

**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 # S299B180049**

**Grants.gov Tracking#: GRANT12686240**

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

Closing Date: Jul 30, 2018

PR/Award # S299B180049

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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: 07/30/2018	4. Applicant Identifier: IPD Administrator Preservice	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: Choose State...	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: Oglala Lakota College		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 23-7135915	* c. Organizational DUNS: 0684329750000	
<b>d. Address:</b>		
* Street1: 490 Piya Wiconi Road	<input type="text"/>	
Street2:	<input type="text"/>	
* City: Kyle	<input type="text"/>	
County/Parish: Choose State...	<input type="text"/>	
* State: SD: South Dakota	<input type="text"/>	
Province:	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 57752-0490	<input type="text"/>	
<b>e. Organizational Unit:</b>		
Department Name: Instructional Affairs	Division Name: Graduate Studies	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: Tom	<input type="text"/>
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Allen	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: Grants Facilitator	<input type="text"/>	
Organizational Affiliation: Oglala Lakota College		
* Telephone Number: 605-641-4433	Fax Number: <input type="text"/>	
* Email: mitom@rushmore.com	<input type="text"/>	

**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:**

Itancan Waste 2023 (Good Leaders) Administrator Pre-service

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="391,058.00"/>
* 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="391,058.00"/>

**\* 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

**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	149,715.00	151,401.00	153,027.00	66,788.00	67,950.00	588,881.00
2. Fringe Benefits	41,212.00	41,717.00	42,205.00	20,036.00	20,385.00	165,555.00
3. Travel	9,525.00	9,525.00	9,525.00	9,525.00	9,525.00	47,625.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	9,400.00	2,000.00	2,000.00	163.00	152.00	13,715.00
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	3,600.00	0.00	0.00	14,600.00	13,100.00	31,300.00
9. Total Direct Costs (lines 1-8)	213,452.00	204,643.00	206,757.00	111,112.00	111,112.00	847,076.00
10. Indirect Costs*	17,076.00	16,371.00	16,540.00	8,888.00	8,888.00	67,763.00
11. Training Stipends	160,530.00	119,420.00	102,960.00	0.00	0.00	382,910.00
12. Total Costs (lines 9-11)	391,058.00	340,434.00	326,257.00	120,000.00	120,000.00	1,297,749.00

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 10/01/2016 To: 09/30/2020 (mm/dd/yyyy)

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

The Indirect Cost Rate is 24.00%.

(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 # S299B180049

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.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>  <input type="text" value="Tom Allen"/>	<b>TITLE</b>  <input type="text" value="President"/>
<b>APPLICANT ORGANIZATION</b>  <input type="text" value="Oglala Lakota College"/>	<b>DATE SUBMITTED</b>  <input type="text" value="07/30/2018"/>

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

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**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:**

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

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

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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.**

1234-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: Mr. \* First Name: Thomas Middle Name:

\* Last Name: Shortbull Suffix:

\* Title: President

\* SIGNATURE: Tom Allen

\* DATE: 07/30/2018

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:
<input type="text"/>	Ethleen	<input type="text"/>	Iron Cloud Two Dogs	<input type="text"/>

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)
<input type="text" value="605-455-6006"/>	<input type="text"/>

Email Address:

**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.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="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.]

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## You may now Close the Form

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

\* Attachment:

## **Project Abstract**

**Applicable Priorities** Itancan Waste 2023 (IW2023) (Good Teachers) meets Absolute Priority One: Preservice Training for Administrators.

**Purpose and Expected Outcomes :** Oglala Lakota College (OLC) is a tribally-chartered 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 10 Native Americans to achieve Masters of Lakota Leadership and Management: Education Administration degrees and Principal Endorsements in the state of SD and have special skills for advancing STEM in their schools.

**Number of Participants to Be Served:** We will recruit 10 students and expect to have at least 10 achieve their Masters and Principal 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:** Itancan 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 teachers and school staff about pursuing a Masters in Lakota Leadership and Management: Education Administration. 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 IW2023. 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 professional societies, technology mentors, 1 day meetings each semester with all school supervisors to share information, 1 day Participant seminars during induction, and presentations by Lakota elders.

**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. IW2023 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 and Cheyenne River Sioux Tribes.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

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**Narrative (30 pages double-spaced).**

**(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 tribally chartered college based on the Pine Ridge Indian Reservation in southwestern South Dakota. The reservation home to about 19,000 Oglala Lakota (Sioux) (US Census/American Community Survey 2015 (ACS) ). The Reservation is 3,468 square miles which is larger than Delaware and Rhode Island combined. Oglala Lakota College 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 which has about 14,600 Indian people and is 4,386 square miles. 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.

Itancan Waste 23 (Good Leaders) will assist 10 American Indians attain their Masters in Lakota Leadership and Management: Education Administration, South Dakota endorsement as Principals, 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 to produce quality administrators and will use Itancan Waste 2023 (IW2023) to upgrade and institutionalize the program to provide a steady flow of high-quality administrators for Lakota students.

Our Participants face challenges in completing their degrees that are unique to this region such as rural isolation, problems associated with poverty, poor academic preparation, language

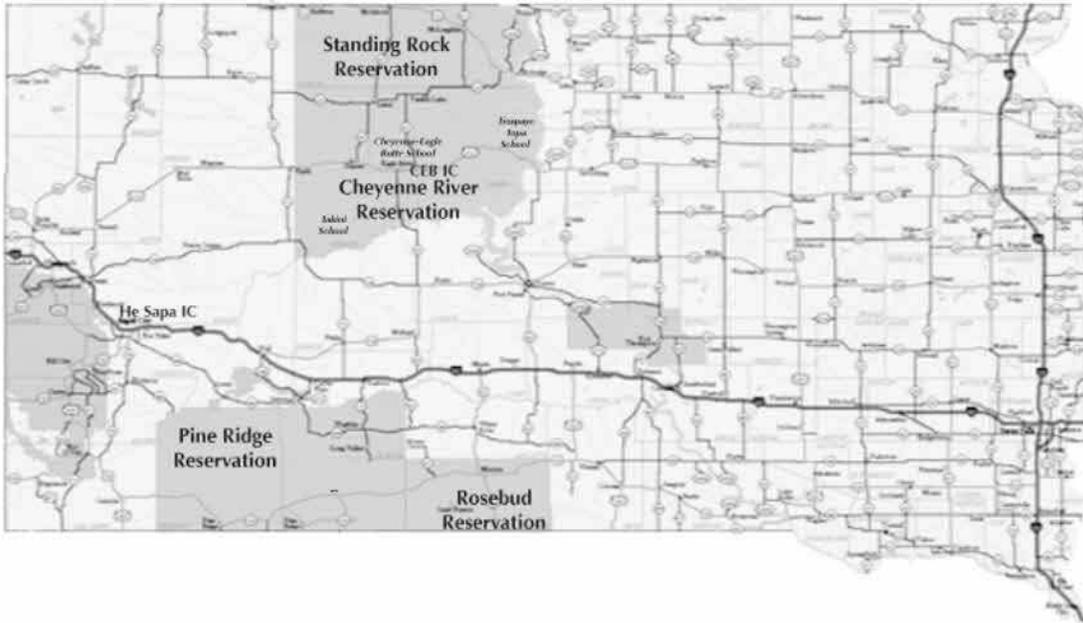
and culture difference. Graduate students have no other recourse for financial aid. Even though they are usually teaching they have extended families to care for. IW23 will provide much needed support to allow our students to complete their degree program and become endorsed principals in SD.

**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.

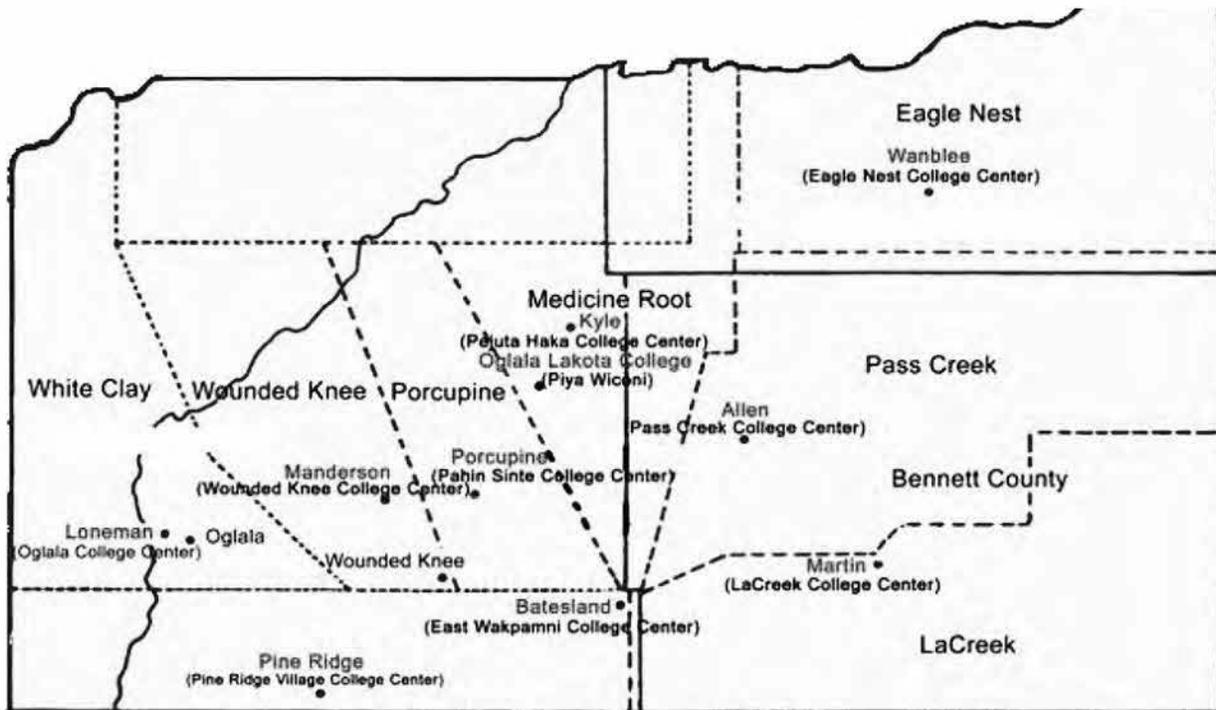
**Poverty and Problems Associated With Poverty** ABC News called the Pine Ridge Reservation “the ground zero of poverty in America”. showed Oglala Lakota County (most of the Pine Ridge Reservation), as the 3<sup>rd</sup> poorest county in America with 51.5% of children living in poverty; and Ziebach 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.

