

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



**APPLICATION FOR GRANTS
UNDER THE**

2016 Professional Development Grant Application

CFDA # 84.299B

PR/Award # S299B160017

Grants.gov Tracking#: GRANT12205409

OMB No. 1894-0006, Expiration Date: 11/30/2017

Closing Date: Jul 01, 2016

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/30/2016"/>	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="23-7135915"/>	* c. Organizational DUNS: <input type="text" value="0684329750000"/>
--	---

d. Address:

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

e. Organizational Unit:

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

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

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

Organizational Affiliation:

* Telephone Number: <input type="text" value="605-641-4433"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

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-051716-001

* Title:

Office of Elementary and Secondary Education (OESE): Office of Indian Education (OIE): Indian Education Discretionary Grants Programs: Professional Development Grants Program CFDA Number 84.299B

13. Competition Identification Number:

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Waonspekiya Waste (Good Teachers) 2020

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="400,000.00"/>
* 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="400,000.00"/>

*** 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <input type="text" value="Tom Allen"/>	TITLE <input type="text" value="President"/>
APPLICANT ORGANIZATION <input type="text" value="Oglala Lakota College"/>	DATE SUBMITTED <input type="text" value="06/30/2016"/>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Oglala Lakota College * Street 1: 490 Piya Wiconi Road Street 2: _____ * City: Kyle State: SD: South Dakota Zip: _____ Congressional District, if known: _____		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: Department of Education	7. * Federal Program Name/Description: Indian Education -- Special Programs for Indian Children CFDA Number, if applicable: 84.299	
8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____	
10. a. Name and Address of Lobbying Registrant: Prefix _____ * First Name: Thomas Middle Name _____ * Last Name: Allen Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
b. Individual Performing Services (including address if different from No. 10a) Prefix _____ * First Name: NA Middle Name _____ * Last Name: NA Suffix _____ * Street 1 _____ Street 2 _____ * City _____ State _____ Zip _____		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: Tom Allen * Name: Prefix _____ * First Name: Thomas Middle Name _____ * Last Name: Shortbull Suffix _____ Title: _____ Telephone No.: _____ Date: 06/30/2016		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160017

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.

GEPA.pdf	Add Attachment	Delete Attachment	View Attachment
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GEPA 427

OLC has policies on equal treatment of all students and employees. We will assure that participants are selected without regard to race, color, national origin, gender, age or handicapping condition. Some specific area we will address are:

Gender: OLC's student body is 70% female and 30% male. We will endeavor to make participants reflect this make-up.

Race: 95% of OLC's student body is Native American.

National Origin: 100% of OLC's student body are American citizens but we do not discriminate based on national origin.

Color: About 5% of our students are non-Indian. We do not discriminate based on color.

Disability : OLC has recently taken special measures to identify and accommodate students with disabilities. All our administrative offices and instructional centers are physically accessible. We collaborate with the OST Vocational Rehabilitation Program to provide assistance to students with disabilities. We work with the transition programs in the reservation high schools to continue special education services after K-12 schooling. We complete faculty surveys each year to identify students with disabilities for referral to services for tutoring, counseling, and instructional modification .

Oglala Lakota College has successfully addressed the challenge of employing and advancing Native American faculty and staff. We have also aggressively implemented an Employee Assistance Program to help employees deal with substance abuse and other personal problems.

OLC is focused on training and educating the Native American population. We will apply the strategies learned over the past 44 years. The strategies include holding courses in the communities, counseling, tutoring, financial support, culture and language integration and faculty focused on teaching. Oglala Lakota College has many varied Federal programs and has always qualified in terms of equal opportunity in hiring. Oglala Lakota College has a legal Indian preference policy in hiring but otherwise selects personnel without regard to race, color, national origin, gender, age or handicapping condition. Ms. Christine Janis has been appointed the Equal Opportunity Coordinator for Oglala Lakota College.

Over 90% of non-faculty positions are currently filled by Lakotas. There are 75 full-time faculty of whom 32% are Lakota and 53% female. OLC has graduated a majority of the Lakotas in administrative positions on the Pine Ridge Reservation. We have also graduated a majority of the Lakotas currently teaching on the Reservation. Our Mission is to provide educated and trained human resources for the Oglala Sioux Tribe and other Native American groups.

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	
Oglala Lakota College	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	* First Name: Thomas Middle Name:
* Last Name: Shortbull	Suffix:
* Title: President	
* SIGNATURE: Tom Allen	* DATE: 06/30/2016

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:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

PROGRAM ABSTRACT Waonspekiya Waste (Wah ohn spay' kee yah Wash tay') 2020

Oglala Lakota College (OLC), an Indian Institution of Higher Education based on the Pine Ridge Indian Reservation with Instructional Centers on the Cheyenne River Indian Reservation and in Rapid City, SD, in partnership with a number of Local Education Agencies and Bureau-funded schools in these areas with a large number of Indian students proposes Waonspekiya Waste (Wah own spay' kee yah Wash day') 2020, which means "good teachers" in Lakota, to achieve the following: **Objectives and Activities:** 1. Recruit and select a cohort of 18 Indian participants by 6/17. Activities: Advertise in various media ; Meet with school staffs ; Refine criteria/screening process; Select 18 Participants. 2. Provide a quality, sustainable Bachelor program that prepares students to teach in schools with Indian students from 7/16 to 6/20. Activities: Refine course outcomes and assessments based standards and best practice; Collaborate with schools to assure that the graduates meet their needs; Assure institutionalization of the program; 3. Provide PRAXIS examination support to assure 18 Indian participants achieve the required qualifying scores to be eligible for SD Department of Education licensure from 7/16 to 6/20. 4. Graduate 18 participants with Bachelors in education who become licensed by the SDDOE by 6/20. Activities: Schedule and teach courses in appropriate sequence for a Bachelor's in Education ; Offer a mix of course delivery methods that include field-based experiences; Utilize the OLC Education Department Assessment System to monitor Participant progress and competency attainment to make data driven decisions; Implement intensive mentoring for student teaching; Assist participants to complete the SD Department of Education licensure process. 5. Place 18 graduates as teachers in schools with a high number of Indian students and provide a year of quality induction services by 6/20. Activities: Assist students in developing

Employment Portfolios; Work with the schools to facilitate placement; Recruit mentors and schedule visitations for induction year.

Applicable Priorities: 84.299B : **Absolute Priority 1:** Pre-Service training for teachers: WW2020 will provide support and training to Indian individuals to complete a pre-service education program that enables the individuals to meet requirements for full State certification as a teacher through A. training that leads to a BS in Education and provide one year of induction services while completing the first year of work as teachers in schools with significant Indian populations. WW2020 will recruit 18 students, support 18 students to graduation, and have 18 students find qualifying jobs within 12 months of completion. **Competitive Preference Priority One (5 points)** We have letters from 7 schools (Other Attachments res.pdf) that say they will consider hiring our graduates. They are all schools with a large number of Indian students. Some are public and some BIE funded. **Competitive Preference Priority Two (5 points)** Oglala Lakota College, the lead applicant and grantee, is an Indian institution of higher education funded under PL95-471 and the other members of the consortium are LEA's both public (Rapid City and Cheyenne-Eagle Butte School District) and BIE-funded (Wounded Knee, American Horse, Crazy Horse, Little Wound, Pine Ridge, and Porcupine) schools with large numbers of Indian students.

Proposed Outcomes: 18 high-quality, licensed Indian teachers working in schools with Indian students and ongoing quality teacher training program with quality faculty and sufficient financial aid. **# of Participants to be Served:** 18

and Location of Proposed Sites: 3 (Pine Ridge Indian Reservation (SD) (a 2015 Promise Zone), Cheyenne River Indian Reservation (SD) and Rapid City (SD)). We actually work with all the schools in these areas whether part of the Consortium or not.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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a. Need for Project (15)

(1) Specific gaps or weaknesses in local capacity identified and addressed

Oglala Lakota College (OLC) in partnership with schools on the Pine Ridge Indian Reservation, Cheyenne River Indian Reservation and in Rapid City, SD proposes Waonspekiya Waste (Wah own spay' kee yah Wash day') 2020 which means "good teachers" in Lakota.

The Pine Ridge Indian Reservation has 35,764 Indian people (HUD, 2016) and 5,262 K-12 Indian students (OST Department of Education, 2016). The Cheyenne River Indian Reservation. has 15,993 (HUD, 2016) people and 2,342 Indian students (CRST Department of Education 2016). The Rapid City School District serves over 1,200 Indian Students (SD Report Card 2015).

We will assist 18 American Indians to attain their Bachelors in Education, state licensure and positions in schools with a high percentage of Indian students in some of the poorest areas in America. OLC has a long history of working with these schools and others to produce quality teachers and will use Waonspekiya Waste 2020 to upgrade and institutionalize the program to provide a steady flow of high-quality teachers for Lakota students and to deal with the crisis currently caused by the Praxis testing of teachers in South Dakota.

Our candidates face challenges in completing their degrees that are unique to this region such as rural isolation, poverty and the problems associated with poverty, poor academic preparation, language and culture differences, and the PRAXIS test. It typically takes an OLC Education student seven to ten years to complete a Bachelor's degree. Waonspekiya Waste 2020 will provide the much needed support to allow our students to complete their degree programs in a shorter period of time. WW2020 will also provide the support to assist them to pass the State

required exams (PRAXIS) for licensure and, ultimately, help overcome the shortage of Indian teachers in our partner and other schools with Indian students.

Rural Isolation The Pine Ridge Indian Reservation is larger than the states of Delaware and Rhode Island combined (over 3,468 square miles). People live in not only the nine population centers where schools and OLC Instructional Centers are but also out along the creeks in solitary home sites or very small communities. Roads are bad, many unpaved and poorly maintained. The Cheyenne River Reservation is over 4,267 square miles with the same conditions as Pine Ridge.

Poverty and Problems Associated With Poverty ABC News called the Pine Ridge Reservation “the ground zero of poverty in America” when President Clinton visited in 1999 to proclaim Pine Ridge the first Indian Reservation Empowerment Zone. There has been progress but a US Census Report 2012 showed Oglala Lakota County, which makes up most of the Pine Ridge Reservation, as the 3rd poorest county in America with a 53.5% poverty rate and 51.5% of children living in poverty; and Ziebach County, which makes up a good portion of the Cheyenne River Reservation, as the poorest county in America at 50.1% and 52.2% of children living in poverty). Fifty-one percent of Indians in Rapid City and 48% of Indians in South Dakota live in poverty (US Census Report, 2010). The Lakota are some of the poorest people economically but some of the richest spiritually and culturally in America.

OLC students often work in the schools, raise a family (67% are women and many are single mothers), and attempt to go to college. Some make it, but because of the grinding poverty of their families and the lack of resources, many give up the quest for a four year degree. OLC has found assistance with expenses such as mileage, books and child care help these students to

graduate and acquire professional positions. The difference between a degree and the lack of a degree is sometimes money for mileage or day care.

Language and Culture Differences WW2020 target Participants are Indians who want to be teachers. The target populations are the PreK-12 students in the reservation schools of whom 95% are Lakota and Native American children in the Rapid City, SD schools. Participants will become teachers sensitive to the language and cultural differences and familiar with instructional practices that work with Indian students.

Low Academic Achievement Pine Ridge (27%) and Cheyenne River (32%) high school graduation rates are very low compared to the US rate (42%) (US Census 2010). Pine Ridge (5.7%) and Cheyenne River (6%) rates of people with Bachelor's degrees are also low compared with the US (12%) (US Census 2010). 78% of OLC's entering Freshmen must take remedial math or English courses.

PRAXIS The state of South Dakota requires the PRAXIS Content Test and the PRAXIS PLT tests for teachers to be certified. Many of our students have test anxiety and cultural issues with the tests. We have been working on assisting our students with this issue over the past 4 years but WW2020 will put in place a more intense support system so our graduates can pass the tests and be certified. The Tribes in SD are working on Tribal accreditation so that this requirement will not have to be met but OLC will do whatever we can to assist participants. The alternative method under regional accreditation will be a portfolio of competence. The PRAXIS test itself is due to change by 2019 with something similar to National Board for Professional Teaching Standards portfolio. We are aware of at least 9 people in Eagle Butte and about 12 on the Pine Ridge Reservation who have been on temporary

certification until they pass the PRAXIS which they have two years to do and are either being let go or kept on as subs since they cannot pass this.

These are not all our graduates. BIE has brought in Filipino teachers who are teaching in Indian schools and a number of these Filipino certified teachers failed the PRAXIS this past spring.

OLC has refined its approach to assisting disadvantaged, minority and academically unprepared students to overcome these obstacles over the past 45 years. OLC student statistics in Fall 2015 were: Enrollment 1,381 with 95% Indian, 67% female, FTE 1,117, and entering Freshmen 140. OLC has found cohorts, stipends, extra counseling and tutoring, and other support provided by grants increase the completion of specialized four year degrees such as education and decrease the time taken to graduate. The increased faculty allow scheduling of courses in more districts and the summer.

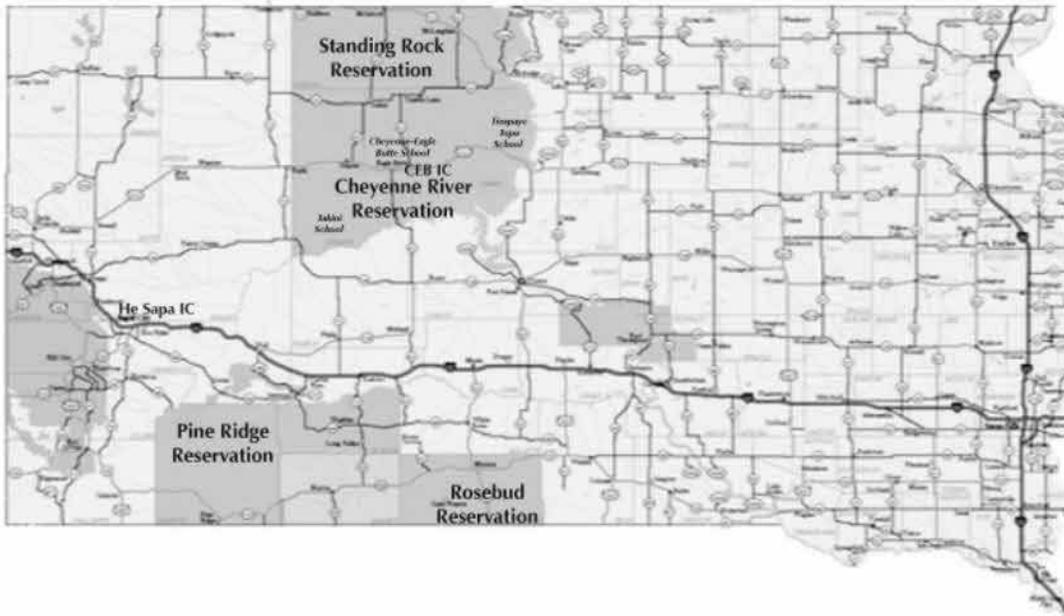
WW 2020 will address rural isolation through Instructional Centers, partnering with local schools, and developing more effective and efficient course delivery methods. We will address the poverty of students through help with tuition, fees, books, mileage and child care. We will deal with the disconnect between Participants' home life and school by integrating Lakota culture and language into the College program and helping Participants to learn to integrate these into their classrooms. We will address the poor academic preparation of entering college students with Foundational Studies courses, general education tutoring, and other college success strategies before entering the Teacher Training program. We will assist students to pass the Praxis exams doing curriculum mapping of both exams, tutoring in content areas and pedagogical areas and by reducing test anxiety through study strategies and test taking skills.

We will provide faculty who are focused on teaching, small class size, and ongoing tutoring and counseling. Our graduates will be grounded in research about teaching Native

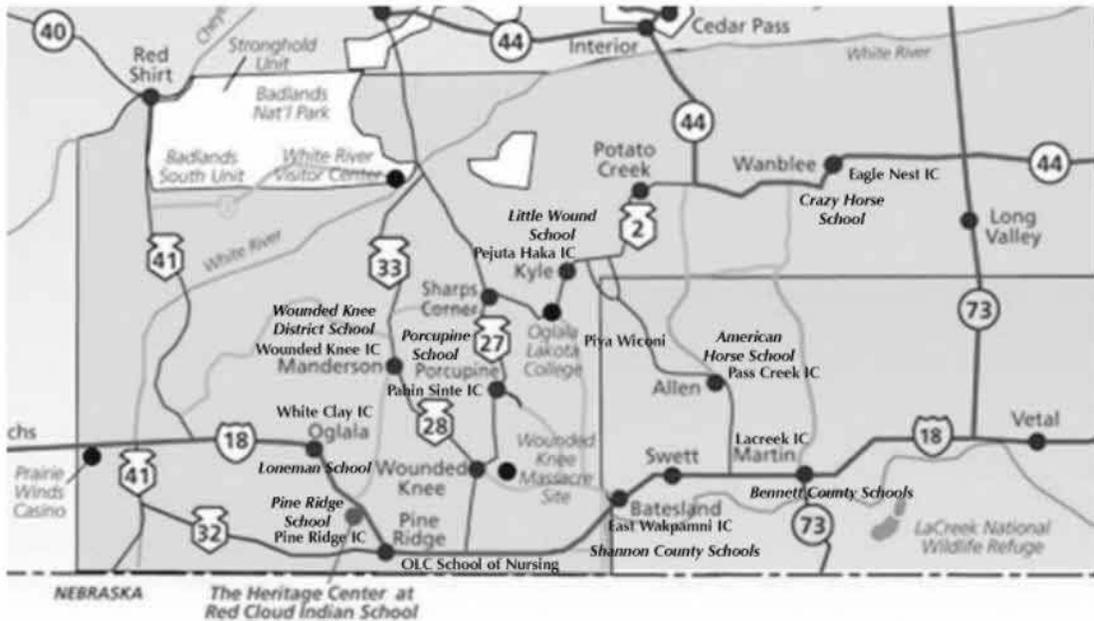
students and from the area and familiar with the reservations and more inclined to stay. The average non-Indian teacher stays on the reservations less than 5 years while Indian teachers tend to stay their entire career (OLC Employment Study, 2005).

