

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

APPLICATION FOR GRANTS
UNDER THE

FY18 Professional Development 84.299B

CFDA # 84.299B

PR/Award # S299B180037

Grants.gov Tracking#: GRANT12685844

OMB No. 1810-0580, Expiration Date: 09/30/2018

Closing Date: Jul 30, 2018

PR/Award # S299B180037

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/29/2018"/>	4. Applicant Identifier: <input type="text" value="Teacher Preservice"/>	
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" value="Choose State..."/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Oglala Lakota College"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="23-7135915"/>	* c. Organizational DUNS: <input type="text" value="0684329750000"/>	
d. Address:		
* Street1: <input type="text" value="490 Piya Wiconi Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Kyle"/>	County/Parish: <input type="text" value="Choose State..."/>	
* State: <input type="text" value="SD: South Dakota"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="57752-0490"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Instructional Affairs"/>	Division Name: <input type="text" value="Education Department"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Tom"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Allen"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Grants Facilitator"/>	
Organizational Affiliation: <input type="text" value="Oglala Lakota College"/>		
* Telephone Number: <input type="text" value="605-641-4433"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="mitom@rushmore.com"/>		

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:**

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-061418-001

* 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:

84-299B2018-1

Title:

FY18 Professional Development 84.299B

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) 2023 Preservice Teacher Development

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="328,118.00"/>
* 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="328,118.00"/>

*** 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:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

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	112,356.00	113,535.00	114,729.00	60,059.00	60,810.00	461,489.00
2. Fringe Benefits	30,329.00	30,592.00	30,950.00	18,017.00	18,243.00	128,131.00
3. Travel	8,430.00	8,430.00	8,430.00	8,430.00	8,430.00	42,150.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	4,550.00	4,550.00	2,000.00	1,946.00	2,000.00	15,046.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	15,000.00	32,310.00	22,660.00	21,629.00	91,599.00
9. Total Direct Costs (lines 1-8)	155,665.00	172,107.00	188,419.00	111,112.00	111,112.00	738,415.00
10. Indirect Costs*	12,453.00	13,768.00	15,073.00	8,888.00	8,888.00	59,070.00
11. Training Stipends	160,000.00	200,000.00	160,000.00			520,000.00
12. Total Costs (lines 9-11)	328,118.00	385,875.00	363,492.00	120,000.00	120,000.00	1,317,485.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S299B180037

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
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
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00					0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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="07/29/2018"/>

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
4040-0013

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:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

1242-GEPA 427.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 65% female and 35% male.

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 47 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. Faith Richards has been appointed the Equal Opportunity Coordinator for Oglala Lakota College.

Over 90% of non-faculty positions are currently filled by Lakotas. There are 70 full-time faculty of whom 32% are Lakota and 53% female. OLC has graduated many 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: 07/29/2018

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

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

Address:

Street1:	490 Piya Wiconi Road
Street2:	490 Piya Wiconi Road
City:	Kyle
County:	Choose State...
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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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:

Project Abstract

Applicable Priorities Waonspekiya Waste 2023 (WW2023) (Good Teachers) meets Absolute Priority One: Preservice Training for Teachers.

Purpose and Expected Outcomes : Oglala Lakota College (OLC) is an Indian IHE 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 BIE-funded schools with a large number of Indian students will recruit, select and assist 12 Native Americans to achieve undergraduate teaching degrees and Special Education Endorsements in the state of SD and have special skills for teaching STEM subjects.

Number of Participants to Be Served: We will recruit 12 students and expect to have at least 12 achieve their Special Education endorsement and have 2 years of induction by 2023.

Number and Location of Proposed Sites: The project will serve the Pine Ridge Indian Reservation (a 2015 Promise Zone) which has 22 schools, the Rapid City School District which has 8 schools with significant numbers of Indian students and the Cheyenne River Indian Reservation schools which has 7 schools with significant numbers of Indian students.

Competitive Preference Priority 1: We have letters from 4 BIE schools which have 90% + Indian students. We will be working with more schools but many administrators were gone for the summer. We have worked with all the schools at one time or another . See Other Attachments letters.pdf. **Competitive Priority 2:** OLC is a TCU funded by PL 471, chartered by the Oglala Sioux Tribe and accredited by The Higher Learning Commission.

Competitive Priority 4: Waonspekiya Waste 2023 should get 5 points for this priority based on our activities during preservice and induction outlined to meet the STEM rubrics in the RFP. The activities are detailed in the Other Attachments: STEM.pdf.

How project will conduct recruitment: See Program Narrative (b) Quality of Project Design 2. We will do recruiting in Fall 2018 and Spring 2019. We will advertise through local media, meet with schools and staff, and talk to current OLC education majors about pursuing a Special Education endorsement. We will make application packets available on line and hold application support seminars at a minimum of 4 sites. We have preliminary criteria and will refine these to select Participants for WW2023. The costs will be mainly staff time and travel since we will use electronic media for most advertising: KILI radio and websites.

Induction: See Program Narrative (c) Quality of Project Services (4). Induction will include mentoring by our Program/Field Coordinator, pay for release time for consultation meetings, access to research materials through memberships in the Council for Exceptional Children and purchase of IRIS Star Legacy Modules and other professional literature, technology mentors, 1 day meetings each semester with all school supervisors to share information, 1 day Participant seminars during induction, presentations by Lakota elders, funds to attend Special Topics seminars for continued endorsement, funds to attend one special training by the SD Center for Disabilities, and funds to purchase special materials.

Assist participants to complete service payback: See Program Narrative (c) Quality of Project Services (5). We will assure that incoming Participants are aware of the payback requirements and will develop a plan with them for completing the service payback. WW2023 staff will meet with schools during the project to facilitate the Participants getting positions that fulfill the service payback requirement. We will make sure our induction services assist the Participant to perform well and retain positions once they obtain them.

Tribes involved: Oglala Sioux, Cheyenne River Sioux and Rosebud Sioux Tribes.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

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Application Narrative (30 double-spaced pages)

(a) Need for Project (Maximum 15 points).

(1) (Up to 5 points) Specific gaps or weaknesses in services, infrastructure, or opportunities (nature and magnitude) identified and will be addressed.

Oglala Lakota College (OLC) is a TCU based on the Pine Ridge Indian Reservation in southwestern South Dakota. The Reservation is home to about 19,000 Oglala Lakota (Sioux) (US Census/American Community Survey 2015 (ACS)). OLC also has the He Sapa Instructional Center in Rapid City which according to the 2010 US Census has a population of about 9,000 Indian people (mostly Lakota) and the Cheyenne River Instructional Center in Eagle Butte, SD on the Cheyenne River Indian Reservation (14,600 Indian people). OLC was chartered in 1971 by the Oglala Sioux Tribe to provide higher education on the Reservation and preserve and teach the Lakota language and culture. OLC averages over 1,300 students a year of which 95% are Native American and 65% are women.

Waonspekiya Waste 2023 (Good Teachers) (WW2023) will assist 12 American Indians attain their Bachelors in Education, endorsement in special education 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 WW 2023 to upgrade and institutionalize the program to provide a steady flow of high-quality special education teachers for Lakota students.

We have had no avenue to obtain special education teacher training since the Department of Education allocated all their special education training funds to low-incidence, high severity special education teacher training. IPD is our only avenue for meeting the need. Special education is an endorsement rather than a stand alone program in South Dakota; special education certification may only be added to an approved teaching certificate. There are three

routes to special education licensure in South Dakota: 1) preparation as part of an undergraduate teacher preparation program, 2) endorsement for already certified teachers, and 3) alternative certification for experienced, general education teachers who have been employed as special education teachers with a written agreement between their district and the SD DOE. We propose to recruit and train special education teachers through all three routes to certification and licensure.

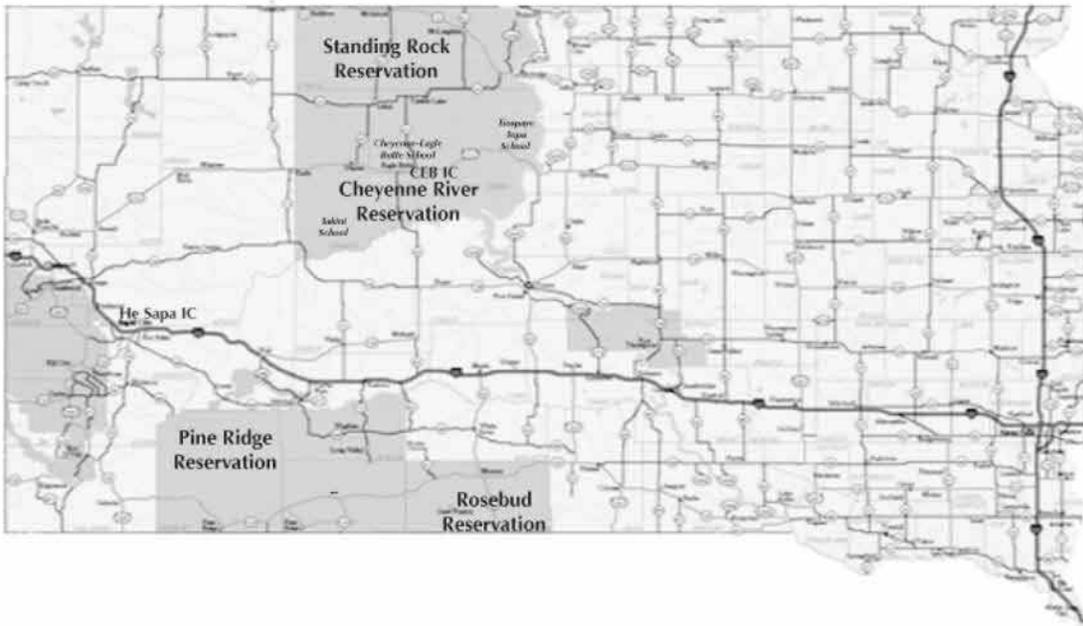
Our candidates face challenges in completing their degrees that are unique to this region such as rural isolation, problems associated with poverty, poor academic preparation, language and culture differences, and the Praxis tests. It typically takes an OLC Education student seven to ten years to complete a Bachelor's degree. Special education is not a stand-alone degree in South Dakota; rather, teacher candidates seeking initial licensure must add a special education endorsement (21 additional credit hours) on top of their teacher preparation degree program.