### State of South Dakota West River Reservations



### Pine Ridge Indian Reservation Showing OLC Instructional Centers



**Language and Culture Differences** IW2023 target Participants are Indians who want to be administrators. The target populations are the PreK-12 students in the reservation schools of whom 95% are Lakota and Native American children in the Rapid City, SD schools. Participants will become administrators 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.

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 four year degrees such as education administration and decrease the time taken to graduate. The increased faculty allow scheduling of courses in more districts and the summer.

IW2023 will address rural isolation through Instructional Centers, partnering with local schools, and developing more effective and efficient course delivery methods. We will address the poverty of students through help with tuition, fees, books, mileage and child care. We will deal with the disconnect between Participants' home life and school by integrating Lakota culture and language into the program and helping Participants to integrate these into their schools.

We will provide faculty focused on teaching, small class size, and ongoing tutoring and counseling. Our graduates will be grounded in research on administering schools with significant numbers of Native students, from the area and familiar with the Reservations, and more inclined to stay. The average non-Indian administrator stays on the reservations less than 5 years while Indian administrators tend to stay their entire career (OLC Employment Study, 2016).

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

Itancan Waste ("good leaders") (IW2023) will help overcome the shortage of Native American administrators serving Native American children in South Dakota and adjacent states with a focus on the Pine Ridge and Cheyenne River Reservations and Rapid City, SD. We will assist 10 Participants to achieve a Master's Degree in Lakota Leadership/Management: Education Administration (LMEA) and licensure as principals through Oglala Lakota College, a tribal college, whose program is endorsed by South Dakota, North Dakota and Wyoming.

***(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.***

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 of schools on the Pine Ridge Indian Reservation in 2016 and found over 54 positions in the schools that require a Masters degree. There are at least 30 administrative positions on schools on Cheyenne River and at least the 8 schools in Rapid City with a high proportion of Native American students. One of our Education Administration graduates has been an Assistant Principal at a Middle School in Rapid City that has 54% Native American students. There are usually 10 to 15 administrative openings a year over the past 5 years in these schools.

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

***(1) (Up to 10 points) Goals, objectives, outcomes ambitious and attainable and address:***

The goal of IW2023 is to improve and sustain a quality school administrator training program that can continue to provide highly qualified, endorsed Native American Principals to fill positions in schools with a large proportion of Indian students on or near the Pine Ridge and Cheyenne River Indian Reservations and in Rapid City.SD. Our objectives are to recruit, retain, graduate, have the participants find an appropriate position within 12 months of graduation and provide two years of quality induction. We will also provide experiences for our graduates to become administrators well versed in implementing the most current and effective practices in STEM education in their schools as documented in Other Attachments: STEM.pdf.

***(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 (i) to (iv) is 10.

***(2) (Up to 8 points) Plan for recruiting and selecting participants, that ensures that program participants are likely to complete the program.***

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, teachers and staff.

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, , financial aid information, payback requirements, professional portfolios, placement and induction. The Application Packet for IW2023 includes application form, verification of tribal enrollment, official transcripts, plan for degree completion, personal scholarship/grant essay, verification of initiation of background check and drug testing, and 3 letters of recommendation from education professionals

Criteria for acceptance as a participant in IW2023 include Acceptance into the OLC Masters program based upon catalog requirements of the candidate's status sheet, completed grant application, tribal membership or proof of Native blood, documented BS degree, 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 principal licensure.

We will select at least 5 participants by 12/18 and 5 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 10 participants who meet the prerequisite requirements, are able to complete a Masters degree program in education within 3 years, 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, and letters of recommendation. 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.

***(3) (Up to 7 points) Incorporate the needs of potential employers, as identified by a job market analysis, by establishing partnerships and relationships with appropriate entities (e.g., LEAs, including BIE-funded schools, that serve a high proportion of Indian students,) and developing programs that meet their employment needs.***

Our candidates face challenges in completing their degrees that are unique to this region such as rural isolation, poverty, language and cultural differences, and barriers to academic achievement. It typically takes an OLC student six (6) years to complete the Masters degree program. IW2023 will provide the much needed support to allow our students to complete their degree programs in a shorter period of time.

OLC graduate students often work in the schools as teachers, raise a family (80% are women and many are single mothers) and attempt to go to college part time. Some make it, but because of the grinding poverty of their families and the lack of PELL and other resources for graduate studies, many often give up. OLC has found assistance with expenses such as mileage, books and child care helps these students to graduate and acquire professional positions. The difference between a degree and quitting is sometimes money for mileage or day care.

Participants will become administrators sensitive to the language and cultural differences and familiar with instructional leadership practices that work with Native American staff members and instructional strategies that work with Native American students. IW2023 will allow OLC to serve more students by expanding the capabilities of the Master's program and providing innovative support to the Native American teachers who wish to become principals. IW2023 will build the capacity of local schools to nurture administrators who can provide more effective services to the local population.

Over the past 16 years OLC has learned through feedback from graduate students and interns in induction that the course of study must include emphasis on community and school board relations, financial administration, grant and report writing, human resources administration, and school improvement. These are contained in the Masters curriculum (see Other Attachments: Gradcurr.pdf) and will be strengthened during IW2023 based on this feedback and assessment.

The OLC Graduate Studies Department faculty is continuously reviewing current research and incorporating it into coursework to ensure promotion of effective instructional strategies for Indian students. Participants will be engaged in reviewing current professional literature, developing annotated bibliographies, and writing literature reviews of culturally relevant practices for Indian students. As part of their administrator internship experience and School Community Action Project they will demonstrate the ability to develop and implement leadership strategies designed to address the diverse needs of the children in their schools . OLC's partners will provide living laboratories for Participants to learn through school improvement planning, actual administrative experiences, and analyzing and reflecting upon and making instructional decisions based upon student performance.

**(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.*

Our design is based and State of SD and Educational Leadership Constituent Council (ELCC) Standards which are in turn based on research. IW2023 will assist us to further refine our design so that it continues to be based on research and effective practice for the development of quality Principals who know how to provide research-based Instructional Leadership appropriate for schools with Native American students.

In developing IW2023 OLC looked at research on modern educational leadership as well as Native American leadership. Murphy (2001) identified qualities that were developed into the Standards for School Leaders by the Interstate School Leaders Licensure Consortium. A key piece of each standard is that the Principal "is an educational leader who promotes the success of all students." The ISLC research is incorporated into the OLC Masters program as part of the evaluation of the program and the Participants.

IW2023 also looked at research specific to Indian leadership and leadership of Indian schools. Dr. Roger Bordeaux (Sicangu Lakota) (2005) who was Superintendent at Tiospa Zina Tribal School in Sisseton, SD for 18 years did a review of the literature and identified the essential skills for leadership of Indian schools: 1. seek visions (be a strategic visionary), 2. oral tradition (speaking and listening combined with reading and writing), 3. gather the goods (use all available resources), and 4. family first (be a community builder).

Tippeconnic (1984) reported that leaders in American Indian/Alaskan Native schools need: effective communication, knowledge of tribal education policy and practice, skills to

integrate local tribal language and culture and involve parents and community members, and ability to recruit and retain quality staff preferably bilingual/bicultural. Dr. Tippeconic is on the reading list for the Education Leadership class.

Research (Bergeson, Griffin, & Hutado 2000) "suggests that the relatively low level of academic success among American Indian elementary and secondary school students, as a group, is largely the result of discontinuities between the cultures and languages of these students' homes and communities and the language and culture of mainstream classrooms." OLC's Masters program is a leader in dealing with these discontinuities at the postsecondary level and gives Participants cultural knowledge and skills to deal with it at the K-12 level in their schools. Demmert & Towner's (2003) review of research reported that culturally based education programs developed cooperatively with parents and community members strengthens relationship between home and school, and that excellent language and culturally based education programs hold promise for improving academic success of Native learners. Dr. Demmert's work is used in many classes in the OLC Masters.

IW2023 uses the Four Directions assessment model developed by Moves Camp, Two Dogs, Bear Shield, Around Him, Broken Nose, & Badwound, (2000). They explain the use of the four directions assessment model to measure how the person and *tiospaye* (meaning families) are in balance relating to the four dimensions of human development using cultural indicators (*Wakanyeja Pawiciyapi*, Inc. [WPI], 2000). These indicators assist in determining the disposition of the individual and their capabilities of acquiring appropriate knowledge, making good decisions, and accepting responsibility (WPI, 2000).

The four dimensions of human development identify the four directions in order: 1) *Wiyohpeyata*, meaning West represented by black; 2) *Waziyata*, meaning North represented by

red; 3) *Wiyohinyanpata* meaning East represented by yellow 4) *Itokagata*, meaning the South represented by White. All directions correspond equally to the four stages of growth, which include the spiritual, physical, intellectual and emotional components of development. The Four Directions research is grounded in the Lakota world view and is the basis for the Conceptual Framework for the entire OLC Education Department.

When we meet with graduates they tell us are school law, special education, facilities management, staff supervision, curriculum, student discipline, budgeting issues and government regulations. In terms of finishing the Masters, the graduates stated that the financial assistance and innovative scheduling were the two key elements to success.

Our Participants will learn the latest research on effective teaching of Indian students done by the Center for Research on Education, Diversity and Excellence at the University of Hawaii Manoa. The CREDE Standards are: teachers and students producing together, developing language and literacy across the curriculum, making lessons meaningful, teaching complex thinking, and teaching through conversation. This will make them effective Instructional Leaders.