Dakota Assets, a special project of the SD Technology In Education program, placed 58 of 87 certified teachers in high needs schools, but no teachers involved were placed in Pine Ridge Reservation targeted schools. The 2010 Interim Report for the project cited geographic isolation, lack of housing, low teaching salaries, challenges of employing spouses in Reservation communities, and lack of understanding of Native American culture as barriers to placement. It recognized the “Grow Your Own” approach of OLC as the more effective approach in placing and retaining teachers in reservation schools.

Oglala Lakota College was determined to be a *Beating the Odds* institution in 2011 in a study commissioned by the Bill & Melinda Gates Foundation and conducted by HCM Strategists www.HCMstrategists.com . The study stated: “The success of these institutions stems from the creation of a campus-wide culture aimed at improving outcomes for students. and “entire faculty and staff must be focused and prepared to help students who traditionally do not complete their degree or take longer than average to earn it.”



Pine Ridge Indian Reservation OLC Instructional Centers



Maps Showing OLC Instructional Center in Eagle Butte, SD on the Cheyenne River Reservation, He Sapa IC in Rapid City, SD and the 9 ICs and various schools on the Pine Ridge Reservation.

(2) Extent to which employment opportunities exist/job market analysis

There are 24 schools on the Pine Ridge Reservation including public, private, Bureau of Indian Education (BIE) Operated and BIE funded/ community controlled (called grant schools). 5,347 K-12 students in 24 schools.

There are certified 459 teaching positions and 239 paraprofessionals (Oglala Lakota College Pine Ridge Indian Reservation Occupational Survey 2015). In fall 2015 there were 18 unfilled teacher positions on Pine Ridge according to the Oglala Sioux Tribe Education Agency Their survey for the coming year as of 6/17/16 is as follows:

Teacher Vacancies on Pine Ridge Indian Reservation 2016-17 School Year

School	# of Teacher Vacancies
American Horse School	*information not available
Crazy Horse School	4 Teachers; 4 Special Education Teachers
Isna Wica Owayawa	1 Teacher
Little Wound School	4 Teachers; 2 Special Education Teachers
Oglala Lakota County School District	5 Teachers; 2 Special Education Teachers
Pine Ridge School	5 Teachers
Porcupine School	2 Teachers
Red Cloud School	-no teacher vacancies
Wounded Knee School District	1 Teacher
	Total Teacher Vacancies: 21 Teachers; 8 Special Education Teachers

On the Cheyenne River Indian Reservation there is the Coordinated Cheyenne Eagle Butte School System (BIE and Public) and two BIE grant schools (Tiospa Topa and Takini) as well as two public schools with a good number of Indian students (Dupree and Timber Lake).

Dr. Cherie Farlee, Cheyenne River Sioux Tribe Education Department Director, gave the following statistics for the BIE schools with Takini 4, Tiospa Topa 2 and Cheyenne-EB 13. The Public School District does not have vacancies but is using at least 5 Filipino teachers on E-5 visas.

On both Reservations where 95% of the students are Indian, only 42% of their teachers are Indian (OLC Education Department Survey, 2013). Of the 322 teachers employed in schools on the Pine Ridge Indian Reservation, 123 of them are Oglala Lakota College graduates. Based on interviews with administrators many of the Native teachers are reaching retirement age.

Five schools in Rapid City have populations of Indian students that are over 50%. OLC has met with the Director of Indian Education in the Rapid City Area Schools who expressed the desire to increase the number of Indian teachers employed in their schools. The Indian enrollment for the Rapid City Schools in Fall 2015 was 2,351 out of a total of 13,127 which is 18.7%, but there were only 18 Indian teachers out of 880 or 2%. In the entire state of South Dakota there are 9117 certified teachers in public schools of which 124 have identified themselves as Native American which is 1% (SD Department of Education, 2012).

c. Quality of Project Design (25)

(1) Goals, objectives and outcomes clearly specified and measurable

The goal of Waonspekiya Waste 2020 is to improve and sustain a quality teacher training program that can continue to provide highly qualified, licensed teachers to fill positions in schools with Indian students on or near the Pine Ridge and Cheyenne River Indian Reservations and in Rapid City, SD by 6/20.

The Objectives are: 1. Recruit and select a cohort of 18 Indian participants by 6/17. 2. Provide a quality, sustainable Bachelor program that prepares students to teach in schools with Indian students from 7/16 to 6/20. 3. Provide PRAXIS examination support to assure 18 Indian participants achieve the required qualifying scores to be eligible for SD Department of Education licensure from 7/16 to 6/20. 4. Graduate 18 participants with Bachelors in education who become licensed by the SDDOE by 6/20. 5. Place 18 graduates as teachers in schools with a high number of Indian students and provide a year of quality induction services by 6/20.

	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020
# Participants to Recruit	18	0	0	0
# Participants in Coursework (Continuing)	18	15	8	0
# Participants to Graduate (and	3	7	8	0

Secure Qualifying Job)				
# Participants in Induction	0	3	7	8

(2) Plan for recruiting and selecting participants likely to complete

We will do two rounds of initial recruiting (Round1 August-October 2016, Round 2 January to March 2017). We will advertise through media including KILI radio station (Pine Ridge and Rapid City) and KLND radio station and local newspapers. We will contact local schools with a flyer. We have already reviewed our student records and there are 18 students who are within a year of graduating. We will contact them and find out their plans.

We will make application packets available and hold application support seminars at a minimum of 4 sites including the OLC Instructional Centers at Kyle, Pine Ridge, Rapid City and Eagle Butte. These seminars will review degree requirements, state licensure requirements, financial aid information and service requirements, and support activities including PRAXIS preparation, placement and induction.

We will provide a series of PRAXIS support sessions for the Content Knowledge test required to enter the teacher education program.

The Application Packet for WW2020 includes application form, verification of tribal enrollment, current status sheet, unofficial transcripts, plan for degree completion, personal scholarship/grant essay, verification of qualifying score or registration for the required PRAXIS exam, verification of initiation of background check and drug testing, and 3 letters of recommendation from education professionals

Criteria for acceptance as a participant in WW2020 include Acceptance into the OLC teacher preparation program based upon catalog requirements of the candidate's status sheet, completed grant application, tribal membership, GPA of 3.0 or higher, completion of a minimum of 70 hours on a BA/BS in Education status sheet leading towards State certification (i.e. AA Degree in Education or completion of General Education Core, Lakota Studies requirements and Foundations of Education / Introduction to Early Childhood Education); successful completion of expectations and/or academic good standing in any previous specially funded projects; clear tribal, state and federal background checks and drug testing requirements for eligibility to work in an educational setting with children and attain state teacher licensure; participation in Praxis support sessions; and have an up to date professional InTASC portfolio.

We will select at least 10 participants by 12/16 and 8 more by 5/17. We will hold orientation sessions with Round 1 participants in 12/16 and Round 2 participants in 5/17. A committee process will be utilized to select a cohort of 18 participants who meet the prerequisite requirements, are able to complete a bachelor degree program in education within 3 years, have achieved a qualifying score on the required Praxis exam and who earn an overall rating of 3.0 or higher on a 5-point scale on the: application process, academic history review, personal scholarship/grant essay, letters of recommendation, and InTASC portfolio formative review. Initial selection will be on a first-come, first-serve basis for individuals who meet project selection requirements. As availability of participant slots narrow, and if needed (especially during Round 2), selection will change to a competitive basis utilizing the scores earned on the 5-point rating scales.

(3) Develop effective strategies for teaching Indian students and improving achievement

OLC is constantly revising our Education program to include scientifically-based research and effective practices to improve teaching and learning of Indian Students. We utilize the overall research results that are included in the state and national teacher preparation standards, the specific research on practices that are effective with Indian students, and the feedback from the Education Assessment System which includes reports from school administrators that tell us what kind of teachers they need.

OLC uses the research on effective teaching of Indian students done by CREDE at the University of California Santa Cruz. The CREDE Standards are: teachers and students producing together, developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation.

OLC faculty utilized a variety of peer reviewed journals, including *Action in Teacher Education*, *Journal of Teacher Education*, *Journal of Curriculum and Supervision*, *Journal of American Indian Education*, and *Tribal College Journal* to establish the program and will continue to utilize current research in the implementation. Participants will have access to a variety of education journals through the Academic Search Premier, EBSCO Host, and ProQuest electronic databases provided by the OLC Library as part of the SD Library network.

OLC did research on the up-to-date knowledge of scientifically-based research in teacher training and identified a December 2002 article in the *Educational Researcher*, "Defining Highly Qualified Teachers: What Does Scientifically-Based Research Actually Tell Us?" by Linda Darling-Hammond and Peter Youngs that looked at 57 studies on teacher education published after 1980 that met the specific scientifically-based research criteria. The conclusions are

summed up as follows, "Looking across studies, several aspects of teachers' qualifications have been found to bear some relationship to student achievement. These include teachers': (a) general academic and verbal ability; (b) subject matter knowledge; (c) knowledge about teaching and learning as reflected in teacher education courses or preparation experiences; (d) teaching experience; and (e) combined set of qualifications measured by teacher certification, which includes most of the preceding factors" (Darling- Hammond, 2000).

Waonspekiya Waste 2020 is also based on action research lessons learned over 45 years of support of Indian college students including Instructional Centers in the communities, personal and academic counseling, tutoring as needed and tailored financial aid. A personal counseling session, tutoring in a College Algebra class, or help with day care are often the difference between a very capable student becoming a great teacher or just giving up. Successes with many students overcoming almost insurmountable problems validate our model.

Waonspekiya Waste 2020 was developed with the idea that Participants will be teaching in partner schools and other schools with Indian students on the reservations and in nearby communities. They do not teach in a vacuum, therefore teachers must know how to be part of school improvement. The three key sources of research used in this area are: *Summary of Effective Practices That Impact Student Learning* (National Study of School Evaluation, 2005), *What Works in Schools: Translating Research Into Action* (Robert J. Marzano, ASCD, 2003), and *Stepping Up: Leading the Charge To Improve Our Schools* (Lawrence W. Lezotte & Kathleen M. McKee, Effective Schools Products, 2006.)

A summary of their findings from many studies of school improvement cite the following practices that impact student learning: implement vision for student learning through goals and strategies, maintain high expectations for student achievement, use data to inform decisions

about teaching and learning, use comprehensive assessment system to provide feedback for improvement in instructional practices and student performance, use classroom-based assessment to provide robust measures of student's academic, cognitive and metacognitive skills, take appropriate and timely action to improve areas of identified need improve teaching and learning, develop and implement a curriculum that is coherent and rigorous, align assessment system with the curriculum enacted in the classroom, support equitable opportunity through individualization and differentiation, provide student support services and special programs for individual learning , support student learning beyond the classroom, offer a safe environment, and involve families and communities in supporting children's learning.

Effective Schools research (Edmonds, Lezotte) shows students in poverty areas can learn if the schools possess certain correlates such as clear mission, strong instructional leadership, frequent monitoring and feedback, time on task, stable learning environment, and home-school interaction. OLC worked with the Creating Sacred Places Project through the National Indian School Board Association and Dr. Lawrence Lezotte and added Cultural Relevance to the correlates. Waonspekiya Waste 2020 will assist Participants to build or strengthen these correlates in their schools. We will focus curriculum on giving Participants the latest in effective instructional strategies for Indian students especially in reading, math and culture.

We have closely examined the work of AI/AN educators and researchers. Demmert and Towner's (2003) *A Review of the Research Literature on the Influences of Culturally Based Education on the Academic Performance of Native American Students* provided a wide-ranging critique and analysis of studies conducted in the 1990s. A more recent work, *Honoring Our Heritage: Culturally Appropriate Approaches to Indigenous Education* edited by J. Reyhner,

W.S. Gilbert and L. Lockard (2011), informed and guided our development of culturally based teaching, role modeling, and social development tied to academic achievement.

Examples of other AI/AN educators and researchers consulted in structuring this program include K. Gayton-Swisher and J. Tippeconnic's (1999) *Next Steps: Research and Practice to Advance Indian Education*, W.S. Gilbert's (2008). *Impact of Culturally Based Teaching on Student Academic and Social Development* and S. Fox's (2000) *Creating a Sacred Place to Support Young American Indian and Other Learners*. See list in Other Attachments: bib.pdf

(4) Incorporate needs of potential employers through appropriate partnerships

We have included the consortium agreement signed by a number of schools. We will partner with these and more schools depending on where the participants come from and where they wish to teach. Most of our students want to stay in their home communities or at least on their home Reservation or in the Rapid City community if that is where they live. Many of our students moved to Rapid City for employment, housing and better social services but would move back to the Reservation if they find a position on their home Reservation.

We have met with a number of the schools and as part of WW2020 and will initiate regular contacts with the schools and with the Oglala Sioux Tribe and Cheyenne River Sioux Tribe Departments of Education. We will make special efforts to keep in contact with the Rapid City School District and their Office of Indian Education. Based on the Pine Ridge Education Agency identification of special education teachers as a need and the request of the Cheyenne-Eagle Butte School Superintendent we will be looking at enrolling Participants interested in special education endorsements into WW2020 and we are looking at submitting a special IPD grant next year just for Special Education. OLC does offer the course work for the endorsement.

OLC will continue to work with the SD Department of Education to assure that the Participants continue to achieve teacher licensure. OLC education graduates have been eligible for SD teacher licensure since 1974

d. Quality of Project Services (25)

(1) Provide participants with learning experiences that develop needed skills for successful teaching in schools with Indian students

OLC will also continue to work with the South Dakota Office of Indian Education to assure that our graduates are able to plan and deliver instruction based on the Oceti Sakowin Essential Understandings and Standards (South Dakota American Indian History and Culture Standards) that were adopted in 2011.

The Education Department maintains a partnership with Dakota Assets, a project of SD Technology and Innovation in Education (TIE), designed to provide all students with exceptional teachers. We are a member of the SD Association of Colleges of Teacher Education whose mission is to promote the learning of all PreK-12 students through high-quality, evidence-based preparation and continuing education for all school personnel. Our Project Director, Dr. Shannon Amiotte, is the current president-elect of the association and will move into the Council's President position during the 16-17 academic year.

Swivl technologies (video recording of lessons through robotic camera tracking) will support project participants in analyzing and reflecting upon their own instructional techniques during methods courses; and will be utilized extensively for instructional coaching during student teaching and induction to help build confidence in their ability to promote student learning.

Most of our students either work part time in the Reservation schools or have worked in

the past. Our student teaching is done in schools with Indian students. Our entire vision and mission is focused on Indian college students and Indian people:

Vision: Rebuilding the Lakota Nation Through Education

Mission: The mission of Oglala Lakota College is to educate students for professional and vocational employment opportunities in Lakota country. The college will graduate well-rounded students grounded in Wolakolkiciyapi – learning Lakota ways of life in the community- by teaching Lakota culture and language as part of preparing students to participate in a multicultural world.

(2) Prepare participants to adapt teaching practices to meet breadth of student needs

OLC works with all the schools on the Pine Ridge and Cheyenne River Indian Reservations and Rapid City Schools. WW2020 will keep in touch with the schools in terms of school improvement efforts and professional development focused on effective instructional strategies for Indian students. Our Adjuncts and mentors all work with the schools and Indian students.

To prepare Indian teachers for schools with high populations of Indian students, our program is grounded in the five standards of effective pedagogy and learning established by the Center for Research on Education, Diversity and Excellence (CREDE). The cycle begins with gathering data, moves to reviewing, discussing and reflecting upon findings to make informed decisions, then onto enacting change before beginning the cycle over again. The Education Assessment System will improve program offerings to better prepare candidates for their chosen fields in education.

Waonspekiya Waste 2020 has two target populations, Participants who are Indian people who will become teachers and the PreK-12 Indian students they will teach. The project will do the following to address Participants' needs: provide classroom experience which integrates theory and practice; ensure Participants become integral members of the school's professional community; provide Participants with opportunities to experience a number of teaching strategies; ensure a process that includes initial and ongoing assessment; engage in formulating, utilizing and evaluating instructional methodologies from scientific-based research and effective practice; and do action research in terms of strategies that are effective with Indian students.

We will do the following to address the needs of PreK-12 Indian students: utilize the latest research in Indian Education to teach strategies for student achievement and effective instruction including the work of Demmert, Reyhner, Gayton-Swisher, Fox, Tharp, Mohatt and others. One of the consortium members, Little Wound School, developed their teacher evaluation tool based on CREDE's five standards for teachers of Indian children and we will integrate this into our curriculum. We will not close the achievement gap through one cycle of the grant but eventually, with a sustainable program producing high quality teachers, we will make an impact.

The OLC Education Department faculty is continuously reviewing current research and incorporating it into coursework to ensure promotion of effective instructional strategies for Indian students. Participants will be engaged in reviewing current professional literature, developing annotated bibliographies, and writing literature reviews of culturally relevant practices for Indian students. As part of their student teaching experience they will demonstrate the ability to develop and implement instructional units designed to meet the diverse needs of the children in their classroom. OLC's partners will provide living laboratories for Participants to learn through instructional planning, implementation of teaching and learning experiences,

monitoring and assessing student learning, and analyzing, reflecting upon and making instructional decisions based upon student performance.

Waonspekiya Waste 2020 will address cultural needs through requiring at least 15 credits of Lakota culture and language in degrees and hosting Lakota elder guest speakers in key courses. Lakota perspectives are prevalent throughout the Education Department Student Learning Outcomes, articulated in courses, and evaluated as part of the Education Assessment System. We will honor the traditional cultural knowledge our students bring with them and support self-esteem and confidence in addition to providing academic support. We will continue collaboration between schools, families, and communities.