WW2023 will provide much needed support to allow our students to complete their degree programs in a shorter period of time. WW2023 will also assist them to pass the State required exams (Praxis) for licensure and, ultimately, help overcome the shortage of Indian special education teachers in our partner and other schools with Indian students.

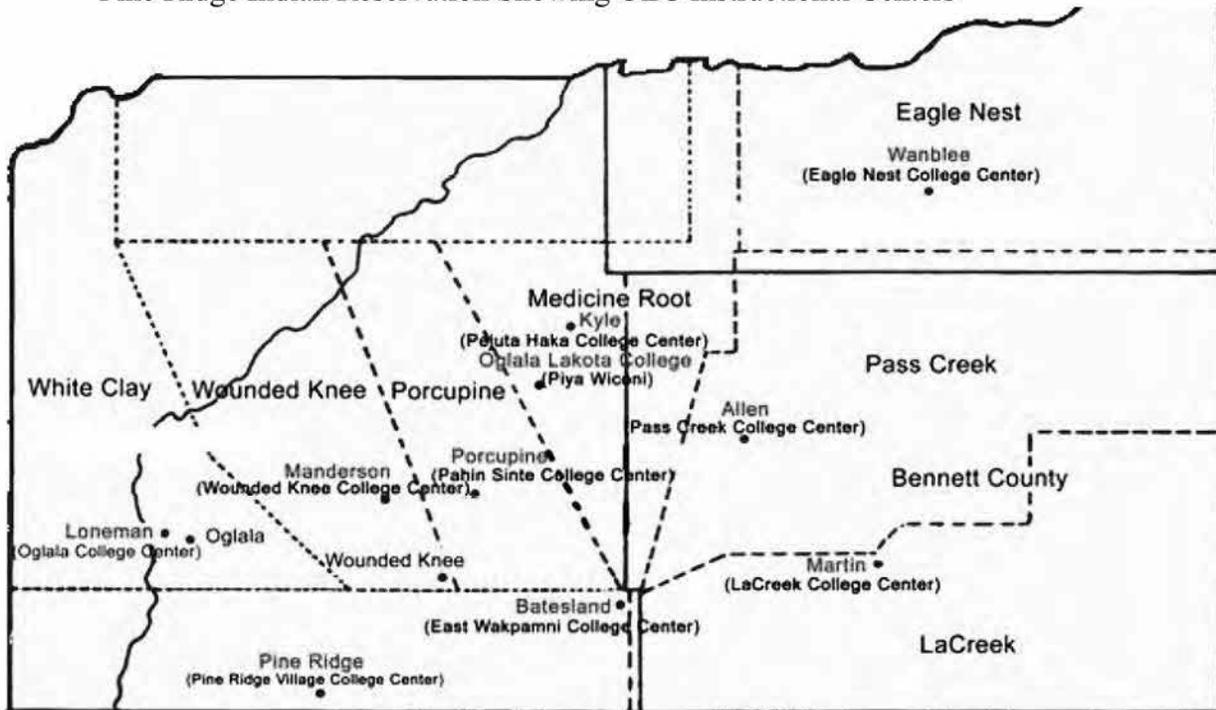
Rural Isolation The Pine Ridge Indian Reservation is larger than the states of Delaware and Rhode Island combined (over 3,468 square miles). People live in not only the nine population centers where schools and OLC Instructional Centers are but also along the creeks in solitary home sites or very small communities. Roads are bad, many unpaved and poorly maintained. The Cheyenne River Reservation is 4,386 square miles with the same conditions.

Poverty and Problems Associated With Poverty ABC News called the Pine Ridge Reservation "the ground zero of poverty in America". A US Census Report 2016

State of South Dakota West River Reservations



Pine Ridge Indian Reservation Showing OLC Instructional Centers



showed Oglala Lakota County (most of the Pine Ridge Reservation), as the 3rd poorest county in America with 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 with 52.2% of children living in poverty. 51% of Indians in Rapid City live in poverty (US Census Report, 2010). The Pine Ridge Reservation was designated a USDA Promise Zone in 2015. The Lakota are some of the poorest people economically but some of the richest spiritually and culturally in America.

OLC students often work in schools, raise a family (65% 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 WW2023 target Participants are Indians who want to be special education teachers. The target populations are the PreK-12 special education 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 Pedagogy Tests for teachers to be certified. Undergraduate candidates seeking K-8 Elementary Education licensure with a K-12 Special Education Endorsement will be required to meet three Praxis qualifying scores: the elementary content exam, the special education content exam, and the pedagogy exam. Certified teachers seeking the special education endorsement (first-time licensure as a special education teacher) may not have had recent experience with high-stakes tests or may not have been required to take the Praxis exam at the time of their initial teacher certification. 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 four years and have learned that an intense support system is necessary so our graduates can pass the tests and be certified.

OLC has refined its approach to assisting disadvantaged, minority and academically unprepared students to overcome these obstacles over the past 47 years. OLC student statistics in the Fall 2017 were: Enrollment 1,246 with 95% Indian, 66% female, and FTE 1,032. OLC has found cohorts, stipends, extra counseling and tutoring, and other support provided by grants increase the completion of specialized degrees such as education and decrease the time taken to graduate. Increased faculty resources allow scheduling courses in more districts and the summer.

WW 2023 will address rural isolation through our Instructional Centers in home communities, partnering with local schools, and developing more effective and efficient course delivery methods. We will address the poverty of students through stipends, dependent allowances, tuition, fees, books, and mileage. 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 required 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 on teaching Native students. They from the area and familiar and more inclined to stay. The average non-Indian teacher stays on the reservations less than 5 years.

Dakota Assets, a project of SD Technology In Education (TIE) which places teachers in high needs schools placed none on Pine Ridge due to “ geographic isolation, lack of housing, low teaching salaries, challenges of employing spouses on Reservations, 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.

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

(2) (Up to 10 points) Employment opportunities exist in LEAs (including BIE-funded schools) that serve a high proportion of Indian students in the project's service area, as demonstrated through a job market analysis.

A Spring 2018 OLC survey of Special Education teacher openings showed: Oglala Lakota County 3, Little Wound 2, Crazy Horse 2, Loneman 3, Rapid City School District 6, Cheyenne-Eagle Butte 3, Takini, Tiospaye Topa, Dupree, Timber Lake 4 and other reservation schools in South Dakota 7 = 30. All schools we contacted stated they would consider our graduates for

positions. We have some letters in the Other Attachments : letters.pdf, but many administrators were gone during the summer. There is also a need for Special Education teachers in regular classrooms with children with severe disabilities or a high number of special education children. One 2nd grade teacher in Eagle Butte had 2 severely disabled and 10 other special education students in a class of 20. It is a common practice in our partner schools to place special education teachers in general education settings.

(b) Quality of the Project Design (Maximum 25 points).

(1) (Up to 10 points) Goals, objectives, and outcomes ambitious and attainable.

(i) The number of participants expected to be recruited in the project each year; (ii) The number of participants expected to continue in the project each year; (iii) The number of participants expected to graduate; and (iv) The number of participants expected to find qualifying jobs within twelve months of completion.

The number for all of these is 12 as shown on the chart below.

	Year 1 2018-2019	Year 2 2019-2020	Year 3 2020-2021	Year 4 2021-2022	Year 5 2022-2023
# Participants to Recruit	12				
# Participants in Coursework	6	12	6		
# Participants Graduating and Placed		6	6		
# Participants in Induction			6	12	6

(2) (Up to 8 points) Plan for recruiting and selecting participants, including students who may not be of traditional college age, that ensures program participants are likely to complete.

We will do two rounds of initial recruiting (Round 1 August-October 2018, Round 2 January to March 2019). We will advertise through media including KILI radio station (Pine Ridge and Rapid City) and KLND radio station and local newspapers. The Project Director and Project/Field Coordinator will call and visit local schools to present at staff meetings or meet with individuals. We will work with schools and teachers who have special education alternative certification agreements with the SD Department of Education and will talk to regular education teachers who might want to add the special education endorsement through traditional coursework and practicum experience. We will seek out special education paraprofessionals with associate degrees who want to pursue a teaching degree with special education endorsement. We will hold sessions with junior and senior level OLC Education students to find out if they would like to pursue a special education endorsement.

We will make application packets available online 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, special education endorsement requirements, financial aid information, payback requirements, Praxis preparation, professional portfolios, placement and induction.

The Application Packet for WW2023 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 WW2023 include Acceptance into the OLC teacher preparation program based upon catalog requirements of the candidate's status sheet,

completed grant application, tribal membership or proof of Native blood, 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 an up to date InTASC portfolio.