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

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

Through the research discussed above in c.1. and experience, OLC has found the following factors that provide for a coherent, sustained program for the education of school principals in schools with Native American students and will incorporate them into IW2023: on-site training, mentoring, cultural integration, school internships, financial support, counseling, tutoring, collaboration agreements with schools, and performance-based assessment. IW2023 will allow OLC to improve and expand the above factors in the Masters.

A review by the North Central Association in 2003 of OLC's program: "unique design of Masters with a major component of Lakota language and culture can provide the foundation for an enduring program,"; "student-designed community action projects requiring the application of knowledge and skills learned have the potential of immediate relevance for Lakota communities;" "the Masters was developed with and is being reviewed by an extensive process with input from diverse academic and community constituencies;" "the presence of the Masters has had a positive impact on the reexamination of other college programs the college offers;" and "the potential student pool for the Masters is significant ."

IW2023 builds on OLC's 47 years experience in Native American higher education. OLC has included in its curriculum important lessons that can only be learned from knowledge of the culture and experience on reservations. These include not looking into peoples' eyes, thinking before speaking, effects of Lakota language on English even for non-speakers, the exclusion of Indian parents from school participation, their sometimes negative experiences with their own schooling, and strong oral tradition. The Graduate Studies mission embraces Lakota philosophy to produce leaders who work for with and among the people rather than for personal gain.

Oglala Lakota College has also learned effective practices in recruiting and supporting Native American college students. Faculty travel to the Instructional Centers to teach courses.

Counselors at each Center are from the community and usually have graduated from OLC.

Tutors have developed strategies to work with every level of academic achievement. OLC provides financial support tailored to Participants' needs. Faculty are often people from the community who have worked as Principals in the schools in the community.

OLC reviewed South Dakota requirements for approving a new education programs and South Dakota state laws on educational administration programs. The OLC Masters Degree in Educational Administration was developed in collaboration with the University of South Dakota.

The required courses and experiences of a preschool through grade eight or 7-12 principal program must meet the Educational Leadership Constituent Council (ELCC) standards, 2001 edition. These standards state: A school administrator is an educational leader who has the knowledge and ability to promote the success of all students by: 1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community; 2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth; 3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning organization; 4. collaborating with families and communities, responding to diverse community interests and needs, and mobilizing community resources; 5. acting with integrity, fairness, and in an ethical manner; 6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context; 7. completing an internship that provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

IW2023 will expand, revise and improve the current quality Master's program in terms of academic rigor and student support. The Master's in Lakota Leadership/Management:

Educational Administration is approved by the State of South Dakota for Principal's licensure and accepted by North Dakota and Wyoming. It is a two or three year, 36 credit Masters degree, and includes the following courses: Core of 9 credits: Lak/M 603 Wowapi Woecun Na Wounspe Wankatuyahci Glustapi Kte Kin Hena (Graduate Research and Writing); LakM 513 Lakota Woitancan Na Wokicanye Kin In Oegleyapikte (Lakota Foundations for Leadership and Management); LakM 533 Tiospaye (Lakota Social Organization).

The required Professional Courses of 21 credits are: LMEA 703Wowapi Wounspe Itancan (Instructional Supervision); LMEA 713 Wayawapi Itancan (School Administration) Kucila (Elementary); Eyokogna (Middle); Wakatuya (Secondary); LMEA 723Woksape (Counseling Theory and Socio-cultural Foundations); LMEA 733 Oyate Wicoun (Fundamentals of Curriculum Development); LMEA 743 Mazaska Wounspe Okicanye (School Finance); LMEA 796 Wayawa Tiospaye Woecun Wicokan (School Community Action Project).

Participants will be able to choose 6 credits of electives from the following: Lak M 683 Lakota Tamakoce Un Wokicanye Na Woawanyanke Wounspe (Lakota Environment Management and Protection); LakM 693 Lakota Kin Iyecinka Igloayapi Kta Un Hecel Eglepikte Wounspe (Establishing Lakota Sovereignty); LMEA 603 Owayawa Ta Woupe (School Law); LMEA 753 Nagi Wounspe Wakatuya (Advanced Educational Psychology); LMEA 763Wopasi Wounspe (Statistics); and LMEA 773 Wopasi Woecun (Survey Design).

The School Community Action Project/Internship (which runs one year) requirements include: forming a Graduate Committee of at least three approved people, attending a School Community Action Project Orientation, attending four School Community Action Project

Research Seminars, preparing and submitting a proposal, keeping a journal, completing research and data gathering, analyzing data, holding monthly Committee meetings, completing SCAP manuscript to Committee for review, submitting final SCAP manuscript to Committee, presenting SCAP at colloquium and submitting final SCAP to Graduate Program Director.

See Other Attachments: Gradcurr.pdf for Course of Study and Course Descriptions.

IW2023 graduates will possess the following competencies to meet the South Dakota standards for principal licensure: ability to interrelate ideas among academic, vocational-technical, special education and other areas; administrative and supervisory knowledge and skills; understanding of rights, responsibilities and ethics inherent in professional service; knowledge and skills to establish partnerships with parents, business and community; knowledge of school law; competence as a curricular leader (development and evaluation) in different areas; knowledge and skill in developing effective staff evaluation; competence in research and development of school programs and administration; competence in providing for students with special needs; and competence in developing an effective staff selection program.

Once these competencies are assessed and demonstrated OLC approves program completion and validates the type of certification the Participant will receive through electronic sign-off to the SD Department of Education which grants the licensure as a Principal. North Dakota and Wyoming accept the SD licensure.

Cultural traditions and values will further pull in the family and increase the support for students. Honoring ceremonies will be interwoven throughout the students' achievements with families and community members being involved. As students reach different levels of development they will be honored as is customary in Lakota culture. This will be tied to each

student's development of a professional portfolio which includes evidence of his or her practice of the Lakota values.

“Of all the factors that contribute to what students learn at school, present evidence led us to the conclusion that leadership is second in strength only to classroom instruction.

Furthermore, effective leadership has the greatest impact in those circumstances (e.g., schools ‘in trouble’) in which it is most needed.” *How leadership influences student learning*, Leithwood, Louis, Anderson and Wahlstrom (Wallace Foundation Leadership Project, 2004). Based on the condition of reservation schools and other schools with Native American students cited above, IW2023 will be very significant by providing strong Native American Principals.

OLC has refined its approach to assisting disadvantaged, minority and academically unprepared students to overcome the obstacles and gaps mentioned above for the past 47 years. In August 2011, OLC was nationally recognized as a *Beating the Odds* institution for its efforts in improving graduation rates for high risk college students (HCM Strategists). OLC student statistics in Fall 2012 were: Enrollment 1,589 with 95% Native American, 66% female, FTE 1,296, entering Freshmen 256, and average age of 27. OLC has found cohorts, stipends, extra counseling and tutoring, and other support provided by grants increase the completion rates and decrease the time taken to graduate especially for specialized and graduate degrees.

IW2023 will address rural isolation through Instructional Centers, partnering with local schools, and developing more effective and efficient course delivery methods. We will address the poverty of students through stipends and help with tuition, fees, books, mileage and child care. We will deal with the disconnect between Participants' home life and school by integrating Lakota culture and language into the College program and helping Participants to learn to integrate these into their schools. We will provide faculty who are focused on teaching, small

class size, and ongoing tutoring and counseling. Our graduates will be grounded in research about teaching Native students and from the area and familiar with the reservations and more inclined to stay. The average non-Indian administrator stays on the Reservation less than three years while Indian administrators stay in Indian schools their entire careers (OLC Graduate Studies Department Administrator Survey, 2013).

OLC has MOAs in place with Little Wound School, Cheyenne Eagle Butte School and Rapid City Schools so Participants will be able to take advantage of school improvement efforts, professional development activities, and interaction with mentor administrators who have extensive experience working in schools with Indian children. We will help Participants learn to deal with Indian school issues and Indian student learning issues through course content, internships in Indian schools and a School Community Action Project focused on providing instructional leadership in Indian schools.

IW2023 will prepare school principals to work with linguistically and culturally different K-12 students in some of the poorest areas in America; prepare school principals with a solid general education base, a knowledge of Lakota language and culture, and a knowledge of how to overcome the ravages of poverty by building on a vibrant and strong cultural base. IW 2023 Participants will be grounded in effective strategies for helping Indian K-12 students achieve that are just beginning to be completely implemented in the reservation schools including the Balanced Literacy Model, the Rigby Reading Series, Leveled Libraries, Saxon Math, Everyday Math, etc. Working with School Site Partners and keeping up with research and best practice OLC can keep Participants on the cutting edge of what works.

OLC will pick Participants from applicants most of whom are teachers in reservation or Rapid City schools and assist them to graduate in three years ready to implement instructional

leadership to improve schools with Indian students. Stipends will be provided so Participants will be able to concentrate on their studies, especially during their administrative internship. A year of induction will assist Participants to implement the research-based strategies. IW2023 will inform instruction and integrate course work with the Effective Schools research of Lezotte and Marzano on what works in schools with poor, minority and Indian students.

IW2023 has two target populations, Participants who are Indian people who will become administrators and the PreK-12 Indian students in the schools they will administer. The project will do the following to address Participants' needs: provide administrative 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 leadership strategies; ensure initial and ongoing assessment; engage in formulating, utilizing and evaluating leadership methodologies from scientific-based research and effective practice; and do action research in terms of strategies that are effective in Indian schools.

Itancan 2017 will ensure the quality of graduates by focusing on professional licensure standards for Administrators set by South Dakota in collaboration with the Educational Leadership Constituent Council (ELCC) standards and those designed to address the needs of linguistically and culturally diverse students from the Center for Research on Education, Diversity and Excellence at U of Hawaii Manoa (CREDE).

We will do the following to address the needs of PreK-12 Indian students: utilize the latest research in Indian Education to teach strategies for student achievement and effective instruction including the work of Demmert, Reyhner, Gayton-Swisher, Fox, Tharp, Mohatt and others. One of the consortium members, Little Wound School, developed their teacher evaluation tool based on CREDE's five standards for teachers of Indian children and we will integrate this

into our curriculum for use by our Participants. We will not close the achievement gap through one cycle of the grant but eventually, with a sustainable program producing high quality administrators, we will make an impact.

