooperative (MREC). The MREC has been providing assistance with cultural coordination for the school districts on Standing Rock Reservation in North Dakota for the past four years. Therefore the Cultural Coordinator – Lead will be compensated based off of the MREC salary schedule.
- **Fringe Benefits:** The fringe benefit rate was determined in conjunction with the Standing Rock Sioux Tribe current percentage rates for the Project Director/Peer-to-Peer Coordinator and Cultural Coordinator positions. Additionally, the Cultural Coordinator Lead position fringe benefit rate is in conjunction with the Bismarck Public School systems current percentage rate procedures as they are the MREC's fiscal agent. Both percentages are 27%.

Travel and Transportation

- Airfare, lodging, meals & incidental expenses, and ground transportation providing each of the three hired individuals the ability to attend the national project directors meeting as described in the grant application information narrative and were calculated using the current U.S. General Services Administration rates. The location of Washington D.C. for conference travel was selected as a baseline pre-determinate for budgeting purposes due to the Indian Education Demonstration Grant program being a federal grant.
- Mileage was determined utilizing the current North Dakota State mileage reimbursement rate of \$0.54 per mile for approximately 225 trips to be utilized by the three personnel annually. The location of McLaughlin, SD was selected as a baseline pre-determinate for budgeting purposes as its mileage amount of 53 miles round-trip is a half-way point to the farthest outlying district within the grant application schools.

### **Equipment**

- Technology equipment expenses for the three grant employees and will include all technology needs such as computers, computer bags, headsets, software updates, etc. and was determined on current market value of such necessary items.

### **Supplies**

- Professional development and Curriculum materials will be utilized to supplement language and cultural training for staff and direct student services, including, but not limited to, language/culture book studies, art history, parent/community events, direct classroom instruction for language/culture immersion, etc. Costs were estimated based off of recent purchase amounts for similar items within other awarded grant programs facilitated by the Standing Rock Department of Tribal Education and/or Missouri River Education Cooperative.
- Reproduction/Copies costs were established upon the calculation of current monthly expenses of each internal employee for this line item category.
- Peer-to-Peer mentoring materials & supplies will be utilized during initial and ongoing peer-to-peer mentoring program trainings. Cost estimates were provided by the peer-to-peer program developer/trainer from similar implementation efforts at other districts.

### **Contractual**

- Peer-to-Peer Mentoring Program Fees: Costs were provided by current peer-to-peer program director. The program to be implemented was developed within a South Dakota district with high Native American population with severely high suicide rates. The program costs will include both initial and follow-up trainings throughout the school year (up to 30 with follow-up) including travel expenses.
- Cultural and/or Language Consultants: Professional development and/or Curriculum consultants will be coordinated and utilized to supplement language and cultural training for staff and direct student services, including, but not limited to, language/culture book studies, art history, parent/community events, direct classroom instruction for language/culture immersion, etc. Costs were estimated based off of recent contracted services for similar assistance within other awarded grant programs facilitated by the Standing Rock Department of Tribal Education and/or Missouri River Education Cooperative.

- To ensure quality and fidelity of programming, as well as reporting of programming efforts, the external evaluator organization of Beta Group LLC will be utilized. The fees associated were provided by the group prior to the grant application.

#### **Construction**

- Construction costs are not allowable per grant regulations

#### **Other Costs**

- No other costs have been determined necessary at this time throughout the grant planning process.

#### **Indirect Costs**

- The current Standing Rock Tribe indirect cost rate, applicable to all grant applications associated with the Tribe including the Department of Tribal Education, is 20.08%

**Standing Rock Department of Tribal Education**  
**2016 Indian Education Demonstration Grant Program Budget**

Period of Performance: 10/01/16 - 09/30/2019\*

			Year 1		Year 2		Year
			10/01/16 - 09/30/17		10/01/17 - 09/30/18		10/01/18
			12 Months		12 Months		12 M
	Rate Unit	Units	Total	Units	Total	Units	
<b>1. PERSONNEL COST</b>							
<b>1 Salary</b>							
TBD	Project Director/Peer-to-Peer Coordinator	55,831 /year	1.0	55,831	1.0	55,831	1.0
Kathy Froehlich	Cultural/Language Coordinator Lead	65,594 /year	0.5	32,797	0.5	32,797	0.5
TBD	Cultural/Language Coordinator	50,595 /year	1.0	50,595	1.0	50,595	1.0
Peer-to-Peer Local Staff Training Stipends	Peer-to-Peer	2,000 /year	6.0	12,000	6.0	12,000	6.0
Subtotal 1.1			3	151,223	9	151,223	724
<b>2. Fringe Benefits</b>							
i. Fringe		27.00%	151,223	40,830	151,223	40,830	151,223
Subtotal 1.2				40,830		40,830	
<b>TOTAL PERSONNEL COSTS</b>				<b>192,053</b>	<b>192,053</b>		
<b>3. Travel &amp; Transportation</b>							
<b>Location</b>							
Airfare ( people, days) (1 Project Director Mtg per year, 3 people)	Washington D.C.	1,000 /round trip	3	3,000	3	3,000	3
Lodging ( people x nights) (1 Project Director Meeting, 3 person, 5 days)		200 /night	15	3,000	15	3,000	15
M&IE ( people x days) (1 Project Director Meeting, 3 person, 5 days)		51 /day	15	765	15	765	15
Ground Transportation (1 Project Director Meeting, 3 person, shuttle)		40 /trip	3	120	3	120	3
<b>MILEAGE: (225 trips spread throughout 3 people annually)</b>							
Mileage @ .54 per mile (used McLaughlin, SD as median distance from	McLaughlin, SD	53 /miles round trip	225	6,440	225	6,440	225
<b>TOTAL TRAVEL COSTS</b>				<b>13,325</b>	<b>13,325</b>		
<b>4. Equipment</b>							
Technology Equipment		2,000 /person	3	6,000	0.00	0.00	0.00
<b>TOTAL EQUIPMENT COSTS</b>				<b>6,000</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>5. Supplies</b>							
Professional Development Curriculum Materials & Supplies		4,500 /year	1	4,500	1	4,500	1
Reproduction/Copies		100 /month	12	1,200	12	1,200	12
Peer-to-Peer Mentoring Materials/Supplies		3,000 /year	1	3,000	1	3,000	1
<b>TOTAL SUPPLIES COSTS</b>				<b>4,500</b>	<b>4,500</b>		
<b>6. Contractual</b>							
<b>rate/unit</b>							
Peer-to-Peer Mentor Program Annual Fees (includes materials/supplies)		37,000 /year	1	37,000	1	37,000	1
Cultural/Language Consultants		2,500 /day	5	12,500	5	12,500	5