(3) Provide job placement activities that reflect job market analysis

The job market analysis shows needs on the Pine Ridge and Cheyenne River Indian Reservations and the need for Indian teachers in Rapid City, SD. We will assist Participants to develop professional portfolios, create MOU's with schools to facilitate hiring, provide placement guidance in writing resumes and filling out applications. The Rapid City School District Human Resources told us they were looking at hiring a number of our graduates but their applications were incomplete. We will provide ongoing guidance in these areas and keep in regular touch with the Oglala and Cheyenne River Sioux Tribes Departments of Education and the Rapid City Schools Indian Education Program.

Ninety-percent of OLC's students are from the Pine Ridge or Cheyenne River Indian Reservations and 94% of OLC's graduates, including Education graduates, remain and work on these rural reservations or in communities nearby such as Rapid City, SD (OLC Assessment 2016). OLC has graduated 72 Indians with BS in Education degrees since 2008. These numbers were made possible IPD and Head Start Professional Development grants. Of these graduates

90% were employed by a local school in the year after graduation and 88% continue to be employed by these schools on Pine Ridge and Cheyenne River or in Rapid City (OLC Education Survey 2016).

(4) Offer induction services that reflect latest research in delivery on effective delivery of such services

OLC teacher preparation candidates develop professional portfolios based on the ten Interstate Teacher Assessment and Support Consortium (InTASC) standards, Lakota cultural contexts and reflective practice. Initial development begins in Foundations of Education or Introduction to Early Childhood Education and continues through their completion of student teaching. Throughout professional and professional core coursework candidates maintain working portfolios in which they add artifacts from coursework and field experiences. Project participants will receive guidance through portfolio development workshops to refine their artifact selection leading to “showcase” portfolios of their best work. Portfolio support will include tips and suggestions for how best to utilize the portfolio during the application and interview process for securing a teaching position.

Research tells us the quality of a child’s teacher is the most important school-based factor determining how much a child learns and that new teacher support is a critical to improving teaching quality. Induction services will assist project participants transition from being students of teaching to teachers of students who are able to positively impact student learning. Elements of high-quality induction include: 1) purposeful pairing of new teachers with experienced mentor teachers in similar subject areas and grade levels; 2) initial training and on-going professional development for mentor teachers; 3) sanctioned time for new teacher and mentor teacher interaction with a focus on reflective practice; 4) documentation and evidence of new teacher

growth and PK-12 student learning; and multi-year support, spanning at least the first two years of teaching.

Instructional coaching will be utilized to assist project participants in effectively utilizing evidence-based practices for engaging students and improving their learning. Modeling of instructional coaching and providing professional development for mentor teachers and principals will help in building their capacity to coach and support project participants through induction and in their first years of teaching. For the project participant, instructional coaching will help to build teacher efficacy – confidence in one’s ability to promote student learning. In addition, the process itself serves as a protocol for addressing the new Praxis Performance Assessment for Teacher video-based portfolio entry and the assessment tasks and written commentaries required for the Impact on Student Learning Project (teacher work sample) during the 1st year of teaching to meet the Council for Accreditation of Educator Preparation (CAEP) standards to engage in ongoing learning that improves practice, use technology to enhance teaching, and demonstrate their impact on PK-12 student learning. Research tells us the quality of a child’s teacher is the most important school-based factor determining how much a child learns and that new teacher support is critical to assuring teacher quality. Our induction model is based on the indicators of high-quality induction described by Goldric (2009) and Sun (2012). We have also used Udelhofen and Larsen (2003) *The Mentoring Year: A Step-by-Step Guide to Professional Development*. Full cites for these are in the Bibliography in Other Attachments biblio.pdf.

**(5) Services of sufficient quality, intensity and duration to lead to improvements
in practice**

Outputs of Waonspekiya Waste 2020 will include: 18 qualified Indian graduates with a Bachelors in Education and Teacher's Certificates by 7/19; revised OLC teacher education process and curriculum that meets South Dakota/InTASC and CREDE standards; effective student support services and processes; hybrid combinations of distance learning tools such as Virtual Campus and Picture-tel; judicious use of stipends, other financial support and endowed scholarships for education majors to assure graduation within a reasonable period of time; ongoing collaboration with partner schools to assure continued employment of Indian teachers; graduation and induction of teachers embedded in the school's culture, utilize the latest effective instructional strategies for Indian students and participate fully in school improvement efforts.

Through the South Dakota Department of Education's past partnership with the National Council for Accreditation of Teacher Education (NCATE), OLC's Teacher Preparation Program is currently accredited based on the NCATE standards, protocol, and review process. However, through NCATE's merger with the Teacher Education Accreditation Council to form the Council for Accreditation of Educator Preparation (CAEP) in our next accreditation visit (Fall 2019) we must demonstrate the new evidence-based quality assurances of the CAEP standards.

Our candidates must demonstrate proficiency toward the InTASC standards adopted by the South Dakota Department of Education, as well as CAEP's special program assessments including NAEYC and ACEI. OLC's current candidates must maintain a minimum GPA of 2.8, which exceeds the minimum 2.6 established by the South Dakota Department of Education. New candidates, however, will be required to meet a higher 3.0 minimum GPA required by CAEP for entrance into teacher preparation and by new SD DOE rules for entrance into student teaching.

The ten InTASC Core Teaching Standards that will be taught and assessed include:

1) Learner development, 2) Learning Differences, 3) Learning environments, 4) Content Knowledge, 5) Application of Content, 6) Assessment, 7) Planning for Instruction, 8) Instructional Strategies, 9) Professional Learning and Ethical Practice, and 10) Leadership and Collaboration.

OLC's current program meets the standards of the South Dakota Department of Education Office of Accreditation and Teacher Quality. The task of Waonspekiya Waste 2020 and of Oglala Lakota College is to take standards of quality developed in very different demographic and geographic areas and adapt and make them work in the Reservation setting.

In terms of intensity the degree includes the 43 credits of core requirements and 15 credits of Lakota Studies which most of the Participants will have completed to be admitted to the program. Core requirements include English, Speech, Algebra, Government, Geography, Information Processing, etc. Lakota Studies requirements include Lakota language I & II, Lakota Culture and two electives. The upper level work is comprised of 71 credits including integrated courses in Child Development, Educational Psychology, Human Relations, Indian Education, Introduction to Exceptional Education, and methods course work in core content areas. Requirements are contained in the Other Attachments: cos.pdf.

Waonspekiya Waste 2020 will start in the Fall of 2016 with Participants who have completed their core requirements and are ready to begin the BS program. Waonspekiya Waste 2020 gives five semesters (Spring 2017 through Spring 2019) to provide courses, mentoring, preparation for the Praxis PLT exam, student teaching, etc. Waonspekiya Waste 2020 will allow for students to finish in two years if they are inclined to and can demonstrate the competencies required for licensure. We will then provide induction services for one year.

The tests and measures of this quality, intensity and duration include the PRAXIS II Principles of Learning and Teaching Test, course grades, GPA, Mentor and Coordinator observation reports during student teaching, Teacher Evaluation during induction year and the ongoing measures based on the SD/InTASC and CREDE standards built into the student portfolio and program assessment.

Cultural traditions and values will further pull in the family and increase the support for students. Honoring ceremonies common in Lakota culture for students' achievements will involve families and community members. These will be tied to each student's development of a professional portfolio that includes evidence of his or her practice of the Lakota values.

e. Quality of Project Personnel (15)

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

Dr. Shannon Amiotte, Dean of Education, has a BS in Elementary Education and Special Education, MS in Curriculum and Instruction with Reading Specialist emphasis, Ed D in Education Administration and National Board Certification as an Early Childhood through Young Adult Exceptional Needs Specialist. She has three years as a curriculum specialist with the South Dakota Department of Education, 13 years as a teacher and special education coordinator in Pine Ridge Reservation schools, 12 years as full-time Faculty at OLC, and one year as Dean of Education. Her full resume is in Other Attachments Resumes res.pdf.

(2) Qualifications, relevant training and experience of key project staff

OLC is a small tribal institution with a flat administrative structure. The President and VP for Instruction will be hands on with the project. Thomas Shortbull, President of OLC, has a Masters in Public Administration from the University of South Dakota, has been a South Dakota State Legislator, adjunct faculty member at OLC and was President of OLC from 1975 to 1989.

He returned as President in 1995. He is an Oglala Sioux Tribe member. He assures that OLC Board input is given in all areas to keep the program in touch with reservation and tribal needs.

VP for Instruction, Dr. Dawn Frank, has a Ph. D. in Biological Sciences from South Dakota State University, and an MA in Lakota Leadership and Management , a BS in Human Services and an AA in Social Services and Counseling all from OLC. She is a member of the Oglala Sioux Tribe. She has been Vice President for Instruction since 2013 and before that she was Chair of the Graduate Studies Department from 2005 to 2013. She also oversaw the Education Administration Masters program during that time. She oversees all academic departments and is especially focused on strategic planning and assessment.

Tom Raymond, Instructor, was OLC Dean of Education from 2008 to 2015. He is an enrolled Rosebud Sioux Tribe member with an MA in Education working towards an Education Doctoral Degree at the University of South Dakota. He has nine years of elementary teaching experience, 14 years experience as an Elementary/Middle School Principal including three years as Principal of the OLC Lakota Immersion School, and seven years of college teaching experience at OLC. All his experience is with Native American students on the Rosebud and Pine Ridge Indian Reservations.

Dr. Tamara Bauck, Instructor/Participant Support, has a Ed.D. in Distance Education and Technology from Nova University in Florida and MA in Curriculum and Instruction from Black Hills State University, Spearfish, SD. She worked as a Teacher at Crazy Horse School on Pine Ridge from 1987 to 1993 and as Bilingual Director from 1993 to 1998. She has worked for the SD Department of Education, a number of Specially Education Cooperatives and the North Dakota Department of Public Instruction.

Ms. Dorraine Benson, Instructor, has a BS in Multi-Subject K-8 Education and MS in Curriculum and Instruction. She was Coordinator of a previous IPD Teacher Program at OLC that had 19 graduates, 18 of which are currently employed in local schools. She has six years of teaching experience in Kindergarten and nine years of pediatric clinical experience.

Ms. Linda Olsen, Instructor, has a BS in Elementary School Administration and a BS in Elementary and Special Education. After retiring from 35 years of service as the Dupree School (Cheyenne River Indian Reservation) special education director she joined the OLC teaching faculty at OLC's Cheyenne River College Center. She has been a full-time education instructor for the past two years.

Full resumes are in Other Attachments Resumes res.pdf.

(3) Qualifications, relevant training and experience of consultants

OLC full-time faculty who will teach as Adjuncts include Merle Brave, MS in Secondary Education; Lori Lindskov, MS in Educational Administration; Devona Lone Wolf, Masters of Education, Mental Health Counseling, Chemical Dependency Counseling and BS in Human Services. Dr. William Young, PhD in Curriculum and Instruction, MS in Curriculum and Instruction, ME in Educational Administration.

Most of the other adjuncts are administrators or teachers in Reservation schools. Most of them have endorsements in the educational areas our Participants will be going into.

These include: Rhoda Butler, MS in Education, Special Education; Josephine Brewer, MS in Education Administration, Robin Cline, MA in Special Education, Deb Cross, MS in Curriculum and Instruction, MS in Educational Administration, Jennifer Gilbert, MS in Education; Melissa Iron Cloud, BS in Elementary & Special Education; Linda One Feather, MA in Lakota Leadership: Education Administration. Nancy Pruitt, ME in Educational Administration; Melvin

Reiser, MA in Special Education; Jennifer Sierra, MA in Elementary School Administration, Iris Wilson, MA in Lakota Leadership: Education Administration. More information on Adjuncts is in Other Attachments Resumes res.pdf.

Mentors will be selected by a collaborative team of OLC faculty, OLC administration and Consortium school administrators and will be exemplary classroom teachers. The full list of adjuncts and their qualifications is on pages

g. Quality of Management Plan (20)

(1) Costs are reasonable in relation to design, objectives, number of persons, and anticipated results

The costs of Waonspekiya Waste 2020 outlined in the Budget Narrative Attachment are both adequate and reasonable. A great deal of the funding will go to the Participants for stipends and other support. We will be experimenting with a graduated stipend system with the amount going up as students gain credits. This is part of data based decision making that comes from our experience with previous grants.

The funds for student support are adequate to attract and maintain quality students from poverty backgrounds to achieve their degree and teacher endorsement in two or three years. Waonspekiya Waste 2020 includes required travel to the Directors' conference each year in the budget as well as staff travel to visit schools and Participants. OLC's budget will provide the majority of mileage funds. Mileage is formidable given size of the reservations and distance of 100+ miles to Rapid City. Student travel will be supported through student assistance funds.

The decentralized design of OLC and the school-based design of Waonspekiya Waste 2020 is the most reasonable and cost effective model for dealing with the size and realities of the Reservations. The project allows OLC to perfect the site-based model and incorporate the latest

research and effective practice in teacher education for Indian students. A contract with participants will ensure that individuals who receive assistance from Waonspekiya Waste 2020 will serve Indian children for two years for every year they receive assistance. The majority of these will work with Lakota students on the Pine Ridge and Cheyenne River Reservations and in Rapid City, SD. The majority of Participants are from the Reservations and over 90% of them will remain to work on the Reservations.

The costs are reasonable in relation to the results since it would cost at least one and a half times as much to send 18 students away to get a degree. Costs for Public in-state college: 15-16 \$37,640 (The College Board, 2016) vs \$22,222 per Participant in Waonspekiya Waste 2020 for the 3 years before graduation. The costs are even more reasonable since less than 20% of the Participants would graduate based on normal attrition rates for Lakota students going off the Reservations (Bureau of Indian Affairs Higher Education Program Statistics, 2009).

OLC has focused on Indian student support for over 42 years. OLC serves over 1,800 postsecondary students a year of whom 95% are Indian and 66% are women. OLC, a tribal college, is the grantee and demonstrates commitment with an array of resources. OLC has a main campus at Piya Wiconi outside of Kyle, SD with administrative offices, registrar, financial aid, business office, science and math building, academic department offices, the Woksape Tipi Learning Resource Center with a large Indian collection and the Oglala Tribal Archives and the Oglala Lakota Historical Center. OLC has 11 Instructional Centers (9 on Pine Ridge, 1 at Eagle Butte and 1 in Rapid City) with classrooms, computer labs, hi-speed Internet, science labs, branch libraries, and Center counselors and tutors.

OLC has a student information, fiscal and management information system using Jenzabar that provides access to real-time data. OLC utilizes Virtual Campus for online courses

and each Instructional Center is equipped with the Picture-tel Videoconferencing systems. OLC will provide administrative offices, equipment and supplies for the project.

All Faculty are assigned as academic advisors to students who complete general requirements. OLC offers faculty from other Departments to provide core courses including Lakota Studies, review the preparation of teacher candidates, and do evaluation. OLC will provide fiscal management and audit which are part of the 17.2% Indirect Cost Agreement with the Department of Health and Human Services. In effect OLC is providing 9.2% of the budget each year since the Indirect Cost limit for the grant is 8%. OLC has had a balanced budget and clean audits for 21 years.

**(2) Procedures for ensuring feedback and continuous improvement in operation
of project**

The Education Department uses multiple assessments to measure candidate content, pedagogical and professional knowledge and skills and to evaluate program effectiveness in helping candidates to meet the licensure requirements. Teacher candidates will receive individual feedback and guidance regarding their own performance as assessment measures are completed. Data meetings will be held at the beginning of each semester to review, analyze and reflect upon collective assessment data that was gathered during the previous semester. Staff and Participant review of Student Portfolios each semester is used as a formative evaluation to assist the candidates to document accomplishments toward achievement of InTASC and CREDE standards and to adjust our processes.

Annually candidate performance data will be reviewed in relation to the other education unit assessments including faculty performance, program performance and overall unit performance. Education faculty and staff will regularly be involved in these discussions and, as

possible, adjunct instructors, members of departments with shared degree offerings, current students and graduates, and local school personnel will be included. Reports of overall findings will be presented to the OLC Assessment Director and Assessment Committee. This information will then be made available to students, faculty, and other interested members of the learning community through the college's assessment website.

A continuous improvement cycle will be utilized to enhance curriculum and instruction and improve student learning. Assessment information will be used to make decisions regarding program effectiveness and any changes that may be necessary. In addition, assessment information will be utilized to set future goals and direction for the Education Department and our PreK-12 partners.

Procedures used to ensure feedback on performance of Participants include: interview by faculty members based on the standards; Student Writing Sample based on 6 Traits Writing Rubric; Capstone Assessments throughout course work in Professional Core and Professional Requirements; Student Teaching Evaluations of a 16 week placement in the appropriate school level monitored by a Supportive Teacher with four formal assessments; four to eight observations and formative assessment reports by the Project Director or faculty supervisor; Teacher Candidate Exit Interview with OLC Dean of Education /Project Director, faculty, and school officials; and PRAXIS II Principles of Learning and Teaching examination for licensure.

During the induction year assessment will include the 1st Year Teacher Questionnaire that is based on the South Dakota, InTASC and CREDE standards and completed by the school's Principal. The Participant/Graduate will also go through the school's regular Teacher Evaluation process and observations by Waonspekiya Waste 2020 faculty.

The WW 2020 team will meet monthly to review input from Participants and their

progress. The data will be analyzed on a semester basis and appropriate changes made for the following semester. Feedback strategies will also include reviews of participant, staff and consortium member comments by phone, fax, e-mail, meeting minutes, visits, etc.; monthly team meetings; Participant satisfaction surveys; participant course and instructor evaluations; attendance records; tutor and counselor records; and advisor contact sheets.