***(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.***

We continue to work with the SD Department of Education to maintain the endorsement of our program so that our graduates can achieve endorsement in South Dakota and also link with North Dakota and recently Wyoming. This linkage is important since endorsement is a large part of Participants getting jobs as Principals in the local schools. OLC will maintain accreditation of the Masters by the Higher Learning Commission of the North Central Association.

We have long term linkages with Little Wound School, Rapid City Schools and Cheyenne-Eagle Butte Schools and have signed Memos of Agreement with them for other professional development programs. IW2023 staff will attend meetings of the Oglala Nation Education Consortium which has members from all the schools on the Pine Ridge Reservation. During IW2023 we will also form an Educational Administration Advisory Committee made up of representatives of schools with Indian students in our area. OLC operates the Head Start and Early Head Start Program on the Pine Ridge Reservation which provides an in-house linkage.

OLC's Board of Trustees is made up of representatives from the 9 Reservation Districts, the Tribal Council and a Council of Elders. We have Local Boards and Student Organizations at each Instructional Center made up of college students, parents of K-12 students, elders, etc. Each Instructional Center has a Student Organization. OLC is strongly linked to the communities.

The South Dakota Department of Education reviews the program and then approves it for certification of Principals. The North Dakota Education Standards and Practices Board accepts the SD approval. Collaboration with the state includes the filing of the South Dakota Completer document mentioned above. The Higher Learning Commission of the North Central Association accredits the Masters degree. We send representatives to the HLC annual meetings to stay updated on the latest developments, completed a visit in 2017 which continued our accreditation.

IW2023 continues our tradition of working with school partners with high proportions of Native students on the Pine Ridge and Cheyenne River Reservations and in Rapid City, SD.

School partners maintain an accredited educational program; support implementation of cultural based learning with emphasis on Lakota/Dakota culture and values; provide release time for courses as per personnel policies; allow Participants to take part in relevant professional development provided by the School; provide guidance to Participants to follow school content standards ; collaborate with OLC instructors to integrate the scientifically research based practices proven to be successful with Native American students; give feedback on Participant progress; assist with the project evaluation by furnishing feedback, surveys, etc.; and work with OLC Graduate Studies Department to ensure adequate learning environment at their facilities.

Since the Masters in Lakota Leadership and Management: Education Administration degree was instituted in 1998 OLC has graduated 58 people with the degree. Of these 54 have been Native American and 90% are or have been Principals in schools with a high proportion of Native students. 1 is the Education Director for the Oglala Sioux Tribe, 1 is the Vice-President for Instruction at OLC and received her Doctorate in 2010, and 1 is Head Start Director for the Cheyenne River Sioux Tribe. IW2023 will allow us to continue this success.

The above statistics show that our graduates are remaining to improve Native American

schools by providing over 90% of the new Native Principals in our areas. A majority of the graduates we have come through previous Indian Professional Development grants. When these grants run out we have trouble providing the resources, especially financial, for our students to complete. One of the objectives of IW2023 is to build a sustainable program with endowed resources for faculty and student support.

IW2023 will be part of school improvement on reservations. We will train school Principals who can implement research-based effective practices to deal with the needs of Indian students; provide the resources to expand a reservation-based Principal education program that meets State and national standards for Principal assessment and induction.

***(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 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 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 for participants to enhance collaboration, feedback, and peer networking and support.

Administrative coaching will be utilized to assist project participants in effectively utilizing evidence-based practices for administration and focusing on needs of students. Modeling of administrative coaching and providing professional development for mentor administrators will help in building their capacity to coach and support project participants through induction and in their first years of administration. For project participants,

administrative coaching will help to build principal efficacy – confidence in one's ability to promote a collegial atmosphere and student learning.

The Project/Field Coordinator will maintain regular communication and consultation with professional growth interests of Participants. Administrative 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 specific administration issue they are facing.

Periodic professional seminars will be held to further enhance Lakota culture and perspective in the classroom (e.g. Woose Sakowin on the *Woose Sakowin* (Seven Laws) and technology in the classroom by SD Technology in Education.

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 to provide the basis for professional conversations and collaboration. Participants develop relationships with the networks in SD that provide both leadership and accountability for administrators in our PK-12 partner schools.

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 administrator 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 Principals or other administrator in a school with a high number or proportion 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 and 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.***

Ms. Ethleen Iron Cloud Two Dogs is Interim Graduate Studies Chair and will be Project Director for IW2023. Her full resume is in Other Attachments: resumes.pdf. She was hired as an Instructor in Graduate Studies but might take the Department Chair position. She will have her PhD in Education in spring 2019. She has a wealth of experience in administration, working with children, providing workshops for schools and teaching as an adjunct for OLC.

***(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.

We will be hiring a Project/Field Coordinator and the job description and qualifications are in Other Attachments: resumes.pdf. We will also hire an Instructor at 50%. We will be looking for people with Doctorates for both positions or at least people who meet the requirements of The Higher Learning Commission to teach graduate courses.

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

IW 2023 will utilize Adjuncts and full-time faculty to teach some courses as overloads. The qualifications are in the Other Attachments: resumes. We have put full resumes for Dr. Roger Bordeaux and Dr. Rebecca Thiessen in since they are highly qualified and have years of experience in Indian schools. Most of our other adjuncts work in schools on the Reservations. OLC follows approved policies of Indian preference for all of its 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.***

OLC has done its best to keep the costs of IW2023 outlined in the Budget Narrative Attachment: budnarr.pdf both adequate and reasonable. A great deal of the funding will go to the Participants for stipends and other support. OLC's costs are less than most off-reservation

colleges and universities so we can put more funds into quality instruction and focused mentoring. OLC has included a Project Director at 25% since we have found that with a 100% Project Coordinator this is effective. The funds for student support are adequate to attract and maintain quality students from poverty backgrounds to achieve their Masters and Principal licensure in three years. The decentralized design of OLC and the school-based design of IW2023 is the most reasonable and cost effective model for dealing with the size and realities of the Reservations. The budget is reasonable since OLC has much of the infrastructure in place.

***(2) (Up to 5 points) Adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project***

The Itancan Waste 2023 team (Director, Program/Field Coordinator and Program Associate) will meet monthly to review feedback from participants and their performance. Reviews will include: courses completed and status sheets in terms of the degree, Principal Candidate Portfolios, course grades/performance evaluations and resumes showing attainment of competencies and standards, student course evaluations and Participant Satisfaction Survey, attendance records, tutor and counselor records, advisor contact sheets, and mentor evaluations. Participants will have access to feedback on a real time basis using the foliotek e-folio system. Instructors, counselors, students etc. will be asked to upgrade the information weekly and the Coordinator and Program Associate will monitor this.

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, e-mail, meeting minutes, visits, etc. An annual meeting will be held with School Site Partners to review and analyze all data and make program changes. During the induction year OLC will assure Participants are meeting the needs of the Indian

students and schools by quarterly meetings with the employee schools.

The key piece of the review is the Education Administration Assessment System that includes all of the above and also key pieces that relate to the seven ELCC Standards including Comprehensive Electronic Portfolio, LMEA Course matrix with key grades, School Improvement plan, Principal Internship Guide, Employer Satisfaction Survey, analysis of School Community Action Project (SCAP) by 3 graduate faculty and staff, and Internship Disposition Rating by the Participant.

The Program Coordinator and Program Assistant will gather and analyze the following data each semester as formative evaluation of Participant performance: Participant status sheets in terms of the degree; instructor evaluations of attainment of competencies and standards; Comprehensive Portfolios; Participant completion of SIRII(ETS) course evaluation; Participant Satisfaction Surveys; and reports from school partners. The IW2023 staff will meet with Participants each semester to review information and make suggested changes in the program.

IW2023 will use Foliotek, a web-based electronic portfolio tool that allows students to upload evidence to show that they meet standards. The data will be used for feedback and for formative and summative evaluations. Reports can be run on each student and also on aggregates of students at any time they are needed.

The stages of Participant assessment and feedback in line with the Four Direction model include: *Wiyohpiyata* (West) - Entrance Requirements: Lakota Culture requirements; Acceptance Rating Sheet ; Professional Presentation/Validation # 1 (Interview). *Waziyata* (North) - Professional Core Requirements: Letters of Reference; Acceptance Rating Sheet (Includes writing example); Completion of LakM 513, 533, 603 (Ed. Adm.) and Professional Presentation # 1 (Graduate Studies Acceptance Interview). *Wiyohinyanpata* (East) - Professional

Requirements: Professional Presentation/Validation #2 (rating of professional presentation to Graduate Studies Advisory Committee); *Itokagata* (South) – Internship: Comprehensive Electronic Portfolio Review (Rating Sheet); Internship Disposition Rating (Participant Self-Assessment); Professional Presentation # 3 (Final Colloquium for Education Administrators); Employer Satisfaction Survey (School CEO/Superintendent); and School Community Action Project Analysis based on the SCAP Rubric (3 member committee of faculty and staff).

The results of these evaluations are used by IW2023 staff to help the Principal improve.

The IW2023 Evaluation will be formative as a basis for data-based decision making and summative to show achievement of Goals, Objectives and Government Performance Standards.

Each semester IW2023 staff will monitor on-time achievement of project objectives; gather and analyze qualitative and quantitative data; interview staff and participants; and do semester evaluation reports with conclusions that will be reviewed by the Evaluation Team. In the 4th year they will determine school administrators' satisfaction with graduates; interview each Participant on program satisfaction and suggestions; administer a written survey to all participants on all aspects of the program; interview Participant's peers and staff supervised for feedback on performance; review and analyze previous semester evaluations and data collected in fourth year and write a Summative Evaluation.

The IW2023 staff and Participant review of the Comprehensive Electronic Portfolio each semester is used as a formative evaluation to help the Participant adjust behavior and the program to adjust process. The Advisory Committee will look at these reviews and utilize in the annual formative assessments with recommendations for program improvement to assure achievement of performance outcomes.