We will select at least 6 participants by 12/18 and 6 more by 6/19. We will hold orientation sessions with Round 1 participants in 12/18 and Round 2 participants in 6/19. A committee process will be utilized to select a cohort of 12 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 participant slots narrow, and if needed (especially during Round 2), selection will change to a competitive basis using the scores earned on the 5-point rating scales.

We will also work out program plans for teachers with regular endorsements who want to pursue a Special Education endorsement. This will include looking at having the courses count as graduate courses and could involve the use of qualified faculty from other institutions and/or borrowing credits from other institutions. The goal of WW2023 is to provide Special Education teachers for Native youth and we will do whatever is effective to do this.

(3) (Up to 7 points) Incorporate needs of potential employers identified by a job market analysis by establishing partnerships with LEAs and BIE-funded schools that serve a high proportion of Indian students) and developing programs that meet their employment needs.

We work with all the schools on the Pine Ridge Indian Reservation and here are the numbers of Indian students in each: Little Wound 903, Crazy Horse 390, Pahin Sinte 143, Pine Ridge 1,023, Loneman 316, American Horse 219, Wounded Knee 172, Bennett County 323 (51%), Oglala Lakota County 2023 (97%) and Red Cloud 700 = Total of 5,347. On the Cheyenne River Indian Reservation we work with the following schools with high numbers of Native students Cheyenne-Eagle Butte Schools (1,939 – 93%), Dupree 470 (83%), Tiospaye Topa 162 (100%) and Takini 171 (100%). We also work with Rapid City Public Schools which have a total enrollment of 20,606 with 3,915 (19%) Indian students and 8 schools with a high proportion of Indian students.

OLC did an Occupational Survey in 2016 and the number of Special Education on the Pine Ridge Indian Reservation was: 42. We did a phone survey of schools on the Cheyenne River Reservation there were about 12 special education teacher positions. In the Rapid City Schools there are 64 Special Education positions. Our Spring 2018 study cited earlier showed 30 Special Education teacher openings in our partner schools.

We have a consortium agreement signed by a number of these schools for our current grant, but we have found it more effective to develop working agreements with the schools based on where the participants come from and where they will student teach. 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. Many of our students moved to Rapid City for employment, housing and better social services but would move back if they find a position on their home Reservation.

We have met with a number of the schools and with the Oglala Sioux Tribe and Cheyenne River Sioux Tribe Departments of Education and the Rapid City School Office of Indian Education. They have all expressed the need for Indian Special Education teachers.

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 and Special Education endorsement since 1974.

(c) Quality of project services (Maximum 25 points).

(1) (Up to 4 points) Likelihood will provide participants with learning experiences that develop needed skills for successful teaching and/or administration in LEAs, including BIE-funded schools, that serve a high proportion of Indian students.

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 faculty utilize 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*. 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 Young 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).

WW2023 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.

WW2023 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. WW2023 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.

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

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 current President of this Association.

Swivl technologies (video recording of lessons through robotic camera tracking) will support project participants in analyzing and reflecting upon their own instructional techniques; and will be utilized extensively for instructional coaching during student teaching/practicum experiences 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.

The South Dakota K-12 special education endorsement requires a minimum of 23 semester credits with a minimum of 20 in special education. The credits in special education shall include vocational transition. The candidate must demonstrate through coursework knowledge and skills at the K-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical

practice, and collaboration. Oglala Lakota College's state approved special education program includes 24 semester hours (eight 3-credit hour courses) of coursework meeting these requirements; in addition to student teaching and six special education practicum credits (30 semester credits total for the special education endorsement). Alternative special education certification for qualified individuals is reduced to nine semester credits of coursework in special education law, assessment, and an additional special education-related course and a six-credit yearlong practicum.

We have detailed the course requirements for each method Special Education endorsement: K-12 Special Education Preparation (undergraduates, K-12 Special Education Endorsement (certified teachers) and K-12 Special Education Alternative Certification (qualified general education teachers) and have our curriculum and course descriptions in Other Attachments: SPED curriculum.pdf.

Endorsement and alternative certification credits may be offered at either the undergraduate or graduate level to meet SD DOE requirements. Whenever possible OLC will offer special education coursework at a graduate level, however this will be dependent upon the ability to secure faculty/adjunct faculty who meet Higher Learning Commission (HLC) requirements of holding a doctoral degree with 18 graduate credit hours in special education.

Proposed Schedule of Coursework

Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021
ExEd 303/603	ExEd 323/523	ExEd 433/633	ExEd 303/603	ExEd 323/523	ExEd 433/633	ExEd 303/603	ExEd 323/523	ExEd 433/633
ExEd 496/796	ExEd 496/796 Continued	ExEd 443/643	ExEd 453/653	ExEd 333/533	ExEd 443/643	ExEd 453/653	ExEd 333/533	ExEd 443/643
		ExEd 473/673	ExEd 496/796	ExEd 496/796 Continued	ExEd 473/673	ExEd 496/796	ExEd 496/796 Continued	ExEd 473/673

(2) (Up to 4 points) Prepares participants to adapt teaching and/or administrative practices to meet the breadth of Indian student needs.

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

OLC works with all the schools on the Pine Ridge and Cheyenne River Indian Reservations and Rapid City Schools. WW2023 will keep in touch with 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.

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 U of Hawaii-Manoa). 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.

Waonspekiya Waste 2023 has two target populations, Participants who are Indian people who will become teachers and the Pre K-12 Indian special education 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 of strategies effective with Indian students.

We will do the following to address the needs of PreK-12 Indian special education 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 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,

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

Waonspekiya Waste 2023 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.

(3) (Up to 6 points) Job placement activities that reflect the findings of a job market analysis and needs of potential employers that serve a high proportion of Indian students.

The job market analysis cited earlier shows need for 30 Special Education Teachers on the Pine Ridge and Cheyenne River Indian Reservations and 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 Tribe's 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 91 Indians with BS in Education degrees since 2008. These numbers were made possible with 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 on Pine Ridge and Cheyenne River or in Rapid City (OLC Education Survey 2016).

(4) (Up to 5 points) Induction services that reflect the latest research on effective delivery.

We have looked at the summary of induction services in the RFP and we will have students in Induction in years 3, 4 and 5. We have made sure that Project Director, Program/Field Coordinator and Program Assistant duties include focus on inductions. We have budgeted funds for each of the activities mentioned in the RFP: (1) High-quality mentoring, coaching, and consultation services for the participant to improve performance; (2) Access to research materials and information on teaching and learning; (3) Assisting new teachers with use of technology in the classroom and use of data, particularly student achievement data, for classroom instruction; (4) Clear, timely, and useful feedback on performance, provided in coordination with the participant's supervisor; and (5) Periodic meetings or seminars for participants to enhance collaboration, feedback, and peer networking and support.

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. 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*.

The Project/Field Coordinator will maintain regular communication and consultation with professional growth interests of Participants. Instructional coaching sessions will be scheduled to allow sufficient time for the Participant to interact with his/her school-based mentor and the Project/Field Coordinator so that clear, timely and useful feedback can be provided.

During each induction year, project participants will engage in a critical inquiry cycle to target a special education issue or challenge they are facing; identify teaching and learning inquiry questions; select, plan and implement teaching and learning interventions; observe student engagement/ behavior and learning; collect, analyze and process data; and interpret, reflect upon, and make special education instructional decisions based on their findings. They will then have the option to either implement another inquiry cycle or present their findings to others in a professional environment.

Periodic professional learning seminars will be held to further enhance Lakota culture and perspective in the classroom (i.e. Woose Sakowin - an interactive, yet deeply reflective, one-day training on the *Woose Sakowin* (Seven Laws) and technology in the classroom by SD Technology in Education and Dakota Link SD.

Other periodic support meetings and seminars lead by the Project Field Coordinator will be developed in the form of a Professional Learning Community utilizing professional literature (i.e. CEC publications) and professional learning modules (IRIS Center Star Legacy Certificate Modules) to provide the basis for professional conversations and collaboration. Council for

Exceptional Children (CEC) membership, meetings with the BIE Oglala Sioux Tribe Special Education and SD DOE Special Education Program personnel, and participation in events sponsored by the SD Center for Disabilities will help Participants develop relationships with the networks in South Dakota that provide both leadership and accountability for special education in our PK-12 partner schools.

Our induction plan includes the opportunity for all participants to attend one special training provided by the SD Center for Disabilities to target personal growth needs: Autism Spectrum Summer Institute, SD Special Education Conference, Functional Behavior Analysis and Positive Behavior Supports Training, Skills Institute for Effective Teaching and Prevention Measures for Challenging Behaviors or other new training sessions.

The SD Center for Disabilities has recently launched a new resource, education and outreach training effort to serve Native Americans with disabilities in South Dakota and project Participants will be at the forefront of engaging in and utilizing their cultural based support systems. Continuing education (CEU) course credit will be available for participants throughout the induction period to document their continued professional growth and for them to utilize for SD DOE teacher licensure recertification (6 CEU or transcribed credits are required every five years to maintain licensure).

(5) (Up to 6 points) Assist participants in meeting the payback requirements.

We will make an extra effort to assist graduates to meet their payback requirements. As part of the recruitment process we will update our program information to make sure participants understand the requirements. The key issue will be obtaining employment as a Special Education teacher or as a Teacher in a classroom with severely handicapped or large number of special education students in a school with a high number of Indian students. We have addressed the assistance we will give participants in obtaining eligible positions in an earlier section. The

Program/Field Coordinator and Program Assistant will meet with Participants regularly on both placement and payback requirements. They will also be available for call, e-mails and texts to answer questions. The Program Director will coordinate with schools on placement and meeting payback requirements.