Feedback will be both formative as a basis for data-based decision making and summative to show achievement of Goals, Objectives and Government Performance Standards. We have already looked at our Education Program data to write the proposal and will use data on hand as well as data we will collect to shape the development and implementation of the project from day one of the grant period.

Each semester WW 2020 staff will monitor on-time achievement of project objectives; gather and analyze qualitative and quantitative data; interview staff and participants; and do semester evaluation and Interim and Final Reports for DOE. In the 4th year staff will determine school administrators' satisfaction with Participants who are teaching in their schools; interview each Participant on program satisfaction and suggestions; administer a written survey to all participants on all aspects of the program; interview Participants' peers and staff supervised for feedback on performance; and analyze semester evaluations and data collected and write a Final Report.

Data analysis will be ongoing by all Waonspekiya Waste 2020 staff at monthly meetings. Specific analysis will be done as part of reports and recommendations each semester by the project staff and will be completed annually by the Evaluation Team.

Data to be collected and analyzed by Objective include: 1. Recruit and select a cohort of 18 Indian participants by 6/17. Quantitative: # of Participants, PRAXIS II Content Exam scores;

of Payback Contracts signed; # of Background Checks passed. Qualitative: Participant Satisfaction Surveys, Participant Evaluations of Courses and Instructors, Mentor Reports, Faculty Observation Reports. 2. Provide a quality, sustainable Bachelor program that prepares students to teach in schools with Indian students from 7/16 to 6/20. Quantitative: # of credits earned; GPA; amount of student stipends and financial support; # of courses revised; monthly, quarterly and annual budget expenditure reports. Qualitative: Course catalog descriptions and syllabi; Annual Performance Reports to the Department of Education; Participant Satisfaction Survey; School Partner Survey; interview notes with employers of Participants in first semester of teaching and one year after employment; Participant survey and focus group one year after graduation; graduate placement and follow-up files; analysis of SD Department Education and NCA Higher Learning Commission reports and responses; review of dissemination methods including brochures, presentations and website. 3. Provide PRAXIS examination support to assure 18 Indian participants achieve the required qualifying scores to be eligible for SD Department of Education licensure from 7/16 to 6/20. Quantitative: documentation of PRAXIS support and participation; ETS PRAXIS score report; documentation of faculty orientation; purchase of recording system for PPAT, #s and scores of Participants taking the PRAXIS. Qualitative: Participant Evaluation of Support; Faculty Evaluation of Support. 4. Graduate 18 participants with Bachelors in education who become licensed by the SDDOE by 6/19. Quantitative: # of Bachelors in Education graduates by 2019; # of endorsed in SD. Qualitative: induction report after first year of employment; PRAXIS II Principles of Learning and Teaching Test Results; ratings on SD/InTASC Standards based on Student Portfolios, etc. 5. Place 18 graduates as teachers in schools with a high number of Indian students and provide a year of quality induction services from 7/18 to 6/20. Quantitative: # of Participants employed ; % of

Indian students in schools where Participants employed. Qualitative: Mentor Teacher Reports; Coordinator Observation Reports; Administrator Surveys after first semester and one year of Participant's teaching; Participant Survey and Focus Group with Participants after first year teaching; results of Participant's regular school teacher evaluation.

(3) Time Commitments of project director and other key project personnel are appropriate and adequate to meet objectives

We have learned from previous projects what staffing patterns work best. We have also found that a Coordinator tends to become an administrator and not work on the project. We have an experienced Director and Secretary who have done much of the paperwork in the past and know department and grant procedures. We have designed the project to be more participant centered and to emphasize the problems of the PRAXIS and upgrade the quality of induction by involving all staff and faculty.

Dr. Shannon Amiotte, Dean of Education and WW20 Director, will be 50% in years 1-3 and 35% in year 4. She will do grant management, budget oversight, project evaluation and reporting, identification and grant specific advisement of participants and communication with PreK-12 and tribal partners.

Budget Oversight

Dr. Tammy Bauck, Full-Time Faculty / Instructional Coach will be 50% in years 1-3 and 20% in year 4. She will assist with recruitment, identification and academic advisement of participants, teach education courses including independent study needed for graduation, do instructional coaching of participants during student teaching and induction, do instructional coaching professional development for Mentors, and provide PRAXIS Principles of Learning and Teaching and Performance Assessment for Teachers.

Alicia Zephier Janis, Secretary, will be 50% in years 1-3 and 25% in year 4. She is a veteran of previous projects. She will do participant records management, keep budget cuff accounts, assist with project evaluation and reporting, assist with recruitment and advertising, and facilitate communication with PreK-12, tribal partners and Participants.

Instructors Tom Raymond and Dorraine Benson, will be 25% in years 1-3 and 0% in year 4. They will assist with recruitment, identification and academic advisement of participants, teach Education courses, including graduation required courses and independent study as need,), provide PRAXIS preparation sessions and do Portfolio development workshops.

Linda Olsen, Full-Time Faculty at Cheyenne River will be 25% in years 1-3 and 20% in year 4. She will assist with recruitment, identification and academic advisement of participants, teach education courses including graduation required course and independent study as needed, provide PRAXIS support especially in Special Education, do Portfolio Development workshops, and assist with induction in year 4.

By lifting our vision, the petty quarrels of our daily existence will be overcome by a view of our future and our communities will emerge as sacred places. Vine Deloria, Jr.

I have seen that in any great undertaking it is not enough for a man to depend simply upon himself. Loneman, Teton Lakota

The purpose is to achieve Wolakolkiciyapi - "mutual respect, cooperation and understanding with everyone working toward one goal." Calvin Jumping Bull.

Hecetukte yelo! (This is how it will be!)

Other Attachment File(s)

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DEPARTMENT OF HEALTH AND HUMAN SERVICES

Program Support Center
Financial Management Service
Division of Cost Allocation

DCA Western Field Office
90 7th Street, Suite 4-500
San Francisco, CA 94103
PHONE: (415) 437-7820
FAX: (415) 437-7823
E-MAIL: dcaef@psc.hhs.gov

FEB 13 2013

Thomas Shortbull
President
Oglala Lakota College
P.O. Box 490
Kyle, SD 57752

Dear Mr. Shortbull:

A copy of an indirect cost Negotiation Agreement is attached. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government. Please have the Agreement signed by a duly authorized representative of your organization and return it to me BY FAX, retaining the copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal together with supporting information are required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on your fiscal year ending 09/30/15, is due in our office by 03/31/16.

Sincerely,

(b)(6)

Arif Karim, Director
Division of Cost Allocation

Attachment

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY FAX

ORGANIZATION: Oglala Lakota College

AGREEMENT DATE: 2/6/2013

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

The following fringe benefits are treated as direct costs:

FICA, STATE UNEMPLOYMENT INSURANCE, HEALTH/VISION/DENTAL/LIFE INSURANCE, SHORT-TERM DISABILITY, ACCIDENTAL DEATH INSURANCE, ANNUITY, AND RETIREMENT PLAN.

The indirect cost rate(s) has/have been negotiated in compliance with the applicable Administration for Children and Families Program Instructions for the Head Start program (ACYF-PI-HS-05-01 and ACYF-PI-HS-08-03). ACYF-PI-HS-08-03, dated 5/12/2008, specifically defines "compensation" and limited the cost of "compensation" charged to any federally funded program to zero for any staff whose "compensation" exceeded the rate payable for level II of the Executive Schedule. As of January, 2012 the Executive Schedule Level II rate is \$179,700.

ORGANIZATION: Oglala Lakota College

AGREEMENT DATE: 2/6/2013

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Office of Management and Budget Circular A-31, and should be applied to grants, contracts and other agreements covered by this Circular, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Oglala Lakota College

(INSTITUTION)

(b)(6)

(SIGNATURE)

Thomas Shortbull

(NAME)

President

(TITLE)

02-19-13

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

Arif Karim

(NAME)

Director, Division of Cost Allocation

(TITLE)

2/6/2013

(DATE) 3162

HHS REPRESENTATIVE: Stanley Huynh

Telephone: (415) 437-7820

**Consortium Agreement for Waonspekiya Waste 2020 Indian Professional Development
(CFDA 84.299B) Preservice Teacher Training Program**

This Memorandum of Agreement concerns the implementation of Waonspekiya Waste Indian Professional Development CFDA 84.299B/ Preservice Teacher Training to be submitted by July 1, 2016 and to run from 9/1/16 to 8/31/20. The MOA is between the grantee Oglala Lakota College and its School Site Partners in the Consortium.

Oglala Lakota College agrees to:

1. Be the fiscal agent for the grant.
2. Maintain and upgrade a Bachelors in Education accredited by the Higher Learning Commission of the North Central Association.
3. Maintain and upgrade a BS in Education certified for teacher endorsements in South Dakota.
4. Provide a program that imparts to Participants best practices effective with Indian students.
5. Provide support services such as counseling and tutoring and financial aid as needed to Participants to assure successful completion of the program.
6. Implement innovative course delivery systems including distance learning, practicums, etc. to make the program as realistic as possible to meet the needs of Indian schools.
7. Solicit feedback from and meet with the Consortium partners to constantly gather and analyze data and make improvements to the program.
8. Provide one year of induction services to the Participants after they graduate including appropriate support and capacity building for Mentors.

School Site Partners agree to:

1. Maintain an accredited education program.
2. Support the implementation of cultural based learning and instructional practices effective with Indian students.
3. Provide release time for Participants to take courses in line with their own Personnel Policies.
4. Allow Participants to take part in the school's regular professional development.
5. Provide guidance to Participants on components of effective teaching.
6. Collaborate with OLC Faculty to integrate scientifically research based practices proven to be successful with Indian students.
7. Assist with project evaluation by giving feedback on Participant and project progress.
8. Ensure appropriate learning environments at school facilities.
9. Consider program graduates for employment in positions for which they are qualified.
10. Provide for Mentors during the induction year.

We agree to meet upon funding of the program to review and finalize this Memorandum and to specify what is expected from each Partner, how the linkages will work, and how to assure effective communication.

(b)(6)

Thomas Shortbull, President
Oglala Lakota College

6/21/16
Date

(b)(6)

Ms. Alice Phelps, Principal / Bldg. Mgr.
Wounded Knee District School

6/14/16
Date

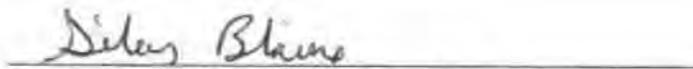

Dr. Gloria Coats-Kitsopoulos, Superintendent
American Horse School

6/14/2016
Date

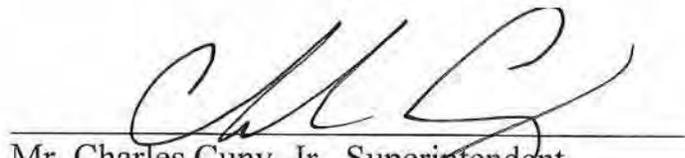
(b)(6)

Mr. Jr. Bettelyoun, Indian Education Director
Rapid City Area Schools, Rapid City, SD

06-22-16
Date


Mr. Silas Blaine, Superintendent
Crazy Horse School

6-21-16
Date


Mr. Charles Cuny, Jr., Superintendent
Little Wound School

6.22.2016
Date

Michael Carlow

Mr. Michael Carlow, Superintendent
Pine Ridge BIE School

6/28/16

Date

Mrs. Carol Veit

Ms. Carol Veit, Superintendent
Cheyenne-Eagle Butte School District, Eagle Butte, SD

7-28-16

Date

(b)(6)

Ms. Melissa Pourier-Iron Cloud, Acting Superintendent
Porcupine School

6-28-16

Date

**RAPID CITY AREA
SCHOOL DISTRICT 51-4**
300 Sixth Street
Rapid City, SD 57701

Office of Indian Education
Jr. Bettelyoun
(605) 394-4071



June 28, 2016

Dear President Shortbull:

The Rapid City Area School District will consider hiring Waonspekiya Waste 2020 participants as teachers once they graduate and earn their endorsement. Our district supports local teachers and will review participants in our hiring process. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Sincerely,

(b)(6)

Jr. Bettelyoun



United States Department of Interior
Bureau of Indian Education/Pine Ridge School
Great Plains Region
PO Box 1202
Pine Ridge, SD 57770



6/28/2016

Pine Ridge School
PO Box 1202
Pine Ridge, SD 57770

Dear President Shortbull:

Our school system will consider hiring Waonspekiya Waste 2020 participants as teacher once they graduate and earn their endorsement. We support local teachers and will definitely look at participants in our hiring process for teachers. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Michael Carlow
Superintendent

Pahin Sinte Owayawa

Porcupine School

*101 School Drive • P.O. Box 180 • Porcupine, SD 57772
Phone: (605) 867-5588 • Fax: (605) 867-5480*

June 28, 2016

Dear President Shortbull:

Our school system will consider hiring Waonspekiya Waste 2020 participants as teachers once they graduate and earn their endorsement. We support local teachers and will definitely look at participants in our hiring process for teachers. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Sincerely,

(b)(6)

Melissa Pourier-Iron Cloud
Acting Superintendent

Cheyenne - Eagle Butte

Eagle Butte School District 20-1
24 West Prairie Rd
P O Box 260
Eagle Butte, SD 57625-0260
Admin 605-964-4911 Fax 605-964-4832


Braves

Superintendent - Mrs. Carol Veit
Admin Assiat - Darja DePoy
Business Manager - Keith Wall
Admin Assisi - Kristy Fischer

June 28, 2016

Eagle Butte School District 20-1
24 West Prairie Rd
P O Box 260
Eagle Butte, SD 57625

Dear President Shortbull,

Our school system will consider hiring Waonspekiya Waste 2020 participants as teacher once they graduate and earn their endorsement. We support local teachers and will definitely look at participants in our hiring process for teachers. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Sincerely,


Carol Veit
Superintendent
Eagle Butte School District 20-1
Eagle Butte, SD 57625

6/30/16

Dr. Gloria J. Kitsopoulos
Superintendent
Mr. Albert Sharp
School Board President
Mr. Hermus Bettelyoun
School Board Vice President
Mrs. Suzanne White Lance
Business Manager



Ms. Faith Richards
School Board Secretary
Mrs. Donna Salomon
School Board Member
Mrs. Marietta Vasquez
School Board Member

Date:
6-29-2016

Name of School or system:
American Horse School

Address:
100 Main Street
PO Box 660
Allen, S.D. 57714

Dear President Shortbull:

Our school system will consider hiring Waonspekiya Waste 2020 participants as teacher once they graduate and earn their endorsement. We support local teachers and will definitely look at participants in our hiring process for teachers. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Name:
Dr. Gloria J. Coats-Kitsopoulos

Title:
Superintendent

Dr. Gloria J. Kitsopoulos
Superintendent
American Horse School
PO Box 660
Allen, SD 57114-0660

100 W. Main St., PO Box 660 Allen, SD 57714
AHS Main Phone: (605)455-1209 Student Record Fax: (605) 455-1045
Business Office: (605) 455-2483 Business Office Fax: (605) 455-2249

Bennett County School District 3-1

Bennett County "Warriors"
Box 580
Martin, South Dakota 57551-0580
Fax # (605) 685-6694

Stacy Halverson
Superintendent
(605) 685-6697

Nick Redden
Secondary Principal
(605) 685-6330

Amie Kuxhaus
Elementary Principal
(605) 685-6300

Belinda Ready
Jr. High Principal
Title Director
(605) 685-6343

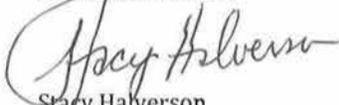
Karen Coyle
Jolene Robinson
Business Manager
(605) 685-6112

6/30/2016

Dear President Shortbull:

Our school system will consider hiring Waonspekiya Waste 2020 participants as a teacher once they graduate and earn their endorsement. We support local teachers and will definitely look at participants in our hiring process for teachers. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Education Matters,



Stacy Halverson
Bennett County School District Superintendent



CRAZY HORSE SCHOOL

Tasunka Witko Owayawa
P.O. Box 260
245 Crazy Horse School Drive
Wanblee, South Dakota 57577
PHONE: (605) 462-6839 FAX: (605) 462-6424



June 30, 2016

Crazy Horse School
PO Box 260
245 Crazy Horse School Drive
Wanblee SD 57577

Dear President Shortbull:

Our school system will consider hiring Waonspekiya Waste 2020 participants as teacher once they graduate and earn their endorsement. We support local teachers and will definitely look at participants in our hiring process for teachers. We support Oglala Lakota College in doing this since we have a high number of Native students and are always looking for qualified Native teachers.

Sincerely,

A handwritten signature in blue ink that reads "Silas Blaine".

Silas Blaine, Superintendent Crazy Horse School

Resumes of Director and Key Personnel

Thomas Shortbull, President	2
Dr. Dawn Frank, VP for Instruction	3
Dr. Shannon Amiotte, Dean of Education, WW2020 Director	6
Dr. Tamara Bauck, Instructor/Instructional Coach	10
Thomas Raymond, Instructor	16
Dorraine Benson, Instructor	17
Linda Olsen, Instructor	20-21
Qualifications of Adjunct Instructors	22-27

Thomas Shortbull has been President of Oglala Lakota College since January 1995.

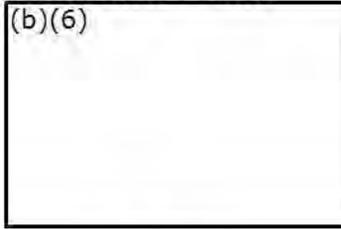
He was President also in the 70s and an adjunct Instructor from 1982 to 1995. He was South Dakota State Senator from 1982 to 1986 and on the Reconciliation Commission. He has been Director, Rapid City Indian Service Council, and a Board Member of the American Indian Higher Education Consortium, American Indian College Fund, and SD Community Foundation and Rapid City Regional Hospital. He has a Masters in Government from USD with emphasis in Public Administration. He is the great grandson of Short Bull, a leader of the Ghost Dance movement in the 1880's.