Graduated Principals are evaluated during the induction year through two formal

assessments by the Coordinator. The school CEO/Superintendent does the Employer Satisfaction Survey and three graduate faculty and staff do the SCAP Analysis based on the SCAP Rubric. The results of these evaluations are used by IW2023 staff to help the Principal improve. The Advisory Committee will utilize these evaluations to make recommendations for overall program improvement in the Final Summative 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.*

The **Project Director** (25% Years 1-5), Ethleen Iron Cloud Two Dogs, will supervise Itancan Waste 2017 staff; meet with partners to do and monitor action plans for the Consortium Agreements; assure required reports are submitted and compliance maintained; approve expenditures; monitor budget; monitor grant performance; plan for sustainability; and assist with assessment for entry, student progress and completion. Years 4 and 5 are induction and the primary work of the Director will be final reports and budget management.

The **Project/Field Coordinator (TBD)** ( 100% Years 1-3, 50% Year 4 -5) will organize the recruitment, screening, selection and admission of Participants; set up and maintain Principal Candidate Portfolios; coordinate special courses and workshops for Participants; work with OLC Instructional Centers, faculty, partners and Participants on meeting stipend, transportation, day care, counseling and tutoring needs; meet with Participants regularly to get feedback; assist Participants in developing Portfolios; coordinate all feedback strategies including e-mail, phone, visits, and Participant Satisfaction Surveys. In the 4th year she will set up induction protocol and meet with school administrators; observe Participants in their schools at least twice each semester in collaboration with Faculty; provide school management samples and cultural materials; assist with the assessment process; visit with each Participant at least once during

induction year to get input on program continuation and improvement; assure sustainability of program through OLC budgeting and planning processes; write and submit final Program Performance and Fiscal Report (ED 524); prepare press releases, news stories, e-mails, etc. to disseminate the results of IW2023; and meet with VP for Business to close out grant.

The **Instructor (TBD) (50% Years 1-3)** will teach two courses a year; assist with the upgrade of curriculum in terms of the integration of Lakota language and culture into the other courses; assist with assessment for entry, progress and completion; monitor and give feedback to students and staff on student progress; assist with counseling and advising; and develop distance learning opportunities including Picture-tel and Moodle.

The **Program Assistant (50% Years 1-5)**, Sandra White Shield will maintain Participant Candidate Portfolios and records; maintain IW2023 data base; assure stipend calculations are correct and backup maintained; assist with the filing of reports and updates; process requisitions, purchase orders, etc.; keep cuff accounts; assist with assessment and Participant Satisfaction Surveys. Keep follow-up data on grads; prepare copy of Principal Candidate Portfolio for Participant to take; assist with close out of grant; assure program materials are put in appropriate places; and assure Participant Service Agreements are signed and recorded.

## Other Attachment File(s)

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**Resumes of Director and Key Personnel**

<b>Thomas Shortbull, President</b>	<b>2</b>
<b>Dr. Dawn Frank, VP for Instruction</b>	<b>3</b>
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<b>Other OLC Faculty</b>	<b>14</b>
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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 1<sup>st</sup> to 4<sup>th</sup> 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  
Kathy Wilson, Indian Health Service (605) 355-2500

## Interim Grad Studies Chair and Project Director

### **Ethleen Iron Cloud-Two Dogs**

(b)(6)

#### ***Education***

Ph.D. Student      Expected Graduation Date – spring 2019, Colorado State University,  
Education Program  
M.S.                1997, South Dakota State University, West River Graduate Center,  
Counseling & Human Resource Development  
B.A.                1985, Fort Lewis College, Business Administration

#### ***Profile***

Lakota Name:      Sina Ikikcu Win (Takes the Robe Woman)  
Enrolled Citizen:    Oglala Sioux Tribe (Oglala Lakota), United States of America  
Cultural subject matter expertise and more than 30 years of experience working for and with  
American Indians in the areas of education, suicide prevention and intervention, community  
development, juvenile justice, mental health, substance abuse and child welfare.

#### ***Honors and Awards***

- Recipient, Betty Novotny Award, Counseling & Human Resource Development, South Dakota State University
- Bush Foundation Fellowship Award, 1995

#### ***Professional Experience***

**Resource Consultant, Defending Childhood Initiative, American Institutes for Research, Office of Juvenile Justice Delinquency Prevention, Department of Justice (December 2016-Present)**

Provide training and technical assistance to Office of Juvenile Justice Delinquency Prevention, Department of Justice, Defending Childhood Initiative tribal grantees in the area of developing and implementing a trauma informed and healing informed response to childhood and youth trauma through the tribal juvenile justice system (20% time)

**Project LAUNCH Tribal Resource Specialist, American Institutes for Research, National Resource Center for Mental Health Promotion and Youth Violence Prevention, SAMHSA (December 2016–Sept 2017)**

Provide technical assistance to Project LAUNCH tribal grantees in the areas, facilitates tribal Community of Practice, and contributes to resources designed for tribal grantees. (50% time)

**Senior Advisor/Special Programs Coordinator, Tribal Youth Training and Technical Assistance Center, Indian Country Child Trauma Center, University of Oklahoma Health Sciences Center (Dec 2016–Nov 2017)**

Provides technical assistance to staff toward effective delivery of technical assistance services to grantees in the area of tribal youth services. Provided community specific training and technical assistance to Pine Ridge Indian Reservation (65% time total)

**Senior Tribal Prevention Specialist, Suicide Prevention Resource Center, Education Development Center, Inc., Waltham, MA (December 2015–September 2016)**

Provided technical assistance services to Tribal grantees who received funding from the Garrett Lee Smith Suicide Prevention Program. (50% time)

**Technical Assistance Specialist, Tribal Youth Program Training and Technical Assistance Center and Tribal Juvenile Detention Reentry Training and Technical Assistance Center, Education Development Center, Inc., (January 2010– September 2015),**

Planned, developed, and facilitated delivery of training and technical assistance services to American Indian/Alaska Native Tribes and Villages who received funding from the Office of Juvenile Justice and Delinquency Prevention. (100% time)

**Technical Assistance Specialist, Native Streams Institute, Education Development Center, Inc., (October 2011–September 2016)**

Provided training and technical assistance services to grantees who received program funding for the U.S. Department of Justice's Defending Childhood Initiative with a focus on preventing, intervening, and healing for children exposed to violence. Provided technical assistance to Project LAUNCH grantees on a part-time basis. (20% time)

***Employment History***

<b>December 2016– November 24, 2017</b>	Senior Advisor and Special Programs Coordinator, Tribal Youth Training and Technical Assistance Center, Indian Country Child Trauma Center, University of Oklahoma Health Sciences Center
<b>December 2016 - Present</b>	Resource Specialist, American Institutes for Research, Project LAUNCH (funding ended September 2017); Defending Childhood Initiative (current)
<b>December 2015– September 2016</b>	Tribal Prevention Specialist, Suicide Prevention Resource Center, Education Development Center, Inc.
<b>January 2010– September 2015</b>	Technical Assistance Specialist, Tribal Youth Training and Technical Assistance Specialist, Education Development Center, Inc.
<b>November 2008– January 2010</b>	Tribal Partnership Specialist, Census Bureau, U.S. Department of Commerce

**May 2007–  
October 2008** Education Specialist, Bureau of Indian Education, U.S. Department of Interior

**August 2000–May  
2012** Adjunct Faculty Instructor, Oglala Lakota College

**October 1998–  
May 2007** Project Director, Principal Investigator, and Director (Office of Contracts and Grants); Wakanyeja Pawicayapi, Inc. (The Children First)

**September 1985–  
September 1998** Program Director (Anpetu Luta Otipi [Living in a Red Day]), Youth Substance Abuse Residential Center, Oglala Sioux Tribe

#### ***Consultant Engagements***

**2016 - Present** Office of Justice Programs Diagnostic Center, Department of Justice

**2014 - Present** White Buffalo Calf Women's Society, Women's Shelter, Healing Retreats

**2013 - Present** Capacity Building Center for Tribes, Children's Bureau, Department of Health and Human Services

#### ***Volunteer Experience***

**2012 - Present** Director, Children/Youth Healing from Trauma Camps, Porcupine, SD

**2013 - Present** Board Member, Knife Chief Buffalo Nation Society, Porcupine, SD

#### ***Poster Presentation***

Iron Cloud-Two Dogs, E. American Indian suicide prevention and treatment. Poster presentation at the International Conference on Suicide Prevention, South Africa, 2005.

#### ***Publications***

Freeman, B., Iron Cloud-Two Dogs, E., Novins, D., & LeMaster, P. (2004). Contextual issues for strategic planning and evaluation of systems of care for American Indian and Alaska Native Communities: An introduction to Circles of Care. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 2 (Special Issue), 1–29.

#### ***Publications Contributor***

Sarche, M. C., Spicer, P., Farrell, P., & Fitzgerald, H. E. (Eds.). (2011). *American Indian and Alaska Native children and mental health: development, context, prevention, and treatment*. Santa Barbara, CA: ABC-CLIO, LLC.