(d) Quality of Project Personnel (34 CFR 263.6) (Maximum 15 points).

(1) (Up to 4 points) Qualifications, including relevant training, experience, and cultural competence, of the project director and the amount of time this individual will spend directly involved in the project.

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 2 years as Dean of Education. Her full resume is in Other Attachments Resumes res.pdf.

(2) (Up to 8 points) Qualifications, including relevant training, experience, and cultural competence, of key project personnel and the amount of time to be spent on the project and direct interactions with participants.

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 Master's program during that time. She oversees all academic departments and is especially focused on strategic planning and assessment.

The Program/Field Coordinator will be advertised for. The qualifications will include:

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) (Up to 3 points) Qualifications, including relevant training, experience, and cultural competence (as necessary), of project consultants or subcontractors, if any.

OLC full-time faculty who will teach include Merle Brave, MS in Secondary Education; Lori Lindskov, MS in Educational Administration; 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 Other Faculty and Adjuncts is in Other Attachments Resumes res.pdf.

Oglala Lakota College give Indian preference for all staff and consulting positions.

(e) Quality of Management Plan (Maximum 20 points)

(1) (Up to 7 points) Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

The costs of Waonspekiya Waste 2023 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 2023 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 WW2023 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 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 2023 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 47 years. OLC serves over 1,300 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) (Up to 5 points) Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed 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 enhance curriculum and instruction and improve student learning. Assessment information will be used to make decisions regarding program effectiveness and changes that may be necessary. 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, 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 faculty.

The WW 2023 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 2023 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 evaluations and data collected and write a Final Report.

Data analysis will be ongoing by all WW2023 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 include: # 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; # 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; 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; # of Bachelors in Education graduates; # 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. # 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) (Up to 8 points) Time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives.

Dr. Shannon Amiotte, Dean of Education, will be WW2023 Project Director at 25 % in years 1-5. 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.

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 in the field. We have developed a Job Description for a Project/Field Coordinator who will be 100% in years 1-3 and 50% on years 4-5. The description is Participant-centered. The P/F C 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 support.

Linda Olsen, Full-Time Faculty at Cheyenne River will be 25% in years 1-3. 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, and do Portfolio Development workshops.

Alicia Zephier -Janis, Secretary, will be 25% in years 1-5. 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.

The modern view of reality is based in straight lines and angles. When someone goes somewhere or gives directions, the method of orientation is based on 'straight ahead', 'turn left' and 'turn right'. But Nature doesn't work that way, and neither does the traditional person. Everything in Nature goes in curves and circles, and the same is true about our going about. –

Distant Eagle

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

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Resumes of Director and Key Personnel

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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 \$50 million in 2018 including Faculty, Student Scholarship and Maintenance endowment funds.

Dr. Dawn Frank

(b)(6)

- 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 (605) 688-6040
Dr. Timothy Nichols, Brookings, SD (605) 688-5133
Dr. Wanda Agnew, Bismark, ND (701) 222-6525
Kathey Wilson, Indian Health Service (605) 355-2500

Dr. 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

Certification: 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 President's Award, 2017

SD Association of Colleges for Teacher Education, President 2017 – 2019

SD Association of Colleges for Teacher Education, President Elect 2015 - 2017

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
Kiwanis 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 Merdanian, Ph.D., OST Tribal Councilwoman
Phone: (605) 455-6049 Email: vmerdanian@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

POSITION: Woonspekiya Waste 2023 Program/Field Coordinator

SALARY: Commensurate with education and experience and grant funding.

JOB DUTIES:

1. Implement and monitor grant program requirements.
2. Maintain and promote professional relationships among students, teachers, principals, faculty, and staff.
3. Guide and evaluate teacher candidates toward the successful implementation of INTASC, CREDE and CEC special program assessment standards in the classroom.
4. Provide support to candidates during field-based experiences, student teaching and their induction years which will require extensive travel.
5. Provide professional growth and development to teacher candidates through field-based support, seminars, STEM activities, and induction services.
6. Plan and implement recruitment and selection activities
7. Work to assure Participants understand payback requirements and assist the to meet through placement assistance and counseling.
8. Assist in developing necessary forms and documents required by the grant.
9. Review/monitor the budget and prepare requisitions for processing.
10. Work with Program Assistant to maintain accurate financial records.
11. Work with the Project Director to complete all required reports for the grant.
12. Attend and participate in all required meetings - local, regional or national.
13. Teach one Education or Special Education course per semester, including distance learning (videoconference, online or hybrid) courses as needed.
14. Assist with the planning and implementation of STEM activities.
15. Assist with the planning and implementation of induction activities.
16. Work with other departments in further development of shared courses and programs.
17. Participate in academic division long-range plans, goals, objectives and work toward the Education Department goals and objectives.
18. Participate in the evaluation and improvement of the departmental assessment system.
19. Participate in institutional effectiveness planning and reporting.
20. Participate in assessment of student learning.
21. Attend Departmental and Instructional meetings.
22. Serve on one of the college wide committees.
23. Fulfill all other duties and responsibilities as assigned.

QUALIFICATIONS:

1. PhD or Ed D in Education preferred, Masters or above in Education field required. Eighteen graduate level hours in special education is advantageous.
2. Demonstrated excellence at the PreK-12 level.
3. Reliable transportation as a great deal of travel will be required.
4. Knowledge of distance learning formats.
5. Excellent oral and written communication skills and the ability to interact well with others.
6. Ability to take and pass alcohol/drug pre-employment test and back ground check.
7. Knowledge of Lakota philosophy, culture, language, and history

*Indian Preference applies in accordance to OLC Policy.

Oglala Lakota College is an equal opportunity employer

Linda Olsen, WW2023 Instructor

(b)(6)

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 Associate 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

Alicia Zephier-Janis

Experience

August 2013-Present

Education Department Secretary, *oglala lakota college*

Prepare correspondence, reports and documents as directed, systematize and maintain student and department files, process and distribute incoming and outgoing mail and phone calls, operate and maintain office equipment, assist in data compilation for department and grant reports and other duties as assigned. Assisted in the development of student files and maintained student files in NASIS at the Lakota Immersion School.

May 2012-August 2013

Office Manager/Data Clerk , *ost medicine root district service center*

Prepare monthly financial statements and other necessary reports as directed, process and distribute district funds as appropriated, take and prepare Executive Board meeting minutes, establish systematic filing system for all enrolled members of Medicine Root District, worked with OST FAO office with auditing process, maintained census for district, secretarial duties and other duties as assigned.

August 2011-May 2012

Student Assistant , *Little Wound school sped department*

Assisted classroom teachers with instruction as needed, provided one on one tutoring to students in the areas of math and English, filed necessary paperwork in individual student files, other duties as assigned by supervisor.

August 2010-December 2010

Technician , *OST vocational rehabilitation program*

Maintained all client applications and files, assisted counselors in reporting, transported clients to appointments, secretarial duties, groundskeeper and janitorial duties, processed and distributed incoming and outgoing mail, participated in vocational rehabilitation training and other duties as assigned.

September 2008-june 2010

Dietary Aide , *Fall river hospital and nursing home*

Assisted head cook with preparing meals to meet individual patient needs, janitorial duties, helped with inventory and stocked supplies per individual patient rooms, assisted in serving at meal times in the nursing home.

August 2007-January 2010

Front Desk Clerk , *motel 6*

Handled all hotel reservations, checked in and checked out guests, answered all incoming calls and delivered messages to appropriate people, filed necessary financial reports with night auditor, janitorial duties and helped with laundry.

Education

june 2015

Associate Of Arts Degree In Early Childhood Education, *oglala lakota college*

Associate Of Arts And Science Degree In Office Technology, *oglala lakota college*

June 2013

Certificate In Office Technology, *oglala lakota college*

may 1997

High School Diploma, *little wound school*

Skills

<ul style="list-style-type: none">• Excellent organizational skills• Excellent secretarial skills• Excellent time management skills• Ability to multi task	<ul style="list-style-type: none">• Knowledgeable in accounting practices• Good administrative skills• Knowledgeable in grant reporting and grant practices
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References available upon request

Other OLC Faculty

Dr. Tamara J. Bauck

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

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

Award - Outstanding Applied Dissertation May 2003

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.

Oglala Lakota College Waonspekiya Waste (Wah ohn' spay kee ya Wash dtay') 2023 7/27/18
Dept of Education/Indian Education Professional Development CFDA 84.299B

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.