At OLC he started the *Lakota Wounspe Woglala Lakota* Speaking Academy Total Immersion School which now has 30 students from K-4, initiated the Civic Engagement Program which provides activities including soccer and basketball 1st to 4th graders, set up the OLC Athletic Department and built a Veterans' Memorial and provided special honoring for Veterans from WW I through Vietnam at graduations. He guided OLC to its first 10 year accreditation in 2003, becoming a Best Practices Campus for Minority Students in 2009, and being selected as a Beating the Odds Institution by the Gates Foundation in 2011. When the Oglala Sioux Tribe asked OLC to take over the Head Start program in 2005, welcomed this and since has built or remodeled 25 or 26 classrooms and developed a quality program. He has helped the College complete a new Learning Resources Center, 8 new Instructional Centers, a Multipurpose Building, Historical Center, Math & Science Building, Nursing Building and Dorm, and 2 Student Residences. He has helped to increase the OLC Endowment from \$1.3 million in 1995 to over \$40 million in 2014 to provide student scholarships, maintenance and faculty positions to keep academic programs going.

He states: "*Our institutional mission is unique in that we not only provide knowledge about the larger society, but about our tribal world. The students, Indians and non-Indians alike, have the opportunity to acquire an in-depth understanding about the history, philosophy, culture, and language of the Lakota people. Our dual mission enables us to instill a strong sense of tribal identity in Indian students.*"

He has increased the OLC Endowment from \$1.3 million in 1995 to over \$40 million in 2016 including Faculty, Student Scholarship and Maintenance endowment funds.

Dawn Frank



Resume

- Objective:** To work with individuals on or near the Pine Ridge Reservation who seek individual and community enhancement through education, evaluation, and research utilizing the Indigenous history, culture, philosophy and language combined with formal education and scientific knowledge.
- Summary:** As a member of the Oglala Sioux Tribe, current Vice President of Instruction, and former Graduate Studies Director/Chair and faculty member of the Graduate Studies Department of the Oglala Lakota College, I have experience teaching, developing, and assessing graduate level courses. I am skilled as a counselor, facilitator, advocate, and Inter-agency collaborator to assist in addressing the adverse pressures faced by many youth and families on the Pine Ridge Reservation. I have served as a resource to federal and local agencies, schools, private non-profit organizations and my community. I have experience in strategic planning, program development, program evaluation, conducting empirical research studies.
- Work experience:** Vice President for Instruction, Oglala Lakota College 7/13-present.
Director/Chair Oglala Lakota College Graduate Studies Department 7/05-7/13
Calico Community president 2008-2010
Education Administration Coordinator, OLC Graduate Studies 2/05-7/05
Community Liaison- Traditional Healing research grant Wakanyeja Pawiciyapi Inc. 2/05 –current.
Oglala Sioux Tribe Executive Director, interim 12/04-2/05
Director, Teca Aicibleza Pi Kte (youth understanding themselves)
Teen pregnancy prevention abstinence program 11/19/01 – 12/04
OA Secretary, Indian Health Services – 9/1996-11/16/01
Oglala Sioux Tribe Health Administration- 1992 – 1996
Native American Infants, Children and elders (volunteer) 1996-2002
Community organizer for the Calico Community (volunteer) 1996- present
Women’s support and fitness groups (volunteer) 1996-1999
- Education:** **2010** – Ph.D. Biological Sciences – South Dakota State University.
2007 – American Evaluators Institute training June 2007- Atlanta Georgia
2004 – M.A. Lakota Leadership and Management – Oglala Lakota College.
2002 – B.S. Human Services — Oglala Lakota College.
1999 – A.A.S. Social Services and Counseling – Oglala Lakota College.
- Training:** Higher Learning Commission Accreditation , 2013, 2014, 2015.

Current member of the American Evaluators Association: Indigenous evaluators; qualitative evaluators, mixed methods evaluators, non profit Evaluator's special interest groups, 2006-2012.

Part Review Training – quality assurance, October 2004

HIPPA, privacy act, mandatory reporting procedures, March 2004

638 grants and contracts management October 2003

Psychodrama - April 2003

Father Hood development – June 2002

Restorative justice, April 2002- University of Minnesota

Committees: Oglala Lakota College [OLC] Institutional Review Board Chair 2008- 2013
OLC Instructional Affairs committee member 2010 - 2012

Oglala Sioux Tribe Research and Review Board member 2005- present

Oglala Lakota College Assessment Committee – 2005-2010, 2012 – present

OLC HLC Assessment Academy 1/13- present.

Piya Wiconi Okola Kiciye – governing body of OLC – 2005 - 2008

Oglala Lakota College Institutional Review Board Member 2005-2008

Wacante Kiyapi Board of Directors – non profit organization 2006- present.

Tasunke Wakan Okolakiciye (Medicine Horse Society) 2011- present

Wakpamni District Task Force 11/11/13 to present

South Dakota Experimental Program to stimulate Competitive Research (SD ESPSCOR)

University of Colorado Circle of Life Steering Committee

Black Hills Treaty Council Member 9/1/2012 – present.

Current member of the American Evaluators Association: Indigenous evaluators; qualitative evaluators, mixed methods evaluators, non profit Evaluator's special interest groups, 2006-2012.

Instruction: LakM 513 Foundations for leadership and management

LakM 533 Social Organization

LakM 523 Lakota leadership & professional development

LakM 543 Financial management administration

LakM 583 Lakota environment management and protection

LakM 596 Community Action project

All courses in the Lakota Leadership and Management program

LMEA 796 School Community Action Project

LSoc 101 Traditional Plants Foods and Herbs

Presentations: Four Directional Conceptual Framework Model for Excellence – Department of Education November 2012

An Indigenous Research Model December 16, 2010

Using portfolios in graduate level work, December 2010

Integrating Lakota Culture and Biological Science into a Holistic research Model, March 2010

Lakota protocol in Ethics and Engineering, June 2009

A view from the field 2007 AEA Conference Baltimore MD.
Qualitative Research Seminars, 06
How to Conduct Professional Presentations 06
How to Conduct Interviews as data 06
Education Conference: Multi Cultural Travel experience 12/05
"Sharing a Vision" – Kansas City Missouri 10/05
Indigenous Women series – South Dakota State University 2/05
Empowering Women Series: Women in the Workplace: UTTC Bismarck
North Dakota 1/05

Awards: Mellon Fellow Recipient – 2007 – 2008
Prairie PhD Scholarship – PhD Biological Sciences June 2003 – June 2006
Women's' vision Scholarship recipient, spring 2004
Carol Reyer Award, spring 2002
OST Health Education Recognition award, spring 2004
Presidents list 1999-2004 Cumulative GPA 3.83

Dissertation/thesis: Frank, D. (2010). Lakol wico un na wico han wopasi - Integrating Lakota Culture and Biological Science into a holistic research methodology. South Dakota State University, 2010

Frank, D. (2004). Secondary Education: Lakota Cultural Integration, Pine Ridge, Red Cloud, Crazy Horse, Bennett County, Kadoka. OLC.

Chapman, C., Conti, K., Frank, D., & Gansen, A. (2003). Mini Community Development Plan. South Dakota State University, Brookings SD.

Graduate Committees Merdanian, V. (2012) Stakholder challenges and benefits of integrating peacemaking within the tribal courts

References: Dr. Diane Rickerl, Brookings, SD (b)(6)
Dr. Timothy Nichols, Brookings, SD (b)(6)
Dr. Wanda Agnew, Bismark, ND (b)(6)
Kathy Wilson, Indian Health Service (b)(6)

SHANNON K. AMIOTTE

(b)(6)

Professional Objective: To utilize my education and experience to serve as education change agent in order to assist learners at all levels in developing to their fullest potential.

Education: Doctor of Education, Education Administration, USD, July 2008
School District Superintendent/PK-12 Principal/Director of Special Education

Master of Science in Curriculum and Instruction, BHSU, August 1993
K-12 Curriculum Director/K-12 Reading Specialist

Bachelor of Science, Black Hills State College, May 1988
K-8 Elementary Education/K-12 Special Education

High School Diploma, Wall High School, May 1984

Advanced Certification: National Board Certified Teacher, November 2001

Early Childhood through Young Adulthood Exceptional Needs Specialist

Current Oglala Lakota College, March 2004 - Present

Employment: Dean of Education, August 2015: Provide leadership and direction for the programs within the Education department to meet departmental and college wide Vision, Mission, and Purposes. Collaborate in developing course schedules, determining faculty schedules, assigning adjunct faculty and implementation of academic processes. Manage department and grant funding budgets in accordance with OLC policies and procedures. Coordinate and provide oversight for the Education Department assessment plan, including: strategic planning, assessment of student learning, program improvement and annual reporting.

Professor, March 2004 – May 2015: Instructor for the Early Childhood, Elementary and Special Education programs. Provide face-to-face and online instructional delivery based on an experiential-interactive model focusing on practical application of culturally relevant educational theory, assessment practices, and research-based instructional strategies. Supervisor of student teachers. Arrange practicum experiences and collaborate with cooperating teachers and principals to assist teacher candidates in developing the skills of professional practice.

Experience: **South Dakota Department of Education, June 2001 – February 2004**
Mathematics Curriculum Specialist, July 2003 – February 2004: Member of the Office of Curriculum, Technology and Assessment. Primary responsibilities included leading the state-wide K-12 mathematics initiative, facilitating the revision of the SD Mathematics Content

Standards and organizing Scientifically Based Research advisory groups in the areas of Language Arts, Mathematics and Science.

Curriculum Technology Specialist, June 2001 – June 2003: Member of the Office of Technology integration team with primary responsibilities of assisting K-12 public school districts in using education technology. Project Manager for South Dakota's United States Department of Education Star Schools Grant, the South Dakota Alliance for Distance Education, to improve and support the increased use of video based distance education. Project Manager for the SD EdWeb, South Dakota's educational website designed to connect educators, students and parents to the worldwide web through a safe, user-friendly portal.

Wall High School, Wall School District, August 1999 - May 2001

Early Childhood Elementary Exceptional Education Teacher: Provided specialised instruction to students in pre-school through fifth grade in both classroom and resource room settings. Worked collaboratively with the reading recovery literacy teacher and general education teachers to implement an integrated language arts program for all students in first, second and third grades. Member of the school wide technology committee and special education advisory board. Special projects included integrated technology units focusing on the SD Content Standards, SDRC Activities, and two-way video conferencing over the Digital Dakota Network.

Rockyford School, Shannon County School District March 1998 – May 1999

Exceptional Education Teacher: Member of the 3-4-5 multi-age family, providing special education services to students primarily through team teaching and inclusion practices working collaboratively with general education teachers to assist all students in being successful within their regular education classrooms. Member of the school wide site-based management team and itinerant special education teacher for Red Shirt School. Special projects included school wide thematic units, family nights and participation in the SDRC Young Authors Contest and Reading Challenge.

Oglala Lakota College, Kyle, SD August 1993 – February 2004

Adjunct Instructor: Instructor for general studies and education departments.
Courses taught include: Mathematics for the Elementary Teacher, Math Methods for the Elementary Teacher, Education and Psychology of Exceptional Children, and Identification and Remediation of Language and Learning Disabilities.

Crazy Horse School, Wanblee, SD August 1990 - February 1998

Exceptional Children's Program Coordinator, August 1992 - February 1998: Coordinated all special education and related services for students in grades K-12, including: budget proposal and management, supervision of special education teachers and assistants, contracting with service providers, case management of student records and services, leading interdisciplinary teams in the development and implementation of individual education programs, and serving as an instructional leader.

First Grade Teacher, August 1990 - May 1992: Taught all subject areas utilizing team teaching, cooperative learning, whole language instruction and portfolio assessment. Special projects included a class entrepreneurial project of designing and selling Christmas cards, each student became the author and illustrator of their own book, and a

class recycling project.

Northern Hills Training Center, Spearfish, SD August 1988 - July 1990

Program Coordinator, August 1989 - July 1990: Supervised residential programs for adults with developmental disabilities, evaluated client independent living skills, participated as an interdisciplinary team member in developing and implementing individual habilitation programs, coordinated activities between residential and vocational settings, and developed a staff training program to meet accreditation requirements.

Day Habilitation Activities Supervisor, August 1988 - July 1989: Developed and taught individual objective plans of the skills necessary for adults with developmental disabilities to enter the work force; supervised assistant trainers; evaluated client's vocational strengths, interests and needs; participated as an interdisciplinary team member in developing and implementing individual habilitation programs; and coordinated staff inservice programs.

Career Related Grant Writer: Co-Author of preK-college grants related to best practices in educational approaches. Co-Author of successfully funded National Bilingual Education Alternative Instruction Grant and South Dakota Children's Trust Fund Grant.

Experience: Conference Presenter: Presenter at the following state, regional, national and international conferences: South Dakota Reading Association Conference, South Dakota Indian Education Conference, South Dakota Bilingual and Bicultural Education Conference, Technology and Innovations in Education Conference, the National Association of Bilingual Education Conference, the Association for Teacher Educators, American Association of Colleges of Teacher Education Annual Conference, and the United Kingdom Discourse Power Resistance Conference.

Inservice Trainer: Taught inservice sessions in the following areas: the American's with Disabilities Act, Section 504, School Based Support Teams, Individuals with Disabilities Education Act, Backward Design, Integrated Curriculum, Whole Language, Alternative and Portfolio Assessment, Non-Aggressive Physical Intervention, Integrating Technology and Advanced Technology Skills, American Sign Language, Behavior Management, Cooperative Learning, Distance Education, Multiple Intelligences, Constructivist Based Mathematics and Research-Based Practices in Literacy Development, Instruction for Struggling Readers, and Adolescent Reading Comprehension.

Parenting Class Facilitator: Served as a co-facilitator and trainer for individuals who wished to better understand their role as parents and to improve their parenting skills.

Organizations, South Dakota Association of Colleges for Teacher Education, President Elect, 2015-2016

Honors and Activities:Oglala Lakota College Faculty of the Year, 2010

National Reading First Higher Education Consortium, Consultant, 2007 - 2008

South Dakota Friend of Mathematics Award, SDCTM, 2005

SD EveryTeacher NBPTS Candidate Support Program, Lead Team, 2004 - 2006

Reading First Teacher Education Network, Member, 2004 - 2006

McREL Eisenhower Regional Consortium Advisory Committee, 2003 - 2006

South Dakota Legislature Senate Commemoration Recipient, 2002

South Dakota Distance Learning Association, President, 2001-2003
Association for Supervision and Curriculum Development, Member
Badlands Reading Council and South Dakota Reading Council, Member
NABE, Proposal Reader, 1994 - Present
Red Water 4-H Club Leader, 1998 - 2000
Haakon/Jackson County 4-H Leader's Association, Treasurer, 1998 - 2000
SDRC Publishing Committee Co-Chair and Reading Incentives Chair, 1998 -
1999 NABE, SIG Chairperson for Language & Culture Retention, 1994 -1996
Odyssey of the Mind, Outstanding OMER Award, 1996
Oglala Sioux Tribe, Community Service Award, 1994
Published "7 Steps to Spelling Success" in Vo-Wac Teacher Guides, 1989
Who's Who in America's Young Professionals, 1989
Summa Cum Laude graduate, BHSC 1988
President of Kappa Delta Pi, BHSC, 1987-1988
Co-President of the BHSC Student Council for Exceptional Children, 1987
Founding member, AAMR Student Chapter, BHSC, 1987
Kiwaniis Student of the Month, BHSC, 1987
Kappa Delta Pi honorary education organization membership, BHSC, 1986
Wall Jaycee College Scholarship, 1984
Girls Track Most Valuable Member, Wall High School, 1984
South Dakota High School Rodeo Queen, 1983

Special Skills and Interests Research Based Instructional Strategies, Multifaceted Assessment of Student Learning, Curriculum Design and Development, Integrating Technology into the Curriculum, Facilitating Teacher Education Inservice and Workshop Training Sessions, Grady Profile (PreK-12 Electronic Portfolio) Trainer, Odyssey of the Mind, Regional and State Judge, Special Olympics Track & Field Coach and Regional Event Director, Growing Healthy Curriculum Instructor, Certified Aids Education Teacher, Kids on the Block Puppeteer

Leisure Spending Time with Family and Friends, Horses, Barrel Racing, Hunting, Fishing , Camping Reading, Artwork, Handicrafts and Cooking, Swimming, Biking and Running

References: Dawn Frank, Ph.D., Vice President of Instruction
Oglala Lakota College
PO Box 490
Kyle, South Dakota 57752 Phone: (605) 455-6035 Email: dfrank@olc.edu

Valentina Merdianian, Ph.D., Assessment Director
Oglala Lakota College PO Box 490 Kyle, South Dakota 57752
Phone: (605) 455-6049 Email: vmerdianian@olc.edu

Tammy Bauck, Ed.D, Assistant Professor
Oglala Lakota College PO Box 490 Kyle, South Dakota 57752
Website: <http://tammybauck.wix.com/work>
Phone: (605) 220-2063 Email: tbauck@olc.edu

Dr. Tamara J. Bauck

(b)(6)

CERTIFICATION

North Dakota Elementary Teacher License. North Dakota Elementary & Secondary Principal Credential
South Dakota K-8 Elementary Teacher License. South Dakota PK-8 Principal Credential.

EDUCATION

Concordia College, Moorhead, Minnesota
B.A. - Elementary Education
May 1987

Black Hills State University, Spearfish, SD
M.A. - Curriculum & Instruction
August 1993

Nova Southeastern University, Ft. Lauderdale, FL
Ed.D. - Distance Education & Instructional Technology
December 2002
Award - Outstanding Applied Dissertation May 2003

Jones International University, Denver, CO
M.A. - Education Administration & Leadership
March 2013

PROFESSIONAL EXPERIENCE

Education Department Faculty – Oglala Lakota College. Kyle, SD (February 2016 – Present) Provide undergraduate instruction to K-12 education students, work with department data, and serve on OLC assessment committee.