#### ***References***

1. Dr. Dawn Frank, Vice-President, Oglala Lakota College, [dfrank@olc.edu](mailto:dfrank@olc.edu), 605-455-6035

**POSITION:** **Itancan 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 Masters candidates toward the successful implementation of graduation and endorsement requirements.
4. Provide support to candidates during field-based experiences, capstone 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 graduate 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 Graduate Studies 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 Administration field required.
2. Demonstrated excellence at the PreK-12 school administration 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 background 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***

**Program Assistant**

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**Sandra White Shield**

- Excellent Organizational Skills
- Communication Abilities (both written and verbal)
- Ability to be innovative in problem solving
- Computer Proficiency with Word
- Computer Proficiency with Excel
- Computer knowledge of Powerpoint
- Proficiency in obtaining hard to find resources

**Professional Experience**

**Oglala Lakota College**

January 2014 - Present

Administrative Assistant, Graduate Studies Department, Oglala Lakota College

Responsibilities:

- Maintained the graduate office while Director was absent for a year
- Administrator of the fiscal portion of the Education Administration Grant (administered 4 grants simultaneously in one year)
- Prepared fiscal budget and dialogue for submission of new grant application to the Department of Education
- Helped director with establishment of new criteria for admitting students into a new grant, also with revisions to how additional grants will be administered
- Develop orientation information and presentation
- Advised students regarding course requirements, class scheduling and handled communication issues between students and instructors
- Maintained status sheets for all students, alerting Graduate Director of deficiencies in student work and of special needs of students
- Managed all student files and all other files pertaining to Graduate Studies
- Scheduled all meetings, trips, and mini conferences for the Graduate Program
- Researched, selected and purchased computer systems, cameras, and all other office and program supplies
- Researched materials for instructor use in the classroom
- Attend yearly meetings with the U. S. Department of Education, Office of Indian Education officials
- Helped in updating of policies and procedures
- Created scenario's in Excel defining expected expenditures given different situations
- Worked with the business office and student accounts office in account management

**Intertribal Buffalo Council**, Rapid City, South Dakota 57702

February 2013 thru December 2013

Project Administrative Assistant

Responsibilities:

- Assist in information gathering and analysis
- Assist in training development
- Research elements used for training
- Develop written reports for Grant Solutions
- Create publication materials
- Assist in problem resolution
- Contribute articles and pictures for quarterly publication, BuffaloTracks
- Sell ads for quarterly publication

**South Dakota School of Mines and Technology**, Rapid City, South Dakota 57701

January, 2010 to April 2012

Graduate Education Registration Officer, Graduate Education Office

Responsibilities:

- Track student compliance
- Assist both foreign and national students with application process
- Maintain statistical information
- Both create and edit existing communication and documentation
- Research information regarding legal notifications and procedures for various situations
- Contribute to the planning and execution of two graduation ceremonies per year
- Council students regarding aspects of their degree program requirements
- Manage Assistantship accounts and payments to students
- Produce and present semester orientations
- Proof read thesis and dissertation manuscripts

**Oglala Lakota College**, Kyle, South Dakota 57752

2002 (Jan) to 2010 (Jan)

Administrative Assistant, Graduate Studies Department

Responsibilities:

- Administrator of the fiscal portion of the Education Administration Grant (administered 4 grants simultaneously in one year)
- Prepared fiscal budget and dialogue for submission of new grant application to the Department of Education
- Helped director with establishment of new criteria for admitting students into a new grant, also with revisions to how additional grants will be administered
- Advised students regarding course requirements, class scheduling and handled communication issues between students and instructors
- Maintained status sheets for all students, alerting Graduate Director of deficiencies in student work and of special needs of students
- Managed all student files and all other files pertaining to Graduate Studies

- Scheduled all meetings, trips, and mini conferences for the Graduate Program
- Researched, selected and purchased computer systems, cameras, and all other office and program supplies
- Researched materials for instructor use in the classroom
- Attend yearly meetings with the U. S. Department of Education, Office of Indian Education officials
- Helped in updating of policies and procedures
- Created scenario's in Excel defining expected expenditures given different situations
- Worked with the business office and student accounts office in account management

**Rapid City Regional Hospital, Inc.,** Rapid City, South Dakota 57709

1976 - 2002

Accounts Payable Coordinator

Responsibilities:

- Conducted, coordinated, and delegated all accounts payable functions for Rapid City Regional Hospital, Inc. and all related contractual managed entities (7 related hospitals)
- Administered the recording of all entries to the accounts payable data base
- Interpreted new information for procedures used in or affecting the productivity of the Accounts Payable Department
- Developed policy and procedure, when changes in corporate structure occurred which affected the accounts payable office counseling with those affected by change
- Compiled, consolidated, maintained and stored needed documentation
- Produced information for special projects as needed by various hospital departments
- Collaborated on the hiring and retention of AP personnel

**ANA Grant Reviewer**

- Grant reviewer for Administration for Native Americans  
Review and evaluate language preservation grant submissions  
Review and evaluate SED's grant submissions  
Years 2012 and 2013

**Activities**

- Member of the Internal Review Board (IRB) of Rapid City Regional Hospital since 2003 and currently.
- Member of the Ethics Board of Rapid City Regional Hospital since 2008 and currently.
- Lakota Culture presenter to USD Sanford School of Medicine nursing training since 2007 and currently.

- Member of the Diversity Council at S. D. School of Mines and Technology since 2010 thru April 2012.
- Past member of the Rapid City Chamber of Commerce sub-committee for Diversity.
- Past member of the Board of Directors of Rapid City Medical Federal Credit Union, Board of Directors of St. Seton Grade School, Board of Directors of St. Isaac Jogues Church.
- Past candidate for Pennington County Commissioner.
- Certificate holder of Equine Assisted Growth and Learning for counseling of psychological issues.
- Past member of the U. S. Marshall's Posse and Chair of the Mounted Search and Rescue Unit.
- Past member of the SD Advisory Board for Geriatric Programs.
- Past member of the Oglala Lakota College Animal Internal Review Board.
- Past member of the Oglala Lakota College Human Internal Review Board.
- Contributor as news writer to several publications
- Volunteer for the Little Wound High School Interpretive Reading Program.
- 2018 Scholarship Recipient and Acceptance to the Leadership South Dakota Program
- 2018 Appointment as Representative to a State Political Committee for the County of Pennington

### **Educational Experience**

#### **Publications**

Al-Asfour, A. & **White Shield, S.** (2015, October). "*Leadership for multi-cultural organizations.*" Journal of Leadership and Management, p 39-45, ISSN: 2391-6087

#### **Submitted for Consideration**

Al-Asfour, A & **White Shield, S.** "*Saudi Women's Work Challenges and Barriers to Career Advancement.*" Currently submitted to several Journals for consideration.

#### **In Research**

Al-Asfour, A. & **White Shield, S.** "*Exploring Achievement: Factors Affecting Native American Students' Post-Graduate Success.*"

### **Other OLC Faculty**

#### **Bauck, Tammy**

B.S. in Elementary Education Concordia College

M.S. in Curriculum & Superv.

Black Hills State University

M.S. in Ed. Ldrshp. & Admin.

Jones International University

Ed.D. Instructional Technology & Distance Education Nova Southeastern University

#### **Al-Asfour, Ahmed**

B.S. Business Administration

New York Institute of Techn.

M.S. Business Administration

New York Institute

Ph.D.

#### **Amiotte, Shannon**

B.S Elem.Ed. & Sp.Ed.

Black Hills State University

M.S. Curriculum & Instruction

Black Hills University

Ed.D. Educational Admin.

University of South Dakota

#### **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

#### **Tinant, Jason**

##### **Doctoral student**

- M.S. Civil & Environmental
- Engineer
- SDSM&T

## Adjuncts

ROGER C. BORDEAUX, Ed. D.  
Wambdi Ob Mani = Walks With Eagles (Dakota)  
Wounspe Wawokiya Yuha Mani = Walks and Helps Others in Education (Lakota)

(b)(6)

## EMPLOYMENT HISTORY

July, 2016 – Present

Acting Director, Commission for Oceti Sakowin Accreditation (COSA)

August, 2007 – Present

Owner – Native Touch, a South Dakota LLC, a RST and SWO Licensed Business

January, 1985 - Present

Executive Director, Association of Community Tribal Schools Inc.

July 2016 – March 2018

Superintendent, Tiospa Zina Tribal School, Sisseton Wahpeton Dakota, South Dakota. Chief School Administrator

July, 2012 – June, 2015

Superintendent, Todd County School District. Rosebud Reservation. 2,500 total enrollment with over \$ 30 million in revenue.

July, 2007 – June 2010

Superintendent, United Auburn Indian Community School, Auburn, Ca. Chief Education Officer directly supervising all programs from child care services, pre-school, elementary school, high school, and adult education. I was able to get the school WASC accredited within first year of operation at their new campus.

July 1990 – June 2007

Superintendent, Tiospa Zina Tribal School, Sisseton Wahpeton Dakota, South Dakota. Chief School Administrator, responsibility for successful operation and responsible to the school board, students, their parents, the tribe and the community. Assured the school modeled the culture and values of community; Ensured financing was available so school could propagate mission and vision and assured money was responsibly spent; responsible for human resources by hiring and keeping excellent school administrators, faculty and staff; responsible for facilities, bus transportation, food services, and health and safety of our students. The school built a new \$ 23 million campus.

1990 – 2014 Adjunct Professor (Bachelor and Graduate level Education related courses)

Sinte Gleska University, Mission, S. D.

Oglala Lakota College, Kyle, S. D.

Sisseton Wahpeton Community College, Agency Village, S. D.

University of South Dakota, Vermillion S. D.

Sioux Falls University, Sioux Falls, S. D.

1978 - 1984

Executive Director of Sicangu Oyate Ho, Inc. Served as the Chief Executive Officer of the school and had full responsibility for the entire operation of the school, including school operations involving the academic programs as well as for the administration

component and facilities management. Responsible for all of the grants, research, training, budget, fiscal control and new programs. Was the Supervisor of Corporate Affairs and responsible for all of the reporting requirements not only to the Bureau of Indian Affairs but also to all other funding and accrediting agencies.

1974 - 1977

Title IV Coordinator for the St. Francis Indian School in South Dakota. Responsible for implementing the project funded by the U.S. Department of Education. Also worked as a teacher and counselor in this program. This encompassed several areas of not only programmatic but administrative responsibility and supervising all of the staff hired to implement the various supplemental programs including, ESEA Title I; Special Education; Bilingual; Johnson-O'Malley, Vocational Education, and Library Services among other programs. The statutes impacted not only the U.S. Department of Education but the U.S. Department of the Interior, Administration of Native Americans, and the Indian Health Service as well.

1974-1985

Coach football, track, and cross country.

1970 - 1974

KUSD-TV Vermillion, SD

Worked as a production assistant.

**Certification:**

California: Administrative Services Credential # 120077201, Expires 12/01/21

South Dakota: Teacher Certification, Career School Superintendent Expires 7/01/18.