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

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

Adjunct Instructors

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

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 + 18 graduate hours
 - 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 + 18 graduate hours
 - 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 + 18 graduate hours

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

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, Oglala Sioux Tribe

- 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
 - 5-8 Social Studies

Terry Porter, Oglala Sioux Tribe

- BA in Education + 18 graduate hours
 - 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

Joni Sasse

- BS in Elementary Education + 18 graduate hours
 - K-8 Elementary Education
 - K-12 Special Education
 - 5-8 Middle Level: Language Arts, Mathematics & Social Studies

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

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

- 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

- 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

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

Lester Wells Cheyenne River

- MS in Early Childhood Education – ABD
- BA in Early Childhood Education
 - Birth – Grade 3 Early Childhood Education
 - K-4 Math, Science, Social Studies and Language Arts
 - K-8 Academic Technology Enrichment

Terri Jo Gibbons Oglala Sioux Tribe

- MS in Education Administration
 - K-12 Principal
- BS in Elementary Education w/ Middle Level
 - K-8 Elementary Education
 - K-8 Elementary Native American Studies

Ronald Ten Fingers Oglala Sioux Tribe

- BS in Elementary Education w/ Middle Level + 18 graduate hours
 - K-8 Elementary Education
 - K-12 Special Education
 - Secondary Intermediate Mathematics
 - Secondary Intermediate Science
 - Secondary Intermediate Social Studies
 - Secondary Intermediate Language Arts

Tana Smith Native American

- MA in Lakota Leadership: Education Administration
 - K-12 Principal
- Special Education Certification
 - K-12 Special Education
- BS in Elementary Education w/ Middle Level
 - K-8 Elementary Education

Kim Merkel

- MA in Elementary Education
- Special Education Certification
 - K-12 Special Education
 - Early Childhood Special Education Birth-Grade 3
- BS in Elementary Education
 - K-8 Elementary
 - Early Childhood Birth-Grade 3

Norma Brown Bull Oglala Sioux Tribe

- MA in Lakota Leadership: Education Administration
 - K-12 Principal
- Special Education Certification
 - K-12 Special Education
- BS in Elementary Education w/ Middle Level
 - K-8 Elementary Education

Lisa Forcier , Native American

- MA in Lakota Leadership: Education Administration
 - K-12 Principal
- Teaching Certifications
 - K-12 Special Education
 - Secondary Advanced Biology
 - 5-8 Life Science
- BS in Communication Studies

Letters of Support

Agree to consider graduates of the Waonspekiya Waste program for employment at their schools.

Little Wound School, Kyle, SD

Pine Ridge Reservation

Tiospaye Topa School, La Plante, SD

Cheyenne River Reservation

Crazy Horse School, Wanblee, SD

Pine Ridge Reservation

American Horse School, Allen, SD

Pine Ridge Reservation

Oglala Lakota College Waonspekiya Waste (Wah ohn' spay kee ya Wash dtay') 2023 7/27/18
Dept of Education/Indian Education Professional Development CFDA 84.299B

Little Wound School Board
Cecelia Fire Thunder
Taylor Little Whiteman
Misty Hunter
Linda May
Raymond Janis

Little Wound School Board
Little Wound School
P.O. Box 500
Kyle, South Dakota 57752
Website: www.littlewound.us

Telephone:
605-455-6150
Fax:
605-455-2703



Office of the Superintendent

Charles Cuny Jr.

July 14, 2018

President Thomas Shortbull, President
Oglala Lakota College
Box 490
Kyle, SD 57752-0490

Dear President Shortbull,

Little Wound is BIE-funded school that serves over 99% Native American students on the Pine Ridge Indian Reservation. We are always looking for qualified Native American teachers and administrators. Special Education Teachers are always a need.

Little Wound School agrees to consider Itancan Waste 23 and Waonspekiya Waste 23 graduates from Oglala Lakota College for employment.

Charles Cuny, Jr.

A handwritten signature in black ink, appearing to read 'Charles W. Cuny'. The signature is fluid and cursive.

Superintendent



Tiospaye Topa School



HC 76, Box 300 • Ridgeview, South Dakota 57652 • 605-733-2290 • Fax 605-733-2299

7/14/18

Dear President Shortbull,

Tiospaye Topa School is a Tribally funded school that serves over 99% Native American students on the Cheyenne River Indian Reservation. We are always looking for qualified Native American teachers and administrators. Special Education Teachers are always a need.

Tiospaye Topa School agrees to consider Itancan Waste 23 and Waonspekiya Waste 23 graduates from Oglala Lakota College for employment.

Thank You,

Brent Mareska

Superintendent, Tiospaye Topa School

Thunderhaws



CRAZY HORSE SCHOOL

Tasunke Witko Owayawa
P.O. Box 260
245 Crazy Horse School Drive
Wamblee, South Dakota 57577
PHONE: (605) 462-6834 FAX: (605) 462-5024



7/14/18

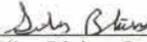
President Thomas Shortbull, President
Oglala Lakota College
Box 490
Kyle, SD 57752-0490

Dear President Shortbull,

Crazy Horse School is a BIE-funded schools that serves over 99% Native American students on the Pine Ridge Indian Reservation. We are always looking for qualified Native American teachers and administrators. Special Education Teachers are always a need.

Crazy Horse School agrees to consider Itancan Waste 23 and Waonspekiya Waste 23 graduates from Oglala Lakota College for employment.

Thank you



Silas Blaine, Superintendent

Dr. Gloria J. Kitsopoulos
Superintendent
Ms. Faith Richards
School Board President
Mrs. Lola Sharp
School Board Vice President



Ms. Norah Marshall
School Board Secretary
Mr. Justin Poor Bear
School Board Member
Mrs. Marietta Vasquez
School Board Member

7/14/18

Thomas Shortbull,
President, Oglala Lakota College
Box 490, Kyle, SD 57752-0490

Dear President Shortbull,

American Horse School is BIE-funded school that serves over 99% Native American students on the Pine Ridge Indian Reservation. AHS is always looking for qualified Native American teachers and administrators. In 2017-2018, American Horse School had to hire five teachers from the Philippines through a teacher recruiting agency. Our Native Students need to see Native American teachers and administrators when they come to school. It builds their self-esteem and confidence that they can have a successful future when they are taught by Oglala Sioux Tribe community members. Bureau of Indian Education has designated Special Education Teachers as a critical teacher positions within Indian Country and within their 186 BIE funded schools. The state of South Dakota has also put this educational specialty as high need with critical shortages in the state public schools.

American Horse School's instructional staff of 80 people are 85% enrolled tribal members with 75% being educated at Oglala Lakota College, therefore, AHS supports and agrees to consider Itancin Waste 23 and Waonspekiya Waste 23 graduates from Oglala Lakota College for employment.


Dr. Gloria J. Coats-Kitsopoulos

Superintendent

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

TEACHER TRAINING APPLICATIONS COMPETITIVE PREFERENCE PRIORITY 4

STEM

4 Applicant proposes required participation in a year-long program course/course sequence that provided in-depth training in five or more instructional strategies and pedagogical practices (for example, those mentioned in the second enumerated item above) to support student achievement in STEM or computer science subjects.

Graduates of Oglala Lakota Colleges K-8 Elementary Education program, the teacher preparation program almost all K-12 special education endorsements are tied to, are certified to teach not only elementary but also middle level mathematics and science. In addition, our program prepares each of our graduates to receive the K-8 Academic Technology Enrichment assignment as part of their teacher licensure.

Students with special needs are traditional underserved in the areas of science, technology, engineering and mathematics. For this reason it is essential that special education teachers know how to provide inclusive learning environments that promote STEM instruction for all students.

WW2023 will work with partners from the Rising Star Educator Program (designed to prepare Native American teachers to provide high-quality STEM instruction) to provide a yearlong, in-depth training series addressing: 1) the framework for high-quality STEM instruction, including the Next Generation Science and National Council of Teachers of Mathematics Standards (1 day); 2) research-based STEM curriculum integrating science technology, engineering and mathematics concepts and skills with language/literacy, critical thinking and collaborative communication processes (3 x 2 days); 3) earth and space science as related to Native American environmental issues and Lakota Star Knowledge (2 days); 4)

moving from STEM to STEAM, incorporating the arts to enhance STEM instruction (2 days); and 5) student centered, inquiry-based instructional planning with a focus on universal design for learning for inclusive STEM education (1 day). Special topics and continuing education (CEU) course credit will be available for participants. This training series will incorporate job-embedded STEAM activities during the induction period along with follow-up support from the Rising Star trainers. The series of six 2- day training sessions will begin in Yr 2 and conclude in Yr 3 of the project. STEM jobembedded implementation and follow-up support will coincide with participant's two years of induction. Through hands-on training series and follow-up support participants will have received everything they need (professional training, teaching guides and materials) to successfully implement three research-based STEM curricular programs: GEMS – Great Explorations in Math and Science, EiE – Engineering is Elementary, and GLOBE – Global Learning and Observations to Benefit the Environment. These exemplary programs offer authentic ways for students of all abilities to engage in authentic, experiential STEM activities that support related areas in social studies, reading and writing literacy, communication development, and collaboration with peers. They also provide unique opportunities for special education and classroom teachers to team teach, foster inclusive classroom environments, and help students (with and without exceptionalities) develop positive relationships with one another. Each project participant will engage in a critical inquiry cycle to target a STEM focus; identify teaching and learning inquiry questions; select, plan and implement the STEM curricular lessons and activities; observe student engagement and learning; collect, analyze and process data; and interpret, reflect upon, and make instructional decisions based on their findings. They will then have the option to either implement another inquiry cycle or present their findings to others in a professional environment.

5 The same criteria for 4 points, as well as required job-embedded activities during the induction period that support application of the knowledge and skills acquired in the course.

During induction we will provide Follow-up Support for the knowledge and skills acquired in the activities enumerated in 4 above. We will hold 4 Distance and 2 Face to Face sessions with a STEM trainer in Years 3, 4 and 5. We will pay for Annual SD Discovery Center Membership for each Participant in Induction. We will give each participant in induction funds for restocking the SD Discovery Center Material Kit. Budget details are in the budget narrative.