Teacher and School Effectiveness, Unit Director – DPI. Bismarck, ND (September – December 2015) Responsible for supervision of 7 staff.

Succeed 2020 Project Director – Red River Valley Education Cooperative. Grand Forks, ND (August 2013 – September 2015) Responsible for conducting the needs assessment of a coop of schools, wrote the grant, and provided the leadership to manage the grant on a daily basis.

Independent Education & Evaluation Consultant. Pierre, SD. (June 2011 – July 2013) Contract with various school districts to assist with topics in the areas of: curriculum, technology, standards, and assessment.

Tobacco Cessation Coordinator. Black Hills Special Services Coop, Pierre, SD. (June 2011 – July 2013) Assist the State Department of Health's Tobacco Cessation Project providing resources across the state of South Dakota.

Education & Evaluation Consultant. Three Rivers Special Services Cooperative, Pierre, SD. (March 2005 – June 2011) Contracted with various entities to conduct a number of projects. See attached for job responsibility detail.

Office of Curriculum, Technology, & Assessment - Director. SD Department of Education, Pierre, SD (June 2000 – February 2005) Responsible for management of all statewide curriculum, technology, and assessment projects. Reported directly to Secretary of Education. Supervision of 15 program staff. See attached for additional job responsibility detail.

Agency Technology Integration Specialist. SD Department of Education & Cultural Affairs, Pierre, SD (June 1999 – May 2000) Provided state-wide leadership of educational technology.

Education Program Representative. SD Department of Education & Cultural Affairs, Pierre, SD (February 1998 – May 1999) Responsible for managing the SEA Title VII program, working with state content standards, statewide writing assessment, and various state level technology initiatives including Goals 2000 and Technology Literacy Challenge Fund.

Title VII/Bilingual Director. Crazy Horse School – Wanblee, SD (1993 – 1998) Responsible for coordinating project activities, teacher training, supervising 5 staff members, and managing the budgets of two separate bilingual programs.

Elementary Computer Teacher. Crazy Horse School, Wanblee, SD (1991 – 1994) Responsible for development of curriculum and instruction of Computer Science for students K-6 two times a week. Additional responsibility of conducting Library Science classes with K-6 students once a week.

First Grade Teacher. Crazy Horse School, Wanblee, SD (1989 – 1991)
Fifth/Sixth Grade Teacher. Crazy Horse School, Wanblee, SD (1988 – 1989)
Responsible for instruction of all basic academic subjects to a combination class of Native American students.

Fourth Grade Teacher. Lutheran Parish School, St. Thomas, US Virgin Islands (1987 – 1988)
Responsible for instruction of all basic academic subjects to fourth grade West Indian students.

Succeed 2020 Project Director (2013 – 2015)

- Provide leadership, direction, and accountability for the Succeed 2020 Project
- Organize activities for the Succeed 2020 Project
- Provide effective recruitment, selection, and assignment of personnel
- Develop and administer the Succeed 2020 Project budget using sound fiscal practices
- Work cooperatively with superintendents, principals, teachers, and other stakeholder at the district, state, and regional level
- Prepare annual report of project activities for administrators and the public

Independent Consultant (2007 – Present)

Evaluation Consultant – Serve as an external evaluation consultant visiting K-12 schools in 5 other states. Reviewing these sites regarding: curriculum, instruction, assessment, and use of instructional resources such as technology.

Trainer/Consultant – Serve as a trainer on curriculum mapping and the use of TechPaths Curriculum Mapping software. Trainer with TechPaths/Performance Pathways, Inc.

Consultant – Provide curriculum work for the company unpacking content standards for another state. TechPaths/Performance Pathways, Inc.

Three Rivers Special Services Cooperative (2005 – June 2011) ***Education and Evaluation Consultant***

Reading First - External Evaluator - Responsible for conducting an evaluation of the State Reading First grant in South Dakota. This evaluation looks at the program from the perspectives and experiences of the classroom teacher, the Reading First coach, and the school administrators. A South Dakota Department of Education contract.

Core Reading Assessments – Reading First – Responsible for working with 30 K-3 teachers to analyze the assessments used in 5 core reading series. Teachers developed test items for the gaps identified. Served as project leader for the year-long project. A South Dakota Department of Education contract.

Special Education Accommodations Alignment Study – Study to analyze the alignment of student accommodations noted in IEPs, used in instruction, and reported on the DakotaSTEP. Responsible for study design, implementation, and reporting. A South Dakota Department of Education contract.

Rtl (Response to Intervention) Pilot Schools Study - Study to identify how Rtl looked in seven pilot school sites and what seemed to be working for them. The 2007-2008 school year was the initial pilot year. This study involved focus groups during the year and an onsite visit in the spring of 2008. A South Dakota Department of Education contract.

Curriculum Mapping – Co-leader of 2 year-long studies around the statewide implementation of the curriculum mapping process based on the work of Heidi Hayes Jacobs and online mapping software. The studies involved focus groups, case studies, and a statewide survey. In addition, was responsible for planning of all aspects of a day-long curriculum mapping conference attended by 500 educators. A South Dakota Department of Education and TechPaths/Performance Pathways International contract.

Grade Level Assessment Development – Concept development and project leader for the development of grade level assessments for K-12 students aligned with the state content standards in Language Arts/Reading, Mathematics, and Science. The assessments items are part of an online testing and reporting platform. As a component of the project, the reading, math, and science standards were “unpacked.” A South Dakota Department of Education contract.

Reading First Data Analysis – Responsible for analyzing South Dakota Reading First data at the state level and at the project level. A South Dakota Department of Education contract.

Individual Contracts with School Districts to provide Technical Assistance and/or Professional Development on school improvement topics:

- ◆ Kadoka School District
- ◆ Fremont County School District #1 (Lander, WY)
- ◆ McLaughlin School District
- ◆ Pine Ridge School
- ◆ Cheyenne-Eagle Butte School
- ◆ Chamberlain School District
- ◆ Guernsey School District #1 (WY)
- ◆ Little Wound School
- ◆ Agar-Blunt-Onida School District
- ◆ Red Cloud School

Office of Curriculum, Technology, & Assessment - Director
South Dakota Department of Education
(1998 - 2005)

Curriculum – Supervision of math and reading curriculum specialists. Includes the revision of state content standards, working with district curriculum directors, facilitating an advisory committee for Math and Reading, and providing schools identified for school improvement with various levels of technical assistance.

Curriculum Mapping – Responsible for the creation and implementation of a statewide curriculum mapping initiative. Worked with mapping experts of Dr. Heidi Hayes Jacobs, Dr. Bena Kallick, and Dr. Susan Udelhofen to identify appropriate training and activities that would establish a quality mapping initiative. Project included providing grants to over half the districts in the state to provide start up funds, providing extensive mapping training to all of the state’s Education Service Agencies and larger school districts, and the purchase of a statewide license for curriculum mapping software. Additional work around this initiative are described above under the Three Services Education Services Cooperative section.

South Dakota State Reading First Grant – Responsible for authoring the State’s Reading First grant - \$16 million over 6 years. Provided initial project management prior to permanent project director identification.

Classroom Assessment – Responsible for identifying a professional development plan to address the need for classroom assessment training at the ESA and classroom level. Worked with Measured Progress to identify an on-going professional development program for South Dakota educators.

Assessment – Supervision of assessment staff. Includes the state assessment used for NCLB accountability, the SAT10 (NRT), the DakotaStep (CRT), the NAEP, the state Writing Assessment, and the DACS (Dakota Assessment for Content Standards).

Technology - During the 2000 session, the South Dakota Legislature created a new office within DECA called the Office of Educational Technology. According to Section 4 of House Bill 1257, the Office of Educational Technology's "exclusive role shall be assisting local school districts in using educational technology. Its purpose shall include researching, analyzing, procuring, and distributing programs and methods using educational technology in South Dakota K-12 schools and classrooms."

Connecting the Schools (CTS) – Assisted with the agreements, policy-setting, and daily operational activities. Identified, designed, and provided training on the use of videoconferencing to all 176 public school districts and other state agencies at request.

Coursework & Special Programming

- Provided technical assistance and small grants to teachers to encourage teaching over the DDN. Videoconference classes increased in number from 21 in the fall of 2000 (school year 2000 – 2001) to 49 fall 2001 (school year 2001-2002). Advanced Placement classes were offered asynchronously in 10 different subject areas over the internet. AP providers were sought out and contracted by the Office of Technology.
- Distance Learning course support – Evaluated and recommended for purchase WebCT and Digital Curriculum (videostreaming content and support materials). Provided schools with training on appropriate use of both opportunities.
- Special Events/Out of State Opportunities - Sought out and facilitated special programming from such locations as EROS, National Science Center – Atlanta, GA, The Center for Puppetry Arts – Atlanta, GA, Zoo Atlanta, Tybee Island, GA, and Aquatic Research Institute in East Chicago, IN. Designed and facilitated special events for K-12 schools – Conversations with WWII Veterans, Read Across America, and Buffalo Roundup.

SDADE (South Dakota Alliance for Distance Education) – Served as the Principal Investigator for a \$3 million, 3-year federal Star Schools grant. Grant activities focused on building statewide capacity to provide and access distance learning K-12 programming.

Fund for the Improvement of Education – Served as the Principal Investigator for a \$2 million, 2-year USDOE grant. Grant activities focused on expanding statewide K-12 distance learning programming.

TTL/DTL Academies – Supervised and assisted Office of Technology staff with the planning and implementation of the summer TTL/DTL (Technology for Teaching and Learning/Distance Teaching and Learning) Academies. Starting in 1996 and continuing for 7 years, thousands of South Dakota's K-12 educators participated in 4-week academies focusing on basic and advanced technologies as well as distance learning.

Governor Janklow's Capital City Conclave - Governor Janklow's Capital City Conclave on Distance Education brought 12 national and international distance education experts to Pierre, South Dakota, on July 16 - 28, 2000. Responsible for all aspects of the event.

Distance Learning Showcase - On October 2 & 3, 2001 Governor Janklow hosted a *Distance Learning Showcase* in Rapid City, SD. The United States Distance Learning Association (USDLA) presents awards every spring to individuals in 5 areas: education, government, telemedicine, higher education, and business. Governor Janklow invited ten of these award winners, who were experts in the various areas of distance education, to share their expertise during these two days. Responsible for planning and managing all aspects of the event.

Testified before Joint Appropriations Committee, the House Education Committee, and Summer Education Committee. Reports/presentations made to the State Board of Education, the joint meeting of the State Board of Education and the Board of Regents, and the Governor's Cabinet. Have also reported to Senator Daschle's education representative regarding technology and curriculum initiatives.

Media/News Releases – The Office of Technology was very active in working with Governor Janklow's office regarding media coverage of the Digital Dakota Network. Worked with *Newsweek* and *Education Week* to identify school locations and teachers for technology stories in the state. Influenced the storyline that these two publications followed. Assisted with the identification of topics and authors for the May/June 2001 *TechTrends* issue focusing on South Dakota, also authored an article for the publication.

Grant/Budget Oversight - Oversight over Federal education grants – Technology Challenge Grant (\$2M annually), Goals 2000 (\$2M annually), Star Schools (\$3M one-time) and Fund for Innovation in Education (\$2M one-time). Oversight over Bill & Melinda Gates Leadership grant (\$.6M one-time) and office budget (\$.5M annually). In addition, there were a number of other funds that the Office of Technology had management oversight.

RECENT PROFESSIONAL DEVELOPMENT

Coursework taken through the Evaluators Institute, Washington, D.C. (www.evaluatorsinstitute.com)

July 2005

- Linking Evaluation Questions with Analysis Techniques – Dr. Melvin Mark – 3 days

January 2006

- Building Organizational Capacity for Evaluation - Dr. Hallie Preskill – 1 day
- Effective Reporting Strategies for Evaluators – Dr. Hallie Preskill – 1 day
- Outcome and Impact Assessment – Dr. Mark Lipsey – 3 days

April 2006

- Basics of Program Evaluation – Dr. Mark Lipsey – 3 days
- Optimizing use of evaluation results for policy – Dr. Gary Henry – 1 day

July 2007

- Needs Driven Assessment - Dr. Michael Scriven – 2 days
- Sampling – Dr. Gary Henry – 1 day
- Hierarchical Linear Models – Dr. Gary Henry – 1 day
- Multi-site Evaluations - Dr. Debra J. Rog – 2 days

July 2008

- Professional Standards - Michael Morris - 2 days
- Working with Stakeholders - John Bryson - 2 days

April 2009

- Qualitative Data Analysis - Dr. Patricia Rodgers - 2 days
- Design & Administration of Internet/Mail/Mixed-Mode Surveys - Dr. Don Dillman - 2 days

NATIONAL & REGIONAL PRESENTATIONS

National Curriculum Mapping Institute XIII (Heidi Hayes Jacobs and Bena Kallick) - Park City, Utah - July 17 - 22, 2007

- ♦ When the honeymoon is over: What to do after the initial curriculum mapping cycle.

Curriculum Mapping Conference: A Practitioners Guide to Building and Using Curriculum Maps – Fargo, North Dakota - February 20 – 22, 2007

- ♦ Lessons Learned in Curriculum Mapping – February 21, 2007

Association for Supervision and Curriculum Development Annual Conference – Anaheim, California – March 2007

- ♦ Building a Schoolwide Professional Learning Community With Curriculum Mapping (w/Dr. Bena Kallick) – March 19, 2007

National Staff Development Council Annual Conference – Nashville, Tennessee – December 2 - 6, 2006

- ♦ Curriculum Mapping: A Statewide Initiative and What We Know (w/Dr. Susan Udelhofen) – December 5, 2006

The Big Picture: Merging Assessment Data and Curriculum Mapping - Sioux Falls, SD – August 10 & 11, 2006

- ♦ Action Research on Curriculum Mapping – August 10, 2006

National Curriculum Mapping Institute (Heidi Hayes Jacobs and Bena Kallick) – Santa Fe, New Mexico - July 13 - 16, 2006

- ♦ Action Research on Curriculum Mapping – July, 15, 2006
- ♦ Building the Vision and Planning for a Mapping Initiative – July 14, 2006

System's Change Conference – Rapid City, South Dakota - November 7 & 8, 2005

- ♦ The Integration of Curriculum Mapping and Assessment:
Data Driven Decision Making (w/Dr. Bena Kallick) – November 7, 2005

Curriculum Mapping: Best Practices for Building and Using Curriculum - Mapping to Improve Student and School Performance – Minneapolis, Minnesota - June 28 & 29, 2005

- ♦ Curriculum Mapping: A Statewide Implementation

Governor Rounds Teaching for Learning Conference – Pierre, South Dakota – October 26 & 27, 2004

- ♦ Curriculum Mapping 101 - October 26, 2004

OTHER PROFESSIONAL ACTIVITIES

Federal Grant Reviewer

March 1999 – Title VII (Bilingual Education) grant reviewer

June 2010 – i3 (Investing in Innovation Fund) grant reviewer

Test Item Alignment

Fall 2008 - Webb Alignment for the DakotaSTEP Reading tests (grades 3-8 and 11)

October 2009 - Webb Alignment for the DakotaSTEP Reading tests (grades 3-8 and 11)

Common Core Standards

Fall 2010 - Served on a SD DOE committee that aligned the South Dakota K-4 English Language Arts standards to the National Common Core ELA standards.

Reading Up Trainer

2010-2011 School Year – Provided face-to-face training and web-based follow up for the South Dakota Department of Education. The training was based on the Standards In Practice professional development model.

REFERENCES

Dr. Shannon Amiotte, Dean of Education
Oglala Lakota College, Kyle, SD

(b)(6)

Dr. Nancy Burke, Red River Valley Education Cooperative Coordinator
Supervisor of past position/employment

(b)(6)

Michelle Mehlberg – Former *Reading First Director, South Dakota Department of Education*
Contractor of Evaluation Services

(b)(6)

Thomas E. Raymond, Oglala Lakota College, Dean of Education Department, 2008 to Present

Work History

2007-2008 Principal of Little Wound Middle School, Kyle, South Dakota.
2004-2007 Principal of Porcupine School, a K-8 School of approximately 200 students.
2003-2004 Education Instructor at Oglala Lakota College.
1999-2003 Sheriff of Mellette County, South Dakota.
1996-1999 Principal, Wolf Creek School, Pine Ridge, South Dakota.
1985-1996 Elementary Principal, Crazy Horse School, Wanblee, South Dakota.
1992 Summer Philips Academy, Andover, Massachusetts. Taught students from ten (10) different countries during the summer session. 1991 Spring Bartlett Middle School, Andover, Massachusetts. Team Taught Middle School Social Studies as part of an exchange program.
1984-1985 Education Instructor, Oglala Lakota College.
1977-1984 Deputy Sheriff, Jackson County, Kadoka, South Dakota.
1976-1977 Probation-Parole Agent for Department of Corrections, South Dakota.
1974-1976 Principal, Mission South Elementary School, Todd County School District, Mission, South Dakota
1970-1974 Teacher Corps Team Leader, Todd County School District, Mission, SD
1964-1970 Teacher, Todd County School District, Mission, South Dakota.
1963-1964 Teacher, Dimock, South Dakota.

Education

2005-Present Graduate School, West River Cohort, University of South Dakota, Vermillion, South Dakota. Doctor of Education degree in progress.
1970-1974, Black Hills State College, Spearfish, South Dakota. Master of Elementary Education with Emphasis in Educational Administration.
1961-1969 University of South Dakota – Springfield, SD. BS in Elementary Education. 1966 Northern State College, Aberdeen, SD. Summer School, Emphasis in Reading Instruction.