**EDUCATION AND TRAINING**

**UNIVERSITY OF SOUTH DAKOTA**

DOCTOR OF EDUCATION-AUG., 1990  
EDUCATION ADMINISTRATION

MASTERS OF ARTS - AUG., 1988  
EDUCATION ADMINISTRATION

BACHELOR OF ARTS - AUG., 1974  
MAJOR - MASS COMMUNICATION  
MINOR - INDIAN STUDIES

BLACK HILLS STATE UNIVERSITY      SECONDARY CERTIFICATION, SD

UNIVERSITY OF NEBRASKA              SCHOOL IMPROVEMENT SPECIALIST- 2006

Other: Trained and conduct training, workshops and clinics: proposal writing, program evaluation, school board roles and responsibilities, school policy development, school finance, effective schools, strategic planning, Indian education history and programs, student leadership, boardsmanship, legislative process, curriculum development, and community education

Served as education consultant to public and private schools across the U.S.A. and Canada in the following areas: program evaluations, total school evaluations, personnel policies, student policies, school board policies, school finance, corporate by-laws, staff development, student

leadership.

Principal Assessor by the National Association of Secondary School Principals. Served on the American Association of School Administrator's Rural School Study Group; the College Board's Indian Education Issues Group; and have provided expert testimony before various committees of the U.S. Congress.

## **AWARDS AND RECOGNITION**

Administrator of the Year by the National Indian School Board Association  
Distinguished Service Award by the South Dakota High School Activities Association  
Educational Leadership Award by the Dakota Oyate Challenge

## **PROFESSIONAL MEMBERSHIP (past):**

Association for Supervision and Curriculum Development  
American Association of School Administrators  
Phi Delta Kappan  
School Administrators of South Dakota

## **PAST COMMUNITY SERVICES**

Served in various capacities in community services as noted:

SDHSAA – Board Member  
AdvancED South Dakota – Board member  
Center for Language in Learning (The Learning Record), Board member  
Oiciyapi Federal Credit Union Inc., President  
Rosebud Business Development Inc., President  
Sicangu Striders, President  
Warrior Booster Club, President  
A.C.T.S. Inc., President  
Close-Up Foundation  
Access Native America  
Oceti Sakowin Education Consortium  
Creating Sacred Places for Children  
Building Effective Schools Together (BEST)  
Quality Utilizing Effective Schools Tools (QUEST)  
Indian Health Service - Health Education Advisory Committee  
BIA Goals 2000 Panel- Chair  
BIA Negotiated Rulemaking Committee–Co-Chair  
Governor's Advisory Council on Indian Education  
SD Governors Native American Education Advisory Council

## **PRESENTATIONS**

Presentations on school reform; school finance; school administration (accountability, personnel, employee benefit packages such as innovative insurance packages, salary structuring, etc.); curriculum development; assessments and testing; school facilities; systemic reform; effective schools correlates; student data; accreditation, to name a few of the topics.

Presentations were made to the North Dakota Indian Education Association, the South Dakota Education Association, the South Dakota Indian Education Association, the National Indian School Boards Association, the National Indian Education Association, Rural Early Childhood Forum, among other organizations.

#### **PUBLICATION**

"Stewards of the Sacred": This was developed to help school boards reengineer themselves to create learning organizations.

"Empowering the Sacred" is a field book on how to create warriors for the 21st century through student involvement.

"Assessment for American Indians and Alaska Native Children". ERIC Digest 1995. ED 385424.

"What are the characteristics of effective leaders in rural and reservation schools and communities serving American Indian and Alaska Native Children, including early childhood and K-12 programs?" A Paper Presented at the Rural Early Childhood Forum on American Indian and Alaska Native Learning in the William J. Clinton Library, in collaboration with the American Indian Leadership Program and the Center for Rural Education and Communities of the Pennsylvania State University. 2005.

#### **REFERENCE**

Tom Miller, President, Association of Community Tribal Schools. Michigan, 906-466-2952

Shirley Martinez, Board Secretary, United Auburn Indian Community School, California, 503-368-1833

Dr. Sandra Fox, Education Consultant, New Mexico, 505-269-8316

John Larson, Past President, Todd County School District, South Dakota, 605-319-0470

## CURRICULA VITA FORM

**Name:** Rebecca Theisen, Ed.D.

**1. Academic Degrees:** List date earned, institution, and major and minor/supporting field for each degree earned.

2000; University of South Dakota; Ed.D. Curriculum and Instruction  
1996: University of South Dakota; Ed.S. Educational Administration  
1988; St. Cloud State University; M.S. Reading Consultant  
1975; University of South Dakota B.S. Elementary Education

**2. Professional Experience: (including preK-12 teaching or administration and college/university experience):** List name, location, dates, and field or function for each professional experience.

Minnesota State University Moorhead; Adjunct professor 2015-2018; graduate level literacy courses delivered online to graduate students (D2L Brightspace)  
Tiospa Zina Tribal School; 20014- 2018; Instructional Coach (mainly Literacy Coach); Summer of 2018:ED 630-Indigenous World Views course.  
Minnesota State University Moorhead-2006- 2014; associate professor  
Tiospa Zina Tribal School-Agency Village, SD; 2003-2006; pre-school and family literacy program director  
University of Minnesota Morris; Morris, MN; 2001-2003; assistant professor  
College of St. Catherine, St. Paul, MN; 2000-2001; assistant professor  
Tiospa Zina Tribal School; Agency Village, SD; 1995-2000; Reading Specialist, classroom teacher, assistant elementary principal  
Summit Public School; Summit, SD; 1993-1995; elementary principal  
Hurley Public School; Hurley, SD; 1991-1993; elementary principal  
Tiospa Zina Tribal School; Agency Village, SD; 1989-1990; elementary principal  
St. Cloud State University; St. Cloud, MN;1987-1989; Reading/children's literature instructor  
Rosholt Public School; Rosholt, SD 1979-1987; elementary teacher  
Sisseton Public School; Sisseton, SD 1975-1979; elementary teacher

**4. Teaching Load at Minnesota State University Moorhead: (including teaching and administrative assignments):** For Academic Year: 2007

List course numbers, titles, and credits for each semester. Specify whether courses are undergraduate or graduate level.

**Spring Semester:** 2007: EECE 448-Reading Study Skills in the Content Area (2 sections) 3 credits each; undergraduate

EECE 291-Foundations of Literacy 3 credits undergraduate  
EECE 614- graduate

**Fall Semester: 2007:** EECE 448- Reading Study Skills in the Content Areas; (2 sections) 3 cr.  
each; undergraduate

ED 670/EECE 612 Alternatives in Learning/Literacy in Society 2 cr. each  
course; graduate

EECE 615 Literacy in Adolescents/Young Adults; 4 cr. graduate

**Interim and/or Summer Sessions:** EECE 448; Reading Study Skills in the Content Areas; 3 cr.  
undergraduate

#### **5. Current Professional and Academic Association Memberships**

International Reading Association

Association of Supervision and Curriculum Development

MnAECTE

PEO Sisterhood, Chapter DC; International Organization for Women's Education,  
Moorhead, MN

#### **6. Professional Assignments and Activities**

- Literacy assessment and School Improvement consultation with Circle of Nations School, Wahpeton, ND. February 2008-2010
- "Vocabulary Instruction K-12 grades." Dilworth School District, Dilworth, MN January, 2008.

#### **7. Publications (past 6 years) (include only published papers or those submitted for review)**

- McCoy, C. and Williams, R. "Vocabulary Instruction in the Middle School and High School." *South Dakota Reading Journal*. 2007.

#### **8. Papers/Presentations Presented (state, regional, national, international)**

- "Vocabulary Strategies with Middle School/Secondary Content Areas." Community Collaborate National Conference. White Earth, MN Summer 2007.
- "Vocabulary Instruction in the Middle School and High School." South Dakota Reading Conference. March 2007.
- "Reading Intervention Strategies." NISBA (National Indian School Board Association). With Christine McCoy. Snow Mass, CO. Summer of 2004.
- "Success with Families in our FACE Program. NISBA (National Indian School Board Association). Albuquerque, NM. Summer of 2003.
- "How Reading Recovery Enhances School Literacy," Reading Recovery Conference, Sioux Falls, SD; with Christine McCoy, November 2002.
- "Incorporating the Learning Record with Exit Interviews," IRA National Conference, with Christine McCoy, April 2002.

- "The Learning Record in BIA Schools," IRA Conference; New Orleans, LA. 2001

**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

**Ross, Margaret**

BS History, Am. Indian Studies  
Black Hills State University  
MA in Lakota Leadership&Mgt.  
Oglala Lakota College

**Lee, Patrick**

B.S. Education Black Hills State College J.D. Ariz. Univ. Clg. Of Law  
37 Grad. Hrs Business Ed. Northern Arizona Univ.

**Phelps, Peggy**

M.S. Education B.A. Sociology South Dakota State Univ.

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

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

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

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

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

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

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

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

**Letters of Support**

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

Little Wound School, Kyle, SD	2
Tiospaye Topa School, La Plante, SD	3
Crazy Horse School, Wanblee, SD	4
American Horse School, Allen, SD	5
Oglala Lakota County Schools, SD	6

Oglala Lakota College Itancan Waste 2023 (Ee tahn' chahn Wash dtay') (Good Leaders) 7/30/18  
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](http://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 that reads 'Charles W. Cuny'. The signature is stylized 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  
Wanblee, South Dakota 57577  
PHONE: (605) 462-6834 FAX: (605) 462-5024



7/14/18

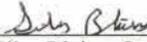
President Thomas Shortbull, President  
Oglala Lakota College  
Box 490  
Kyle, SD 57752-0490

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 Itancan 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

<b>Oglala Lakota County School District 65-1</b>		
<b>Dr. Anthony Fairbanks</b> Superintendent		<b>OLCSD Mission</b> To Strengthen the Lakota Identity and Values of Students and to Assure Their Overall Well-Being and Academic Success.
<b>Coy Sasse</b> Business Manager		<b>Bryan Brewer Sr.</b> Board President
	Ph.# (605) 288-1921	Fx.# (605) 288-1814
	P O Box 109, Batesland, South Dakota 57716	
	www.olcsd.com	
		<b>Debble Blue Bird</b> Board Vice-President
		<b>Robert Two Crow</b> <b>Tom Conroy</b> <b>Chuck Conroy</b> Board Members

July 24, 2018

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

Dear President Shortbull,

The Oglala Lakota County School District #65-1 is a Local Education Agency (LEA), which serves over 90% Native American students on the Pine Ridge Indian Reservation.