SPED Curriculum

The South Dakota K-12 special education endorsement requires a minimum of 23 semester credits with a minimum of 20 in special education. The credits in special education shall include vocational transition. The candidate must demonstrate through coursework knowledge and skills at the K-12 endorsement level to meet the Council of Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration. Oglala Lakota College's state approved special education program includes 24 semester hours (eight 3-credit hour courses) of coursework meeting these requirements; in addition to student teaching and six special education practicum credits (30 semester credits total for the special education endorsement). Alternative special education certification for qualified individuals is reduced to nine semester credits of coursework in special education law, assessment, and an additional special education-related course and a six-credit yearlong practicum.

K-12 Special Education Preparation (undergraduates)

ExEd 313	Intro. to Ex. Ed./Characteristics & Etiology (Included in all teacher prep programs)
ExEd 323	Assessment and Practical Applications
ExEd 333	IEP/IFSP Program and Curriculum Development
ExEd 303	Special Education Law
ExEd 433	Diagnostic Teaching
ExEd 443	Strategies for Low Incident Disabilities
ExEd 453	Classroom Management
ExEd 473	Transitions and Community Resources
EDLK 489	Student Teaching (Note: Special education practicum is built into the student teaching experience.)

K-12 Special Education Endorsement (certified teachers)

ExEd 313/513	Intro. to Ex. Ed./Characteristics & Etiology (Completed in Undergraduate Program)
ExEd 323/523	Assessment and Practical Applications
ExEd 333/533	IEP/IFSP Program and Curriculum Development
ExEd 303/603	Special Education Law
ExEd 433/633	Diagnostic Teaching
ExEd 443/643	Strategies for Low Incident Disabilities
ExEd 453/653	Classroom Management
ExEd 473/673	Transitions and Community Resources
ExEd 496/796	Special Education Practicum

K-12 Special Education Alternative Certification (qualified general education teachers)

ExEd 323/523	Assessment and Practical Applications
ExEd 303/603	Special Education Law

One additional 3-credit hour special education related course (ExEd 313 Introduction to Exceptional Education completed in undergraduate program; no additional coursework necessary)

ExEd 496/796 Special Education Practicum

Note: Endorsement and alternative certification credits may be offered at either the undergraduate or graduate level to meet SD DOE requirements. Whenever possible OLC will offer special education coursework at a graduate level, however this will be dependent upon the ability to secure faculty/adjunct faculty who meet Higher Learning Commission (HLC) requirements of holding a doctoral degree with 18 graduate credit hours in special education.

Proposed Schedule of Coursework

Fall 2018	Spring 2019	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021	Summer 2021
ExEd 303/603	ExEd 323/523	ExEd 433/633	ExEd 303/603	ExEd 323/523	ExEd 433/633	ExEd 303/603	ExEd 323/523	ExEd 433/633
ExEd 496/796	ExEd 496/796 Continued	ExEd 443/643	ExEd 453/653	ExEd 333/533	ExEd 443/643	ExEd 453/653	ExEd 333/533	ExEd 443/643
		ExEd 473/673	ExEd 496/796	ExEd 496/796 Continued	ExEd 473/673	ExEd 496/796	ExEd 496/796 Continued	ExEd 473/673

Fall 2018

ExEd 303/603 Special Education Law
 ExEd 496/796 Special Education Practicum

Spring 2019

ExEd 323/523 Assessment and Practical Applications
 ExEd 496/796 Special Education Practicum Continued

Summer 2019

ExEd 433/633 Diagnostic Teaching
 ExEd 443/643 Strategies for Low Incident Disabilities
 ExEd 473/673 Transitions and Community Resources

Fall 2019

ExEd 303/603 Special Education Law
 ExEd 453/653 Classroom Management
 ExEd 496/796 Special Education Practicum

Spring 2020

ExEd 323/523 Assessment and Practical Applications
 ExEd 333/533 IEP/IFSP Program and Curriculum Development
 ExEd 496/796 Special Education Practicum Continued

Summer 2020

ExEd 433/633 Diagnostic Teaching
 ExEd 443/643 Strategies for Low Incident Disabilities
 ExEd 473/673 Transitions and Community Resources

Fall 2020

ExEd 303/603 Special Education Law
 ExEd 453/653 Classroom Management
 ExEd 496/796 Special Education Practicum

Spring 2021

ExEd 323/523 Assessment and Practical Applications
 ExEd 333/533 IEP/IFSP Program and Curriculum Development
 ExEd 496/796 Special Education Practicum Continued

Summer 2021

ExEd 433/633 Diagnostic Teaching
 ExEd 443/643 Strategies for Low Incident Disabilities
 ExEd 473/673 Transitions and Community Resources

ExEd 313/513 Introduction to Exceptional Education / Characteristics & Etiology

Students will study, in depth, the high incidence disabilities, their definitions, diagnosis and characteristics. Legal obligations of IDEA, Sect. 504 and ADA will be introduced. Low incidence disabilities will also be introduced. Emphasis will be given on determining disabilities, understanding the cognitive, social and emotional difficulties and planning appropriate interventions. Researching journal articles for current information will provide additional source material. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to one of the disability categories of IDEA. 3 credits (Note: This course is required of all teachers and is typically fulfilled within the general education teacher preparation program.)

ExEd 323/523 Assessment and Practical Applications

This course is a study in the selection, administration and interpretation of formal and informal test instruments. Areas addressed include cognitive, communicative, affective and adaptive behavior skills. Students will become familiar with assessment terms such as standard deviation, error of measurement, test reliability and validity. Intelligence tests, achievement tests, behavioral inventories and adaptive behavior inventories will be examined and administered and interpreted. Experience applying this data into written reports for MDT's and IEP/IFSP's will also be addressed. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experienced) related to evaluation as part of eligibility determination or ongoing assessment measures to monitor progress and plan instruction. 3 credits

ExEd 333/533 IEP/IFSP Program and Curriculum Development

Students will be introduced to models and theories that are the basis for special education programs. This course addresses skills in collaboration, team teaching, and techniques of inclusion. The student will develop appropriate lesson plans based on PK-12 academic standards to design instructional programs which facilitate individual achievement towards IEP/IFSP goals and objectives. Program development will include ways to monitor not only student progress but the effectiveness of the program. The student will organize and maintain all portions of the IEP/IFSP process including progress reports, timely written notices, and conducting meetings. Students will utilize electronic file management systems to maintain IEP/IFSP records. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experienced) related to individualized education programs or family service plans. 3 credits

ExEd 303/603 Special Education Law

This course will examine current laws pertaining to individuals who have disabilities. Students will gain an understanding of the legal components and requirements of the Individuals with Disabilities Education Act, the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and the Family Education Rights and Privacy Act. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to the impact of special education law on the provision of services to children with exceptional needs. 3 credits

ExEd 433/633 Diagnostic Teaching

This course is designed to address the needs of children who have high incidence disabilities. Students will use standard curriculum materials to devise appropriate adaptations to meet individual needs. Strategies developed and implemented will be geared toward the high incidence disabilities. Students will gain experience designing intervention programs that address motivational and curriculum concerns. Appropriate communication and collaboration skills for coordinating delivery and evaluation of direct/indirect instruction of reading, math and language arts will be an area of emphasis. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to instructional strategies for increasing student achievement. 3 credits

ExEd 443/643 Strategies for Low Incidence Disabilities

This course is designed to address the needs of children who have low incidence disabilities. Areas of emphasis includes autism, TBI, orthopedic impairments and multi-handicapped. In addition to classroom-based instruction, students will participate in field-based experiences to develop the knowledge and skills necessary to implement programs appropriate for students with these types of disabilities. Students will be introduced to the resources available in adaptive technologies. Collaboration and coordination with specialized services, regular education, families and other agencies will be addressed. Service learning will be included as a part of this class. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to instructional strategies for increasing student achievement. 3 credits

ExEd 453/653 Classroom Management

Classroom management is key to successful learning. Theories and anecdotal stories will be examined in determining successful classroom management techniques. Collecting, recording, graphing and analyzing data to make appropriate interventions will be a major component of the course. The use of technology to facilitate data collection will be considered. Opportunities to practice and apply these methods will be provided through classroom observations. Building classroom community, character education and Wolakolkiciyapi will be stressed. The goal is to provide the knowledge needed to build a safe and inclusive learning environment for students. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to the critical role of classroom management in student learning and achievement. 3 credits

ExEd 473/673 Transitions and Community Resources

This course prepares students to assist students with disabilities to transition into post-secondary learning, the adult world of work and independent living. Collaboration with outside agencies and utilizing community resources to assist students in progressing toward their life-goals is a major component of the course. Students will gain the necessary knowledge to guide adolescents who have disabilities in gaining self-advocacy skills and actively participating in their own transition planning. Service learning will also be a component of this class. Graduate Nature of the Course: Students taking this course for graduate credit will complete all assignments required for undergraduate credit and complete a graduate level research project (15-page research paper or a 5-page reflective analysis of a field-based experience) related to successful transition from school to adult life and services. 3 credits

ExEd 496/796 Special Education Practicum

A practicum experience is required for students seeking the K-12 endorsement in special education. A minimum of a three semester-hour special education practicum under the supervision of a certified special education teacher and university supervisor at each level of endorsement is required. Students will gradually assume responsibility for planning, instruction, evaluation, and classroom management during the experience at each level of certification sought. In addition, students will complete a professional portfolio demonstrating the knowledge and skills set forth by the Council for Exceptional Children's performance-based standards covering: foundations, development and characteristics of learners, individual learning differences, instructional strategies, learning environments and social interactions, communication, instructional planning, assessment, professional and ethical practice, and collaboration. 6 credits

EDLK 489 Student Teaching

Student teaching is a full-time experience during which time teacher candidates must demonstrate competency in the job responsibilities required by their chosen program. Teacher candidates spend 16 weeks in supervised practice in approved preK-12 classroom settings under the direction and supervision of qualified school personnel. Student teaching experiences are typically completed at two levels: and placements are arranged to fulfill the balance of time in each subject area and age or grade level span as required for South Dakota teacher preparation and licensure. 9 credits



90 7th Street, Suite 4-600
San Francisco, CA 94103-6705
PHONE: (415) 437-7820
FAX: (415) 437-7823
EMAIL: CAS-SF@psc.hhs.gov

May 11, 2017

Thomas Shortbull
President
Oglala Lakota College
490 Three Mile Creek Road
P.O. Box 490
Kyle, SD 57752

Dear Mr. Shortbull:

A copy of an indirect cost rate agreement is being sent to you for signature. 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 an authorized representative of your organization and return within ten business days of receipt. The signed agreement can be sent to me by email, while retaining the copy for your files. Only when the signed agreement is returned, will we then reproduce and distribute the agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Therefore, your next proposal based on actual costs for the fiscal year ending 09/30/19, is due in our office by 03/31/20. Please submit your next proposal electronically via email to CAS-SF@psc.hhs.gov.