Current Certification Lifetime South Dakota Advanced Professional Certificate
Presentations

Western Area Power Administration, Rural Electrification Agency, WAPA Southwestern Regional Conference, Santa Fe, NM. 1994
New Mexico Economic Development Commission, Presenter: New Mexico Small Business Development Centers Program. Statewide Development Conference, Socorro, NM. 1993
New Mexico Economic Development Commission, Statewide Development Conference, Albuquerque, NM. 1992
US Environmental Protection Agency, Region 6 Emergency Response Team, Haz-Mat Emergency Response Training, Gallup, NM. 1989
Federal Emergency Management Assn., National Education Training Center, National Fire Academy Haz-Mat Conference, Emmetsburg, MD. 1989

Memberships in Professional Societies:

Association for Institutional Research, graduate student member (2006 – present).
US Military Service: Honorable discharge, US Army/ARNG, 30SEPT1992. Retired TDRL, 13AUG1990.

Dorraine Louise Benson

(b)(6)

EDUCATION

Western Maryland College (now McDaniel College)

Westminster, Maryland

Graduated May 1992 – *Master of Science Degree* in Curriculum & Instruction

AWARD: Who's Who in American Education

Davis and Elkins College

Elkins, West Virginia

Graduated May 1991 – *Bachelor of Science Degree* in Multi-Subject Education (K-8),
with a minor in Psychology

Member of: Davis & Elkins College *Honors Association, Jennings Randolph
Leadership Program, Alpha Chi National Honor Scholarship Society, and Student
Education Association.*

AWARDS: Graduated Magna Cum Laude with Distinguished Honors

Honors Program Scholar (1988-90)

Honors Program Peifer Scholar (1990-91)

Academic Achievement Award for Dept. of Education
(1989-90 and 1990-91)

The National Dean's List (1988-91)

All-American Scholar (1991)

National Collegiate Education Award (1991)

Who's Who Among Students in American Universities and
Colleges (1990-91)

Catonsville Community College – Carroll County Campus

Westminster, Maryland

Graduated June 1988 – *Associate of Arts Degree* in Business Administration

Continuing Education Classes/Seminars

Since 1992, I have attended a variety of continuing education classes/seminars offered by Carroll
Community College, Church Weekday Education, ASCI, Maryland Child Care Resource
Network and, most recently, Oglala Lakota College.

At **Oglala Lakota College**, I have completed:

- 1) Indian Studies for Education and Human Relations in order to attain South Dakota
licensure;
- 2) Lakota Language I and Lakota Traditional Arts I for personal growth; and
- 3) Early Childhood Specialty Internship to begin coursework toward an additional
licensure in Early Childhood Education.

EMPLOYMENT HISTORY

Oglala Lakota College

Kyle, South Dakota 57752

August 2012 – Present

Education Department Faculty/Associate Professor. Aside from carrying a full teaching load, my responsibilities include advising students, assisting with reports for departmental and institutional accreditation review, assisting with the development of departmental assessment tools and documents, representing the department at meetings at the institutional, local, and state level, and revising course syllabi. In March of 2013, I successfully completed the Faculty Peer Review Process and achieved the status of Associate Professor with a three-year contract.

September 2009 – July 2012

Waonspekiya Kili Grant Coordinator. My responsibilities included, but were not limited to, supervising and mentoring grant participants, maintaining the budget, preparing reports as required by OIE, teaching ED and ECH classes, and assisting with student teaching. During the 2011-2012 academic year, I took on more teaching responsibilities and assisted other department faculty with preparation for the upcoming departmental state review in addition to fulfilling my grant responsibilities.

Regional Health Physicians – Pine Ridge Regional Medical Clinic

Rapid City, South Dakota 57701

November 2008 – September 2009

Office Supervisor. I started as a Medical Assistant II and Patient Navigator, and was responsible for patient contacts, scheduling/coordinating clinics, and patient care in clinic (taking vitals, doing EKGs and other diagnostic tests, etc.). My position was reclassified in June 2009 to include supervising support staff in the Pine Ridge clinic.

From August 2007 to May 2008, I continued clinical work as a Certified Nursing Assistant for Philip Health Services, Inc. and Rapid City Regional Hospital in South Dakota.

Carroll Children's Center (Pediatric Medical Practice)

Westminster, Maryland 21157

October 1998 – June 2007

Clinical Aide. It was at this time I gained hands-on experience with the physical development of children from birth through adult-hood.

My responsibilities included collecting patient statistical data and medical history, preparing patients for physical exam, taking vitals, measuring and charting growth, reviewing developmental milestones, acquiring lab specimens, etc. During this time I was also cross-trained to work as a front-desk receptionist and assisted with medical referrals and medical records at different times.

Reisterstown Baptist Church Day Care Center

Reisterstown, Maryland 21136

August 1992 – June 1998

Kindergarten Teacher. My responsibilities included developing and implementing lesson plans and thematic units for my class, maintaining contact with parents, reporting progress of the students, classroom management, supervising rest time (along with other staff), participating in staff planning and extra programs, assisting on field trips, serving as acting director when needed, and maintaining academic and attendance records.

Carroll County Public Schools – West Middle School
Westminster, Maryland 21157

October 1991 – June 1992

Instructional Assistant. I worked with a CP student. My responsibilities ranged from assisting her (and others) in class to occasionally teaching a special needs or regular class.

Substitute Teacher. Elementary and middle school experiences.

Davis and Elkins College

Elkins, West Virginia 26241

August 1988 – May 1991

Clerical Support. I worked both for the Office of the Vice President and Dean of Faculty, and the Office of the Registrar. My responsibilities included preparing reports and manuals (including those for accreditation), typing test and other handouts for instructors, registering students for classes, administering course/instructor evaluations, and assisting the Registrar's Office when they switched to an on-line registration system (including building data files).

I also worked as a teaching assistant for a Freshman Seminar class, occasionally served as a guest lecturer for education classes, and conducted an eight-week self-esteem seminar.

Linda Olsen

17271 224th Avenue, Dupree, SD 57623
Phone: [Your Phone] E-Mail:lolosen@olc.edu

Objective

My objective is to provide a means for students to learn coursework in a productive and effective manner that will allow them to fully understand and apply what they have learned as teachers. I want to establish a rapport that includes trust that will facilitate discussions that are educational and motivating. My desire is that the students will be active learners, giving them opportunities to experience learning through their educational opportunities to be the most effective teachers they can be.

Experience

Education Assistant Professor, Oglala Lakota College 2014 - Present

- Serve as a full-time instructor for the teacher preparation program at the Cheyenne River College Center.
- Provide teacher candidate support and academic advisement; including Praxis preparation support and InTASC portfolio development.
- Engage in ongoing curriculum development to incorporate Lakota perspectives, effective teaching practices and field-based experiences into courses.
- Collaborate with colleagues to work toward the Education Department goals and objectives.
- Participate in assessment of student learning outcomes and program evaluation to work towards the Education Department's goals and objectives as outlined in the department's Institutional Effectiveness Plan.

Special Education Director, Dupree Public Schools 1979 - 2014

- Special Education director at Dupree School from 1988-2014. Ensuring all students with special needs received the services they required.
- Special Education Pre-K Teacher
- Gifted Education Teacher
- Elementary Special Education Teacher
- Secondary Special Education Teacher

Education

Master of Science Degree in Elementary School Administration Northern State University

- Preschool – Grade 8 Elementary Principal

Bachelor of Science Degree in Elementary & Special Education Black Hills State University

- K-8 Elementary Education
- K-12 Special Education
- K-12 Gifted Education
- Birth – PK Special Education Endorsement

Skills

Enjoy reading, working with those who have special needs and riding horses.

Adjunct Instructors

Merle Brave – Oglala Sioux Tribe (OLC Full-Time Faculty)

- MS in Secondary Education with Middle Level
 - 5-8 Middle Level Education: Natural Science & Language Arts
- BS in Science Composite
 - 7-12 Biology, Earth Science & Physical Science

Rhoda Butler

- MS in Education
 - Special Education
- BS in Education
 - K-8 Elementary Education

Josephine Brewer, Oglala Sioux Tribe

- MS in Education Administration
 - Preschool – 8 Elementary Principal
 - Superintendent Endorsement
- BA in Elementary Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level: Social Studies, Language Arts & Mathematics

Brent Charger

- BS in Elementary and Special Education
 - K-8 Elementary Education w/ 5-8 Middle Level
 - K-12 Special Education

Robin Cline

- MA in Special Education
- BS in Elementary & Special Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level Education: Social Studies & Language Arts

Deb Cross

- MS in Curriculum and Instruction
 - K-12 Reading Specialist
 - K-12 Special Education
- BS in Elementary Education & Spanish
 - K-8 Elementary Education
 - K-12 Spanish

Mary Jo Fairchild, Oglala Sioux Tribe

- MS in Educational Administration

- 7-12 Secondary Principal
- BS in Secondary Education w/ Middle Level Social Studies
 - 7-12 Social Science: History, Political Science, Geography & Sociology
 - 5-8 Middle Level Education: Social Science & Natural Science

Jennifer Gilbert

- MS in Education
- BS in Early Childhood, Elementary and Special Education
 - K-8 Elementary Education
 - K-12 Special Education
 - Birth-Preschool Education
 - Kindergarten
 - 5-8 Middle Level Education: Language Arts & Social Studies

Peg Henson

- BS in Home Economics Education
 - 7-12 Secondary Education
 - 7-12 Family & Consumer Science
 - 5-8 Middle Level Education: Language Arts
 - K-12 Educational Technology

Melissa Iron Cloud, Oglala Sioux Tribe

- BS in Elementary & Special Education
 - K-8 Elementary
 - K-12 Special Education
 - 5-8 Middle Level: Language Arts, Social Studies & Natural Science

Carol Johnson Vaughn

- BS in Elementary and Special Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level: Language Arts & Social Studies
- BS in Social Studies, Composite in American Indian Studies and History
 - 7-12 Language Arts Literature/Composite/Grammar & Geography

Bryan LaPorte

- BA in Education
 - K-8 Elementary Education
 - 5-8 Middle Level Education: Natural Science & Language Arts

Loris Lindskov – OLC Full-Time Faculty

- MS in Educational Administration
 - 7-12 Principal
 - Superintendent Endorsement
- BS in Secondary Education w/ Middle Level

- 7-12 Science Education: Chemistry, Physics & Physical Science
- 7-12 Social Science Education: History, Political Science & Psychology
- 7-12 Mathematics Education
- 5-8 Middle Level: Language Arts, Social Studies & Mathematics

Devona Lone Wolf – Oglala Sioux Tribe (OLC Full-Time Faculty)

- Masters of Education
 - Mental Health Counseling
 - Chemical Dependency Counseling
- BS in Human Services

Valentina Makes Him First, Oglala Sioux Tribe

- BA in Early Childhood Education

Michelle McIntosh

- MS in Education
 - K-12 Reading Specialist
- BS in Elementary and Special Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level: Language Arts, Social Studies and Mathematics

Linda One Feather,

- MA in Lakota Leadership: Education Administration
 - PK -12 Principal
 - Superintendent Endorsement
- MS in Criminal Justice Administration
- BA in Political Science and Criminal Justice
 - 7-12 Secondary Education: Political Science
 - 7-12 Social Science Education: History, Sociology & Psychology

Terry Porter, Oglala Sioux Tribe

- BA in Education
 - K-8 Elementary Education
 - 5-8 Middle Level: Mathematics, Language Arts & Social Studies

Nancy Pruitt

- ME in Educational Administration
 - PK-12 Principal
- BS in Business Administration w/ Elementary Education Certification
 - K-8 Elementary Education
 - K-12 Special Education Endorsement
 - 5-8 Middle Level Education: Mathematics

Melvin Reiser

- MA in Special Education
 - K-12 Special Education
- BA in Elementary Education
 - K-8 Elementary Education
 - 5-8 Middle Level Education: Language Arts

Joni Sasse

- BS in Elementary Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level: Language Arts, Mathematics & Social Studies

Dianne Schrader

- BS in Early Childhood, Elementary and Special Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level Education: Social Studies & Language Arts

Jennifer Sierra, Oglala Sioux Tribe

- MA in Elementary School Administration
 - Preschool – 8 Elementary Principal
 - 7-12 Secondary Principal Endorsement
 - Superintendent Endorsement
- BS in Elementary Education
 - K-8 Elementary Education
 - 5-8 Middle Level: Mathematics, Social Studies & Language Arts
 - K-12 Educational Technology

Iris Wilson, Oglala Sioux Tribe

- MA in Lakota Leadership: Education Administration
 - Preschool – 8 Elementary Principal
- BS in Elementary Education
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level Education: Social Studies & Language Arts

Gail Winter

- MS in Curriculum and Instruction
 - K-12 Reading Specialist
- BS in Education
 - K-8 Elementary Education
 - 5-8 Middle Level Education: Language Arts

William Young – OLC Full-Time Faculty

- PhD in Curriculum and Instruction
- MS in Curriculum and Instruction
- ME in Educational Administration
 - 7-12 Secondary Principal
- BS in English
 - 7-12 Secondary Education w/ 5-8 Middle Level
 - 7-12 Language Arts: Literature
 - 7-12 Social Science Education: History, Political Science, Geography, Sociology & Psychology
 - 5-8 Middle Level Education: Social Studies & Language Arts
 - K-12 Spanish

Constance Ahrens, Rosebud Sioux Tribe

- MS in Curriculum and Instruction
 - Curriculum Director
- BS in Elementary Education
 - K-8 Elementary Education
 - Birth – Preschool Education
 - 5-8 Middle Level Education: Social Studies, Language Arts & Mathematics

Naomi Belile, Cheyenne River Sioux Tribe (I think Naomi is CRST)

- MA in Lakota Leadership: Education Administration
 - Preschool – 8 Elementary Principal
- BS in Elementary Education
 - K-8 Elementary Education

Gina Bettelyoun, Oglala Sioux Tribe

- MA in Lakota Leadership: Education Administration
 - Preschool – 8 Elementary Principal
 - Superintendent Endorsement
- BS in Elementary Education
 - K-8 Elementary Education
 - 5-8 Middle Level Education: Social Studies & Language Arts

Lana Christensen, Cheyenne River Sioux Tribe

- MS in Curriculum and Instruction
 - Curriculum Director
- BS in Elementary Education
 - K-8 Elementary Education with Middle Level
 - Birth – Preschool Education
 - 5-8 Middle Level: Mathematics, Social Studies & Natural Science
 - K-12 Spanish

Gloria Coats-Kitsopoulos, Oglala Sioux Tribe

- Ed.D. Educational Administration
 - PK-12 Principal
 - Career School Superintendent
- MS in Education
 - K-12 Reading Specialist
- BS in Education
 - K-8 Elementary Education
 - 5-8 Middle Level Language Arts

Tracy Fortin, Oglala Sioux Tribe (I think Naomi is OST)

- MA in Lakota Leadership: Education Administration
 - Preschool – 8 Elementary Principal
- BS in Elementary Education with Middle Level
 - K-8 Elementary Education

Cindy Keegan

- Specialist in Education
 - PK-12 Principal
- MS in Education
 - Birth – Age 8 Special Education
- BS in Elementary Education and Special Education
 - K-8 Elementary Education
 - K-12 Special Education

Faye Longbrake, Cheyenne River Sioux Tribe

Jodi Richards

- Ed.D. Educational Administration - ABD
 - PK-12 Principal Endorsement
 - Superintendent Endorsement
- MS in Education
 - K-12 Educational Technology
- BS in Education
 - K-8 Elementary Education
 - 5-8 Middle Level Language Arts

BIBLIOGRAPHY

Books and Articles

Beaulieu, D.L. (2000, Winter). Comprehensive reform and American Indian education. *Journal of American Indian Education*, 39(2), 2-17.

Bergstrom, A., Cleary, L.M., & Peacock, T.D. (2003). *The seventh generation: Native students speak about finding the good path*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Boyer, P. (In Press). *Building community: Reforming math and science education in rural schools*. Fairbanks, AK: Alaska Native Knowledge Network.

Cleary, L.M. & Peacock, T.D. (1998). *Collected wisdom: American Indian education*. Needham Heights, MA: Allyn & Bacon.

Darling-Hammond, L. and Youngs, Peter (2002, December). , "Defining Highly Qualified Teachers: What Does Scientifically-Based Research Actually Tell Us? *Educational Researcher*.

Dean, C., Hubbell, E., Pitler, H., and Stone, B. *Classroom Instruction That Works*, (2012) McCREL/ASDC.

Demmert, W.G., Jr. (2001). Improving academic performance among Indian students: A review of the research literature. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools, Appalachian Educational Laboratory.

Demmert, W.G., Jr., & Towner, J.C. (2003, September). A review of the research literature on the influences of culturally based education on the academic performance of Indian students [Final paper]. Portland, OR: Northwest Regional Educational Laboratory. Available:
www.nwrel.org/Indianed/cbe/

Flynn, K and Hill, J. *Classroom Instruction That Works with English Language Learners*, (2006) McCREL/ASCD.

Fox, S. J. (2001). *American Indian/Alaska Native education: Standards based reform*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. ERIC Document Reproduction Services No. ED 459 039

Klug, B.J., & Whitfield, P. (2003). *Widening the circle: Culturally relevant pedagogy for American Indian children*. New York: RoutledgeFalmer.

Lezotte, L. & McKee, Kathleen M. (2006). *Stepping Up: Leading The Charge to Improve Our Schools*. Okemos, MI: Effective Schools Products.

Marzano, Robert J. (2003). *What Works In Schools: Translating Research Into Action*. Alexandria: ASCD.

Moves Camp, Two Dogs, Bear Shield, Around Him, Broken Nose & Bad Wound. (2000). *Wakanyeya Pawiciyapi Framework*. Porcupine, SD: WPI.

National Indian Education Association. (2005). *Preliminary report on No Child Left Behind in Indian Country*. Washington DC. Available:
www.niea.org/sa/uploads/policyissues/29.23.NIEANCLBreport_final2.pdf

Swisher, K.C., & Tippeconnic III, J.W. (Eds.) (1999). *Next steps: Research and practice to advance Indian education*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.