**Standing Rock Department of Tribal Education**  
**2016 Indian Education Demonstration Grant Program Budget**

Period of Performance: 10/01/16 - 09/30/2019\*

	Rate Unit	Year 1		Year 2		Ye
		10/01/16 - 09/30/17 12 Months		10/01/17 - 09/30/18 12 Months		10/01/18 12 M
		Units	Total	Units	Total	Units
External Evaluation	15,000 /year	1	15,000	1	15,000	1
<b>TOTAL CONTRACTUAL COSTS</b>			<b>64,500</b>		<b>64,500</b>	
7. Construction - NOT APPLICABLE						
<b>TOTAL CONSTRUCTION COSTS</b>			<b>0.00</b>		<b>0.00</b>	
8. Other						
<b>TOTAL OTHER COSTS</b>			<b>0.00</b>		<b>0.00</b>	
<b>TOTAL OTHER DIRECT COSTS</b>			<b>280,378</b>		<b>274,378</b>	
6. INDIRECT/COSTS						
Standing Rock Tribal Indirect Cost	<b>20.08%</b>	280,378	56,300	274,378	55,095	274,378
<b>TOTAL INDIRECT COST</b>			<b>56,300</b>		<b>55,095</b>	
<b>TOTAL PROPOSED BUDGET</b>			<b>336,678</b>		<b>329,473</b>	

ar 3 - 09/30/19 onths	TOTAL 10/01/16 - 09/30/19 36 Months		
	Total	Units	Total
55,831	1.0	167,493	
32,797	0.5	98,391	
50,595	1.0	151,785	
12,000	18.0	36,000	
151,223	3	453,669	
40,830	453,669	122,491	
40,830		122,491	
<b>192,053</b>		<b>576,160</b>	
3,000	9	9,000	
3,000	45	9,000	
765	45	2,295	
120	9	360	
6,440	675	19,319	
<b>13,325</b>		<b>39,974</b>	
<b>0.00</b>		6,000	
<b>0.00</b>		<b>6,000</b>	
4,500	3	13,500	
1,200	36	3,600	
3,000	3	9,000	
<b>4,500</b>		<b>17,100</b>	
37,000	3	111,000	
12,500	15	37,500	

ar 3	TOTAL	
- 09/30/19	10/01/16 - 09/30/19	
onths	36 Months	
Total	Units	Total
15,000	3	45,000
<b>64,500</b>		<b>148,500</b>
<b>0.00</b>		<b>0.00</b>
<b>0.00</b>		<b>0.00</b>
<b>274,378</b>		<b>804,833</b>
55,095	829,133	166,490
<b>55,095</b>		<b>166,490</b>
<b>329,473</b>		<b>971,323</b>

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

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix: Mrs.	First Name: Emma Jean	Middle Name:	Last Name: Blue Earth	Suffix:
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Address:

Street1:	Building 1 Standing Rock Ave
Street2:	
City:	Ft. Yates
County:	
State:	ND: North Dakota
Zip Code:	58538
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(701) 854-8726	

Email Address:  
ejblueearth@standingrock.org

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

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

Name of Institution/Organization

Standing Rock Sioux Tribe

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	151,223.00	151,223.00	151,223.00			453,669.00
2. Fringe Benefits	40,830.00	40,830.00	40,830.00			122,490.00
3. Travel	13,325.00	13,325.00	13,325.00			39,975.00
4. Equipment	6,000.00	0.00	0.00			6,000.00
5. Supplies	4,500.00	4,500.00	4,500.00			13,500.00
6. Contractual	64,500.00	64,500.00	64,500.00			193,500.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	280,378.00	274,378.00	274,378.00			829,134.00
10. Indirect Costs*	56,300.00	55,095.00	55,095.00			166,490.00
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	336,678.00	329,473.00	329,473.00			995,624.00

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2012 To: 09/30/2013 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Bureau of Indian Affairs  
Bureau of Indian Affairs

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # S299A160025

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

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524