Sincerely,

Arif M. Karim -A

Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=PHS, ou=PSC,
ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212895
Date: 2017.05.17 00:09:04 -0500

Arif Karim, Director
Cost Allocation Services

Enclosure

PLEASE SIGN AND RETURN THE NEGOTIATION AGREEMENT BY EMAIL

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 23-7135915

DATE:05/11/2017

ORGANIZATION:

FILING REF.: The preceding agreement was dated 02/06/2013

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

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	10/01/2016	09/30/2020	24.00	On-Campus	All Programs
PROV.	10/01/2020	Until Amended	24.00	On-Campus	All Programs

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: Oglala Lakota College

AGREEMENT DATE: 5/11/2017

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.

NEXT PROPOSAL DUE DATE

A proposal based on actual costs for fiscal year ending 09/30/19, will be due no later than 03/31/20.

ORGANIZATION: Oglala Lakota College

AGREEMENT DATE: 5/11/2017

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 Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, 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 Shortbuu

(NAME)
OLC President

(TITLE)
5-17-17

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)
Arif M. Karim -A
Digitally signed by Arif M. Karim -A
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, cn=Arif M. Karim -A,
0.9.2342.19200300.100.1.1=2000212895
Date: 2017.05.17 00:05:11 -05'00'

(SIGNATURE)
Arif Karim

(NAME)
Director, Cost Allocation Services

(TITLE)
5/11/2017

(DATE) 3162

HHS REPRESENTATIVE: Stanley Huynh

Telephone: (415) 437-7820

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

	YR1 18-19	YR2 19-20	YR3 20-21	YR4 21-22	YR5 22-23
1. Personnel \$	112,356	113,535	114,729	60,059	60,810
Regular	94,356	95,535	96,729	60,059	60,810
Director (SA)					
\$74,099 25%	18,525	18,756	18,990	19,228	19,468
Program Coord					
\$57,169 100%	57,169	57,883	58,607	(50%)33,390	(50%) 33,808
Instructor (LO)					
\$45,972 25%	11,493	11,637	11,782	0	0
Program Asst (AZJ)					
\$28,676 25%	7,169	7,259	7,350	7,441	7,534
Other Personnel	20,496	20,496	20,496	0	0
2. Fringe	30,329	30,592	30,950	18,017	18,243
Regular 30%	28,307	28,660	29,018	18,017	18,243
Adjunct 9.43%	1,932	1,932	1,932	0	0
3. TRAVEL	8,430	8,430	8,430	8,430	8,430
Directors' Meeting	3,530	3,530	3,530	3,530	3,530
Routine Travel	4,900	4,900	4,900	4,900	4,900
5. Supplies	4,550	4,550	2,000	1,946	2,000
8. Other	0	15,000	32,310	22,660	21,629
STEM	0	15,000	15,000	6,220	4,990
Induction	0	0	17,310	16,440	16,639
9. Total Direct	155,665	172,107	188,419	111,112	111,112
10. Indirect 8%	12,453	13,768	15,073	8,888	8,888
Subtotal	168,118	185,875	203,492	120,000	120,000
11. Training					
Stipends	160,000	200,000	160,000	0	0
12. Total Grant \$	328,118	365,875	363,492	120,000	120,000

Budget Narrative Justification

	YR1 18-19	YR2 19-20	YR3 20-21	YR4 21-22	YR5 22-23
1. Personnel \$	112,356	113,535	114,729	60,059	60,810
Regular	94,356	95,535	96,729	60,059	60,810
Director (SA)					
\$74,099 25%	18,525	18,756	18,990	19,228	19,468
Program Coord					
\$45,000 100%	50,000	50,625	51,258	(50%)25,949	(50%) 26,274
Instructor (LO)					
\$45,972 25%	11,493	11,637	11,782	0	0
Program Asst (AZJ)					
\$28,676 50%	14,338	14,517	14,699	14,882	15,068

The base salary above is computed on the 2018-19 salary times plus 1.0125% 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** (25% Years 1-5), Dr. Shannon Amiotte, will supervise WW2023. Dr. Amiotte has years of experience teaching in and supervising Indian Professional Education grants. She has achieved National Board Certification as an Early Childhood through Young Adult Exceptional Needs Specialist and is licensed as a Birth-21 Special Education Director. She will organize and oversee the search and hiring for the Project/Field Coordinator and recruitment and final selection of Participants based on criteria. She will meet with partners to monitor action plans for cooperation agreements; assure required reports are submitted and compliance maintained; approve expenditures; monitor Participant entry, progress and completion. As the Director she will coordinate course scheduling including graduate credits, when possible for certified teachers seeking Special Education Endorsement; work with OLC Instructional Centers, faculty, partners and Participants to coordinate support efforts; and deal with special Participant issues and coordinate with schools on employment. The 4th and 5th years the Director will

oversee planning and implementation of induction activities, and complete budget closure and final reports including closeout. 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 **Program/Field Coordinator** (100% Years 1-3, 50% Years 4-5) will be advertised and hired. We are looking at adjuncts and ready to issue the Job Advertisement as soon as the grant is awarded. The P/FC will implement recruitment activities for the selection of Participants. The P/FC will work with the Participants on an education plan, scheduling, payback provisions, and training stipend and expense development. The P/FC will provide academic advisement and monitor the OLC Early Alert System to provide comprehensive counseling and referral services.

The P/FC will work with the Program Assistant to assure adequate data is kept and reviewed. The P/FC will coordinate support seminars, workshops and guest speakers for Participants; guide professional (employment) portfolio development; support Praxis preparation through in-depth tutoring and review sessions for special education; and will provide student teaching/practicum and induction support for Participants using an inquiry cycle instructional coaching/mentoring model.

If there are early completers the P/FC will set up individual induction plans and assure that the Participant is included in the years 4 and 5 regular induction. The P/FC will develop a cell phone, e-mail and video conference presence with Participants in addition to meeting with them regularly and as requested. The P/FC will teach one or two courses per semester and will help the Program Director organize summer sessions. The full job description and qualifications is in the Other Attachments (resumes.pdf).

One **Instructor** (25% Years 1-3), Dr. Linda Olsen will teach 1 special education course a semester and in summer and special sessions; assist with the upgrade of curriculum in terms of the further integration of Lakota language and culture into special education 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; incorporate field-based experiences, service learning and instructional technology into key courses; assist in professional (employment) portfolio development; and support Praxis preparation.

The **Program Assistant (25% Years 1-5)**, Alicia Zephier-Janis, will assist with project advertisement (i.e. prepare recruitment bulletin, press releases and news stories to disseminate

project results); help maintain Participant records; and the WW2023 data base; assure stipend calculations are correct and backup maintained; assist with the filing of reports and project updates; process requisitions, purchase orders, etc.; keep cuff accounts; assist with participant and PK-12 partner communication; and assist with project evaluation; keep follow-up data on grads; assure program materials are put in appropriate places; and assure Participant Service Agreements are signed and recorded. Ms. Zephier-Janis has extensive experience as a Program Assistant with Indian Professional Development grants.

The majority of the work of the Project Director and Program Assistant will be working with partners, schools and Participants in program implementation and is not administration as such.

Other Personnel	20,496	20,496	20,496	0	0
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OLC averages \$590 to \$858 per credit hour based on faculty qualifications. We might have to hire adjuncts from other schools and negotiate pay especially for graduate level courses.

Offering a viable program of study that ensures all project participants will complete their coursework prior to entering into induction the 4th and 5th. While every effort will be made to form cohort groups for coursework we acknowledge that participants will enter the project at various stages within their programs. Furthermore, based on the decentralized nature of our campus, we know they will live in eleven different communities between which student travel is not always feasible (see Travel below). Summer/interim courses, overload/extra duty contracts, graduate required courses (GRCs - faculty supported independent studies) and courses taught by adjunct instructors will be offered through the grant during the first three years to address these scheduling challenges. We will also explore using faculty from other colleges to offer courses that will meet the Higher Learning Commission requirements for graduate level credit for certified teachers seeking Special Education endorsement.

Three summer/interim courses will be taught by full-time faculty and/or adjunct instructors each of the first three years. Contracts for these courses are calculated according to the adjunct/overload salary schedule which ranges from \$590 to \$854 per credit hour based on qualifications, experience and longevity with the College.