Tharp, R.G., Estrada, P., Dalton, S.S., & Yamauchi, L.A. (2000). *Teaching transformed: Achieving excellence, fairness, inclusion, and harmony*. Boulder, CO: Westview Press.

Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University Press.

WEBSITES

Alaska Native Knowledge Network

www.ankn.uaf.edu/

CREDE-Center for Research on Education, Diversity, & Excellence

<http://crede.berkeley.edu>

National Indian School Boards Association (NISBA)

<http://www.skc.edu:16080/NISBA/>

National Indian Education Association (NIEA)

www.niea.org

Indian Rights Fund

www.narf.org/

Mid-continent Research for Education and Learning (MCREL) serves the states of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. www.mcrel.org/ Phone (303) 337-0990, or email info@mcrel.org.

Northwest Regional Educational Laboratory (NWREL) serves the states of Alaska, Idaho, Montana, Oregon, and Washington. www.nwrel.org Phone (503) 275-9500, or email info@nwrel.org.

Southwest Educational Development Laboratory (SEDL) serves the states of Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. www.sedl.org/ Phone (512) 476-6861, or email info@sedl.org.

WestEd serves the states of Arizona, California, Nevada, and Utah. www.wested.org/ Phone (415) 565-3000, or email dtorres@wested.org.

JOURNALS AND NEWSLETTERS

Language, Culture and Equity The e-Newsletter of the Council of Chief State School Officers' State Network on ELL and Indian Students is available at the website, www.ccsso.org.

Journal of American Indian Education Center for Indian Education at Arizona State University. <http://jaie.asu.edu/> Phone (480) 965-6292, or fax (480) 965-8115.

Tribal College Journal of American Indian Higher Education resource guide for teachers of Indian students that appeared in the Volume 11, Winter 1999, Number 2 issue of the journal. www.tribalcollegejournal.org/ Phone (970) 533-9170, or fax (970) 533-9145.

Deyhle, D., & Swisher, K. (1997). Research in American Indian and Alaska Native education: From assimilation to self-determination. In M.W. Apple (Ed.) *Review of research in education*, 22 (113-194). Washington, DC: American Educational Research Association.

Freeman, C., & Fox, M. (2005). *Status and trends in the education of American Indians and Alaska Natives* (NCES 2005-108). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Pewewardy, C., & Hammer, P. (2003). *Culturally responsive teaching for American Indian students*. ERIC Digest, No. ED 482 325.

Reyes, R. (1998, August). A Native perspective on the school reform movement: A hot topics paper. North West Regional Educational Laboratory. Available: www.nwrel.org

Reyhner, J. (Ed.). (1992). *Teaching American Indian students*. Norman, OK: University of Oklahoma Press.

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Budget Summary and Narrative Justification Years 1 to 4:

		16-17	17-18	18-19	19-20
1. Personnel	\$	144,490	146,529	148,599	60,143
Regular	\$	135,990	138,029	140,099	60,143
Director (SA)\$72,067/24pp	50%	36,033	36,573	37,121	35% 26,375
Instructor \$49875/20pp	25%	12,469	12,656	12,846	0
Instructor \$48,694/20pp	25%	12,173	12,356	12,541	0
Instructor \$42,912/20pp	25%	10,728	10,889	11,052	0
Instr/Coord \$51,150/22pp	100%	51,150	51,917	52,696	50% 26,743
Secretary \$26,875/24pp	50%	13,437	13,638	13,843	25% 7,025
Adjunct		8500	8500	8500	0
2. Fringe		41,617	42,229	42,850	18,043
Regular 30%		40,797	41,409	42,030	18,042
Adjunct 9.43%		820	820	820	0
3. Travel		2,500	2,500	2,500	2,500
Directors' Meeting		2,500	2,500	2,500	2,500
5. Supplies		2,500	558	500	148
Resource Materials		2,500	558	500	0
8. Other		9,300	9,300	9,300	2,500
Consortium Expenses		4,500	4,500	4,500	2500
Routine Staff Travel		4,800	4,800	4,800	0
9. Total Direct		200,407	201,116	203,749	83,334
10. Indirect 8%		16,032	16,089	16,299	6,666
Subtotal		216,439	217,205	220,048	90,000
11. Training Stipends		183,561	182,795	179,952	0
12. Total Grant	\$	400,000	400,000	400,000	90,000

Budget Narrative Justification

		Year 1	Year 2	Year 3	Year 4
		16-17	17-18	18-19	19-20
1. Personnel	\$	144,490	146,529	148,599	60,143
Regular	\$	135,990	138,029	140,099	60,143
Director (SA)\$72,067/24pp	50%	36,033	36,573	37,121	35% 26,375
Instructor \$49875/20pp	25%	12,469	12,656	12,846	0
Instructor \$48,694/20pp	25%	12,173	12,356	12,541	0
Instructor \$42,912/20pp	25%	10,728	10,889	11,052	0
Instr/Coord \$51,150/22pp	100%	51,150	51,917	52,696	50% 26,743
Secretary \$26,875/24pp	50%	13,437	13,638	13,843	25% 7,025

The base salary above is computed on the 2015-16 salary times plus 1.5% which is the average raise given at OLC. The pay periods show how many pay periods (pp) people work. 24 pay periods is standard for OLC staff and 20 pay periods is standard for OLC faculty. A full year is 26 pay periods. Salaries are paid according to OLC Personnel Policies and Salary Scale and might not always be exactly what is in the proposal. The Scale is based on education and experience. OLC does a Salary Scale cost comparison with Reservation employers, other Tribal Colleges and regional Colleges every three to five years to assure we are fair and competitive.

The **Project Director** (50% Years 1-3, 35% Year 4), Dr. Shannon Amiotte, will supervise WW staff; meet with partners to monitor action plans for the Consortium Agreements; assure required reports are submitted and compliance maintained; approve expenditures; monitor budget; plan for sustainability; and assist with assessment for Participant entry, progress and completion. The Coordinator also files the Semi-Annual Participant Reports to OIE.

The last year is induction and the primary work of the Director will be final reports and budget closure and working with Participants and the schools they work at . The Director will assure sustainability of program through OLC budgeting and planning processes and meet with VP for Business to close out the grant.

The **Instructor/Coordinator** (100 % Years 1- 3, 50% IPD, 50% OLC in Year 4), will be Dr. Tammy Bauck. The Coordinator will be on the Faculty salary scale with reduced teaching load to handle coordinator duties. The Instructor/Coordinator will organize the recruitment, screening, selection and admission of Participants; set up and maintain Participant Portfolios; coordinate special courses and workshops for Participants; work with OLC Instructional Centers, faculty, partners and Participants on meeting stipend, transportation, day care, counseling and tutoring needs; meet with Participants regularly to get feedback; assist Participants in developing employment portfolios; coordinate feedback strategies including e-mail, phone, visits, and Participant Satisfaction Surveys.

In the 4th year she/he will set up mentor protocol and meet with mentors; observe Participants in their schools at least twice each semester; provide instructional strategies, cultural materials, and other items as requested by Participants; gather all assessments of Participant and put in Participant Portfolio; meet with employers on induction protocol; visit with each Participant at least once during induction year to get input on program continuation and

improvement; assist with the final Program Performance and Fiscal Report (ED 524); and prepare press releases, news stories, e-mails, etc. to disseminate the results of WW.

The **Instructors** (3 at 25% Years 1-3), Tom Raymond, Dorraine Benson and an Instructor to be hired will teach 3 courses a year for WW; assist with the upgrade of curriculum in terms of the integration of Lakota language and culture into the other courses; assist with assessment for entry, progress and completion; monitor and give feedback to Participants and staff on Participant progress; assist with counseling and advising; and develop distance learning opportunities including Picture-tel and Virtual Campus.

The **Secretary (50% Years 1-4)**, Alicia Provost, will help maintain Participant Portfolios and records; maintain WW data base; assure stipend calculations are correct and backup maintained; assist with the filing of reports and updates; process requisitions, purchase orders, etc.; keep cuff accounts; assist with assessment and Participant Satisfaction Surveys. Keep follow-up data on grads; prepare copy of Teacher Candidate Portfolio for Participant to take; assist with close out of grant; assure program materials are put in appropriate places; and assure Participant Service Agreements are signed and recorded.

Adjunct	8500	8500	8500	0
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The program will pay for 5 courses taught by **Adjuncts/Overloads** each of the first three years. Some of these courses will be taught by WW2020 staff on Overload and some by outstanding teachers from the schools in the area as detailed in the Personnel section. There is no adjunct/overload in the 4th year since the Participants will be complete and part of induction. Based on our dispersed campus, Adjuncts are an integral part of assuring Participants get the courses they need to graduate.

2. Fringe	41,617	42,229	42,850	18,043
Regular 30%	40,797	41,409	42,030	18,042

Oglala Lakota College has a fringe benefit rate of 30 % times salary which includes Social Security, life, health and annuity. The base is the amount for Regular Personnel above.

Adjunct 9.43%	820	820	820	0
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The Adjunct are not considered consultants by Internal Revenue Service and we must pay the employer half of Social Security 7.65% plus Unemployment Insurance. This totals to 9.43% x the \$8,500 for Adjunct Personnel above.

3. Travel	2,500	2,500	2,500	2,500
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Directors' Meeting

Air: \$1,452	Lodging: \$800	Meals and Incidentals: \$248
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A Directors' Meeting is required by the Department of Education. It is usually in Washington DC. The airfare is from Rapid City, SD @ \$1,452. The lodging is figured at \$200 a nite for 4 nights which is the average DC lodging rate over the year. The meals and incidentals are figured at \$71 for 2 days and 75% of \$71 for the first and last day.

The meetings are useful for finding out what other programs are doing and learning the new regulations and procedures of the program.

5. Supplies	2,500	558	500	148
Resource Materials	2,500	558	500	0

OLC is providing all the office space, office supplies, etc. for the program. OLC will also provide the use of the Woksape Tipi Learning Resource Center and its branch libraries at the Instructional Centers. The resource materials line item is for special new materials the Coordinator might feel are important to have. We teach standard education curriculum but try to include what materials schools are actually using as well as materials pertinent to Lakota culture.

8. Other	9,300	9,300	9,300	2,500
Consortium Expenses	4,500	4,500	4,500	2500

We have allowed for Consortium Expenses for mentor stipends, resource libraries, extra duty contracts, etc. Each Consortium member handles things a little differently so we have found in the past it is better to allow for these differences. We will also provide courses in Instructional Supervision for mentors. Each partner will get \$1,500 the first three years and no funds the last year. The induction expenses will be handled by the school that handles the hired Participants including Partner schools who hire some of them, but WW will reward Partner schools for assisting with the program.

Routine Staff Travel	4,800	4,800	4,800	0
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We have allowed about 8,888 miles or an average of 888 miles a month for 10 months for the Coordinator and Director to visit the schools, etc. OLC will pick up the balance of the travel since the project will take more. OLC serves the 3,468 square miles of the Pine Ridge Indian Reservation, the 4,267 square miles of the Cheyenne River Reservation and Rapid City, SD which is 100 miles from the main OLC Office at Piya Wiconi outside Kyle, SD. The nine District Instructional Centers and the school sites are spread throughout the Pine Ridge Reservation with one IC in Eagle Butte on Cheyenne River and one in Rapid City. The mileage figure is .54 a mile as of 1/16. We have appended a map to this Budget Justification to show the area we deal with. We feel it is important to understand how OLC operates and how we reach our students and WW2020 Participants. OLC will pay mileage for the induction year.

Subtotal	216,439	217,205	220,048	90,000
10. Indirect 8%	16,032	16,089	16,299	6,666

Oglala Lakota College's Indirect Cost rate is 17.2 % . The agreement was negotiated with the Office of Inspector General of the Department of Health and Human Services in 2012 which runs until 9/30/17. We have used the limit of 8% for this grant. The Agreement is included in Attachments: Indirect Cost Agreement (ic.pdf). We have negotiated a contract with a CPA firm to do a new Indirect Cost Agreement.

11. Training Stipends	183,561	182,795	179,952	0
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The 18 Participants in the program will receive a mix of expenses for tuition, books, fees and mileage and some will receive stipends. Many of the Participants will work part time but will have to take leave without pay during practicums and especially student teaching. OLC has estimated the Participant costs and will cover shortfalls through the scholarship endowment and

other sources. We will also give stipends to those who qualify on a graduated basis as they progress further including the maximum during the student teaching term.

OLC acknowledges that the awards made under the Professional Development program require payback by the participating students. Participants are required to perform work that benefits Indian students and is related to training received or repay all or prorated part of the assistance received. OLC will make this information available to each participant.

OLC costs are as follows:

Tuition: is \$80 a credit hour. Students have to take a minimum of 12 credit hours per semester, but many take 15 credit hours per semester.

Technology Fee: \$100

Books : \$400.00 to \$500.00 per semester.

Room & Board: OLC has only 2 small dorms for about 12 students each in Kyle and Pine Ridge. Historically our education students have families and so they usually live at home. Many homes on Pine Ridge have 2 or 3 families and up to 20 people in one house.

The stipends will be as follows for 5 months per semester for eligible students. We are trying a graduated stipend based on our experience and the needs of our students. We feel this will lead to persistence and student success. Our Coordinator and Counselors assist Participants to obtain all other financial aid available.

For students recruited in their sophomore year: \$800/month for the Fall semester, \$800.00/month for the Spring semester.

For students recruited in their junior year: \$1000/month for the Fall semester, \$1200/month for the Spring semester.

For students recruited in their senior year: \$1500.00/month for the Fall semester, \$1800/month for the Spring semester. (These amounts would be reversed if they student teach in the Fall and finish coursework in the Spring.)

We acknowledge during the training portions of the grant (years 1-3) these costs will be charged against the student's payback requirement if the student does not complete the program. OLC will follow the regulations on individuals ineligible to receive assistance according to 34 CFR part 668, etc.:

These are the regulations for training stipends:

Ineligible Individuals

(a) An individual is ineligible to receive a fellowship, scholarship, or discretionary grant funded by the Department if the individual--

(1) Is not current in repaying a debt or is in default, as that term is used in 34 CFR part 668, on a debt--

(i) Under a program listed in paragraph (b) of this section; or

(ii) To the Federal Government under a nonprocurement transaction;

and

(2) Has not made satisfactory arrangements to repay the debt.

(b) An individual who is not current in repaying a debt, or is in default, as that term is used in 34 CFR part 668, on a debt under a fellowship, scholarship, discretionary grant, or loan program, as included in the following list, and who has not made satisfactory arrangements to repay the debt, is ineligible under paragraph (a) of this section:

(1) A grant awarded under the Pell Grant (20 U.S.C. 1070a, et seq.), National Early Intervention Scholarship and Partnership (NEISP) Program (20 U.S.C. 1070a-21, et seq.), Supplemental Educational Opportunity Grant (SEOG) (20 U.S.C. 1070b, et seq.), or State Student Incentive Grant (SSIG) (20 U.S.C. 1070c, et seq.) program, or a scholarship awarded under the Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.), a fellowship awarded under the Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134k), or a fellowship awarded under the Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134f).

(2) A fellowship awarded under the Christa McAuliffe Fellowship Program (20 U.S.C. 1113-1113e), the Bilingual Education Fellowship Program (20 U.S.C. 3221-3262), or the Rehabilitation Long-Term Training Program (29 U.S.C. 774(b)).

(3) A loan made under the Perkins Loan Program (20 U.S.C. 1087aa, et seq.), the Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, et seq.), the Stafford Loan Program, Supplemental Loans for Students (SLS), PLUS, or Consolidation Loan Program (20 U.S.C. 1071, et seq.), or the Cuban Student Loan Program (22 U.S.C. 2601, et seq.).

(4) A scholarship or repayment obligation incurred under the Paul Douglas Teacher Scholarship Program (20 U.S.C. 1111, et seq.).

(5) A grant, or a loan, made under the Law Enforcement Education Program (42 U.S.C. 3775).

(6) A stipend awarded under the Indian Fellowship Program (29 U.S.C. 774(b)).

(7) A scholarship awarded under the Teacher Quality Enhancement Grants Program (20 U.S.C. 1021 et seq.).

We will keep track of the payments to students on the OIE Professional Development System Data Collection System which includes information on the Participants and Status including Name, Date Created, Entry Status, Program Completion Status and Payback Obligation Status.

12. Total Grant	400,000	400,000	400,000	90,000
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U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Shannon	Middle Name:	Last Name: Amiotte	Suffix:
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Address:

Street1:	490 Piya Wiconi Road
Street2:	
City:	Kyle
County:	
State:	SD: South Dakota
Zip Code:	57752-0490
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
605-455-6012	

Email Address:
samiotte@olc.edu

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

Oglala Lakota College

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	140,260.00	141,968.00	143,702.00	57,857.00		483,787.00
2. Fringe Benefits	40,330.00	40,842.00	41,362.00	17,357.00		139,891.00
3. Travel	8,250.00	8,250.00	8,250.00	4,632.00		29,382.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	5,600.00	3,900.00	1,001.00	988.00		11,489.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	5,100.00	5,100.00	5,100.00	2,500.00		17,800.00
9. Total Direct Costs (lines 1-8)	199,540.00	200,060.00	199,415.00	83,334.00		682,349.00
10. Indirect Costs*	15,963.00	16,005.00	15,953.00	6,666.00		54,587.00
11. Training Stipends	184,497.00	183,935.00	184,632.00	0.00		553,064.00
12. Total Costs (lines 9-11)	400,000.00	400,000.00	400,000.00	90,000.00		1,290,000.00

***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: 09/30/2017 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): DHHS

The Indirect Cost Rate is 17.20%.

(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 # S299B160017

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00		0.00
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00		0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00		0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524