The project budget accounts for 3 course overloads, extra duty contracts and/or GRCs for fulltime faculty members during the first three years of the project. The OLC full-time faculty schedule is four courses with three preps. Faculty members who have four or more preparations,

which is most often the case for degree specific junior/senior level courses, are paid overloads. This includes not only faculty within the Ed Dept, but also accounts for well-qualified full-time faculty members in other OLC academic departments who teach education courses. In addition, this line item accounts for faculty extra duty contracts to provide in-depth Praxis licensure exam tutoring for project participants seeking both initial licensure and special education endorsement.

Undergraduate students completing their teaching degree will need to achieve a qualifying score on the required Praxis content knowledge and pedagogy exam in addition to a qualifying score on the required special education Praxis exam. In-depth tutoring will be provided through the grant to overcome the significant differences in the pass rates between white and Native American test takers.

The program will pay for 5 courses taught by Adjuncts each of the first three years. These courses will be taught by outstanding administrators and teachers from the PK-12 schools in the area as detailed in the Personnel section. Based on our dispersed campus, Adjuncts are an integral part of assuring Participants get the courses they need to graduate. Our adjuncts are able to incorporate experience from the field as well as curriculum, materials and strategies being utilized in our partner PK-12 schools. Through their work with our students, they serve as an important liaison in recruitment of participants for field-based experiences and employment positions.

	Years 1-3	\$2,562 x 8 courses =	\$20,496		
2. Fringe	30,329	30,592	30,950	18,017	18,243
Regular 30%	28,306	28,660	29,018	18,017	18,243
Adjunct 9.43%	1,697	1,697	1,697	0	0

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 and includes fringe for fulltime faculty (associates) who teach course overloads or who have extra duty contracts (i.e. Praxis tutoring). figured at 30%.

The Adjuncts 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%.

3. TRAVEL	8,430	8,430	8,430	8,430	8,430
Directors' Meeting	3,530	3,530	3,530	3,530	3,530

“Applicants should budget funds for a representative from the partnering entities to accompany the project director in attending a Project Director’s Meeting during each year of the grant.” The RFP requires a Director’s Meeting as stated above. It is usually in Washington DC for 2 days. The airfare is from Rapid City, SD @ \$750. The lodging is figured at \$250 for 3 nights which is \$750. The meals and incidentals are figured at \$51.75 for 2 days and at \$38.25, for the first and last day for a total of \$180. Ground transportation in DC from airport to hotel, hotel to meeting site and hotel to airport is figured at \$100. Round trip travel to the RC Regional Airport is \$85 (156 miles x .545 mileage rate). As flights in and out of RAP are limited an additional night and day for travel has been included. The meetings are useful for finding out what other programs are doing and learning the new regulations and procedures of the program.

$$2 \times \$1,765 = \$3,530$$

Routine Travel	4,900	4,900	4,900	4,900	4,900
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We have allowed about 9,000 miles or an average of 800 miles a month for faculty/adjuncts to travel to courses they are instructing for Participants and for the Coordinator and Director to visit the schools where participants will be. OLC will pick up the balance of the travel since more miles than this will be traveled for the project. OLC serves the 3,468 square miles of the Pine Ridge Indian Reservation; Rapid City, SD, which is 100 miles away (one way) from Piya Wiconi outside of Kyle, SD; and the Cheyenne River Reservation which is 196 miles (one way) from Piya Wiconi and 4,300 square miles where schools are located. The nine District Learning Centers and the school sites are spread throughout the reservation and in Rapid City and Eagle Butte (Cheyenne River Reservation). The mileage figure is .545 as of 1/18. The Program/Field Coordinator and instructors will deliver course content during the first three years of the project and induction services in the fourth and fifth year of the project to Participants

5. Supplies	4,550	4,550	2,000	2,000	2,029
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OLC is providing all the office space, office technology and 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.

Assessment Materials

The assessment materials line item will primarily be used to update our special education assessment materials to the most recent editions to ensure Participants have access to and experience in administering special education instruments currently recognized by the BIE and State in determining present levels of performance and eligibility for special education.

3,550 2,000 0 0 0

Swivl Technology

The technology supplies include a Swivl automated video learning platform (Swivl, iPad mini, floor stand, marker/tracker, lightning cable, carrying case and Cloud storage) to capture classroom instructional sequences for instructional coaching during field experiences, teaching/special education practicum, and induction.

0 1,450 0 0 0

Resource Materials

Resources will also include supplies needed for Participant support seminars/workshops (i.e. portfolio development, Praxis seminars, cultural enrichment, special topic seminars specific to Participant needs) and may also include special new materials that are necessary to introduce project participants to curriculum/materials being used in our PK-12 partner schools.

1,000 1,100 0 0 0

Participant Materials

Participant materials will provide necessary special education instructional materials, assessment tools, adaptive resources etc. needed by participants in their classrooms. Participants in induction can do a proposal for needed resources or to do innovative things in the classroom.

0 0 2,000 2,000 2,000

school-based mentors and the PFC we will pay for substitute teachers and/or after school consultation meetings at an estimated cost of \$350 per induction year Participant.

Access to Research Materials

Council for Exceptional Children Membership @ \$115 for 2 years					
0	0	\$690	\$1,380	\$690	
IRIS Center Star Legacy Modules and other Professional Lit @ \$45 for 2 years					
0	0	\$270	\$540	\$270	

Use of Technology

In addition to working with our Technology Staff or IT students to mentor Participants at \$300 per day we will work with TIE (SD's education service agency dedicated to technology innovations in the classroom) and Dakota Link (SD's statewide organization for assistive technology assessment, services and equipment individuals who have disabilities) at \$1,000 per day.

0	0	3,000	3,000	2,100	
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Timely feedback from supervisors

While regular, ongoing communication will occur between project personnel, mentors and administrators, and Participants at their individual schools it is important for group collaboration and discussion between project partners. We will hold 1 day meetings each semester of the Participants induction with their supervisors to discuss common concerns, ensure everyone is on the same track and make necessary adjustments to ensure the success of our new special education teachers. Average travel costs for the mentors/administrators of each induction participant is estimated at \$65 per trip.

0	0	\$780	\$1,560	\$780	
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Participant Seminars to enhance collaboration, feedback, peer network and support.

Will hold annual participant 1 day seminars for those in induction at \$130 for travel. There will be other activities for collaboration, feedback, peer networking and support using e-mail, etc. but the seminars will be face to face.

0	0	\$780	\$1,560	\$780	
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Lakota elders

The utilization of Lakota elders and known experts as guest speakers will help to advance project participants own cultural knowledge so that they will be better prepared to develop and

implement cultural based lessons in PK-12 settings. During induction we will host two Lakota guest speakers each year at an honorarium rate of \$250 each. We will also offer one Lakota professional learning seminar each year (i.e. Wooke Sakowin, WoLakota Project or other similar programs) to further enhance Participants' ability to integrate Lakota culture perspective and culture to establish safe, nurturing inclusive learning environments - these will cost \$1,000 per session. Mentors from on PK-12 partner schools will be invited to attend so that they too may grow in their ability to implement culture-based lessons.

0	0	1500	1500	1500
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SPED Seminar Special Topic Training

0	0	2000	2000	2000
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Each Participant in induction will be given \$500 to attend an online or in person special topic training session for CEU's or credit.

SD Center for Disabilities Training

Our induction plan includes the opportunity for all participants to attend one special training provided by the SD Center for Disabilities to target personal growth needs: Autism Spectrum Summer Institute, SD Special Education Conference, Functional Behavior Analysis and Positive Behavior Supports Training, Skills Institute for Effective Teaching and Prevention Measures for Challenging Behaviors or other new training session designed to target statewide special education population needs. Participation in a statewide training will help build their network of support with other special educators while targeting specific professional growth needs they have based on their employment situation and current special education caseload. The estimated cost per participant (including registration, travel, per diem and lodging) is \$1,000.

0	0	6,000	0	6,000
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Inquiry and PLC Materials

Special materials may be needed to for Participant teacher inquiry mentoring cycles and/or Professional Learning Community activities. A small amount has been budgeted to account for these costs.

0	0	190	646	419
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9. Total Direct	155,665	172,107	188,419	111,112	111,112
10. Indirect 8%	12,453	13,768	15,073	8,888	8,888
Subtotal	168,118	185,875	203,492	120,000	120,000

11. Training

Stipends	160,000	180,000	160,000	0	0
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The 12 Participants in the program will receive a mix of expenses for tuition, books, fees, Praxis online tutoring and exam costs, mileage/per diem/lodging for travel to Participant seminars, and graduation and licensure fees. Those who meet eligibility criteria will receive living and child care 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.

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 \$84 a credit hour. Students have to take a minimum of 12 credit hours per semester, but many take 15 credit hours per semester. Six (6) credit hours is considered full-time for summer interim. Student teaching is nine (9 credit hours) and is considered full-time, if all other coursework on the student's status sheet has been completed.

Technology Fee: \$190 per semester Registration Fee: \$40 per semester

Activities Fee: \$50 per semester Lab Fee: \$40 average per designated course

Books : \$250 average per course Support Session Travel: \$65 average per trip

Praxis Test Fee: \$580 per student (content knowledge, pedagogy SpEd prep/exam)

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 awarded to eligible students for 4 months each semester and for 6 weeks during summer school. Participants who are student teaching (9 credit hours) are considered full-time students if all other coursework has been completed, and will be paid a stipend. OLC's student transportation system may be utilized by Participants for travel to and from classes, however travel support will be needed for them to attend project seminars and support sessions.

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 \$	328,118	365,875	363,492	120,000	120,000
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