We are always looking for qualified Native American teachers and administrators to serve our students. Special Education teachers remain a high need. The Oglala Lakota County School District has current and ongoing vacancies on their teaching staff.

Thank you for your dedication to the education of the Native population.

Sincerely,



Dr. Anthony Fairbanks, Superintendent

**Competitive Preference Priority 4- STEM Administrator Training Applications**

**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.**

We will develop a new graduate course that the students will take as an elective called Instructional Leadership for STEM: Waonspekiya Intancan Akta Woslolye Iyutapi . The course will be developed and taught Jason Tinant who has been on our Math and Science Faculty for over 12 years and has written, obtained and managed a number of National Science Foundation and NASA grants. He will have his doctorate by 2019. The course will include the following objectives: 1) gain new knowledge and understanding of how to effectively leverage resources for STEM or computer science instruction, or 2) identify, establish and leverage external partners in the community and region that can support student achievement and/or career and technical education opportunities in STEM or computer science subjects; 3) employing strategies for substantially increasing the STEM or computer science knowledge and teaching skills of teachers; 4) aligning STEM or computer science curriculum, instruction and assessment with the academic goals of the school or LEA; and 5) fostering opportunities for active participation of teachers, other school leaders, parents, and representatives of Indian tribes to inform goals around STEM teaching and learning.

We will also have Participants take one of the following as one of their electives:

LAKM 683 Lakota Tamakoce Un Wokicanye Na Woanwanyanke Wounspe

(Lakota Environment Management and Protection) 3 hrs.

LMEA 763 Wopasi Wounspe (Statistics) 3 hrs.

**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.**

The Participants will be under a lot of time constraints during their first two years on the job with regular Induction. We will give each participant \$800 to develop and implement a STEM development plan to pursue STEM leadership the following over the course of their two year induction. The STEM plan will be developed during the Instructional Leadership for STEM course they take during the regular program. We have staggered the funds so that 5 Participants can do each year of induction depending on their schedules.

The plan will include: 1) gain new knowledge and understanding of how to effectively leverage resources for STEM or computer science instruction, or 2) identify, establish and leverage external partners in the community and region that can support student achievement and/or career and technical education opportunities in STEM or computer science subjects; 3) employing strategies for substantially increasing the STEM or computer science knowledge and teaching skills of teachers; 4) aligning STEM or computer science curriculum, instruction and assessment with the academic goals of the school or LEA; and 5) fostering opportunities for active participation of teachers, other school leaders, parents, and representatives of Indian tribes to inform goals around STEM teaching and learning.

**MASTER OF ARTS IN LAKOTA LEADERSHIP AND MANAGEMENT  
EMPHASIS IN EDUCATION ADMINISTRATION**

**Core**

LAKM 603 Wowapi Woecun Na Wounspe Wankatuyahci Glustanpi Kte Kin Hena (Research, Writing and Statistics for Graduate work)	3 hrs.
LAKM 613 Lakota Woitancan Na Wokicanye Kin Oeglayapikte (Lakota Foundations for Leadership and Management)	3 hrs.
LAKM 633 Tiospaye (Lakota Social Organization)	3 hrs.

**Professional Required**

LMEA 703 Wowapi Wounspe Itancan (Instructional Supervision)	3 hrs.
LMEA 713 Wayawapi Itancan – (School Administration) Kucila (Elementary), Eyokogna (Middle), Wakatuya (Secondary)	3 hrs.
LMEA 723 Woksape (Counseling Theories and Socio-culture Foundations)	3 hrs.
LMEA 733 Oyate Wicoun (Fundamentals of Curriculum Development)	3 hrs.
LMEA 743 Mazaska Wounspe Okicanye (School Finance)	3 hrs.

**Electives (2)**

LAKM 683 Lakota Tamakoce Un Wokicanye Na Woanwanyanke Wounspe (Lakota Environment Management and Protection)	3 hrs.
LAKM 693 Lakota Kin Iyecinka Igloayapi Kta Un Hecel Eglepikte Wounspe (Establishing Lakota Sovereignty)	3 hrs.
LMEA 603 Owayawa Ta Wounspe (School Law)	3 hrs.
LMEA 753 Nagi Wounspe Wakatuya (Advanced Educational Psychology)	3 hrs.
LMEA 763 Wopasi Wounspe (Statistics)	3 hrs.
LMEA 773 Wopasi Woecun (Survey Design)	3 hrs.

**SCAP**

LMEA 796 Wayawa Tiospaye Woecun Wicokan (School Community Action Project and Internship)	6 hrs.
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**Total 36 hrs.**

\*Core required courses. These courses must be successfully completed prior to enrollment in LMEA professional course work. \*\*LMEA 796 to be taken after 30 hours of all required coursework is successfully completed.

## **Lakota Leadership/Management: Education Administration (LMEA) Core Course Descriptions**

**LAKM 603** Wowapi Wocun Na Wounspe Wankatuyahci Glustanpi Kte Kin Hena  
(Research, Writing, and Statistics for Graduate Work)

This course is designed for new graduate students. The purpose of the course is to provide students an introduction to graduate study developing specific writing skills and a knowledge base needed to be successful in the graduate program, i.e. Formulating the question, developing hypothesis, developing a project model, reviewing literature, data collection, technical writing using APA style, and adapting research to appropriate audiences. This course will emphasize Lakota values of honesty, courage, and fortitude. Lakota language will be spoken as much as possible during class hours. 3 graduate credits

**LAKM 613** Lakota Woitancan Na Wokicanye Kin Un Oegleyapikte  
(Lakota Foundations for Leadership/Management)

This course is the introductory course to the graduate program. Students will explore Lakota philosophy and theology, the foundation of Lakota leadership/management. Students will examine Lakota Leadership and management strategies by studying contemporary and historical Lakota leaders and managers' strategies, thereby developing their management strategies to address the unique environment of the reservation. The Lakota values emphasized in this course: respect, generosity, and humility. Lakota language will be spoken as much as possible during class hours. 3 graduate credits

**LAKM 633** Tiospaye (Lakota Social Organization)

This course is an in-depth analysis of Lakota political, economic, religious system, and a strong emphasis on interpreting the relationships between various aspects of Lakota social organization and Lakota leadership and management practices. This course will emphasize the Lakota values of respect and humility. Lakota language will be spoken as much as possible during class hours. 3 graduate credits

## **Lakota Leadership and Management: Education Administration (LMEA) Professional Course Descriptions**

**LMEA 703** Wowapi Wounspe Itancan (Instructional Supervision)

This course is designed for candidates to examine values, belief system, and life style to gain understanding of and to determine their leadership style. Candidates will analyze leadership styles to determine the impact they have on society and schools. Candidates will study and understand the role of administrators in general supervision of educational programs. Finally, candidates will study leadership styles and develop strategic plan(s) for professional development. This course will emphasize the Lakota values of wisdom, courage, respect, generosity, fortitude and humility. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 713** Wayawapi Itancan – (School Administration) 713 (E) Kucila (Elementary); 713 (M) Eyokogna (Middle); 713(S) Wakatuya (Secondary)

This course is designed to furnish candidates an awareness of, gain knowledge of, practice listening skills. It will examine and explore non-defensive and non-offensive speaking styles, oral advocacy, and working within conflict situations. Further, an in-depth study of skills in decision-making, self-expression, consensus building techniques, strategies of negotiation, and a comparison and contrast of combative communication styles of communication. Finally, a study of problems and practices in organizing and administering school programs and how communication is the knowledge base for success. Candidates will enroll for level of administration for which they are seeking endorsement. This course will emphasize the Lakota values of wisdom, courage, respect, generosity, fortitude and humility. Lakota language will be spoken as much as possible during class hours. LMEA 713-(E) elementary, LMEA 713-(M) middle school, LMEA 713-(S) secondary. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 723** Woksape (Counseling Theories and Socio-culture Foundations)

A study assessing how historical processes associated with European expansion and colonization affected culture and social organization of indigenous peoples. Particularly toward the effects of the market system, missionizing, integration into the capitalist world system, and colonization. Finally, a study of current counseling theories, emphasizing counseling relationships and intervention strategies, focuses on counseling methods for schools, agency and college counselors. This course will emphasize the Lakota values of patience, fortitude and wisdom. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 733** Oyate Wicoun (Fundamentals of Curriculum Development)

This course is designed to focus on school curriculum through an examination of principles and practices essential to developing and administering curricular programs, including knowledge and understanding of measurability, scope and sequence taxonomy, program designs, and fit between a planned program and an implemented one. This course will emphasize the Lakota values of wisdom, courage, respect, generosity, fortitude and humility. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 743** Mazaska Wounspe Okicanye (School Finance)

A course designed to develop understanding and the ability to monitor financial management systems. Focus: Budgets and business management accounting for nonprofit, audit analysis and spreadsheets, Indian School Equalization Program (ISEP), Public school finance, management of plant, equipment, insurance, transportation, and food services. This course will emphasize the Lakota values of honesty, fortitude and wisdom. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**Lakota Leadership and Management: Education Administration (LMEA)  
Program Electives (6hrs.):**

**LAKM 683** Lakota Tamakoce Un Wokicanye Na Woawanyanke Wounspe

(Lakota Environment Management and Protection)

This course is designed for candidates to examine, global, political, economic, and ideological forces that underlie the environmental crises. It is further designed for candidates to compare the Lakota view of the relationship of human beings to nature with those of other cultures. Finally, strategies and tactics that can be implemented to protect the environment will be explored. This course emphasizes Lakota values of respect and courage Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LAKM 693** Lakota Kin Iyecinka Igloayapi Kta Un Hecel Eglepli kte Wounspe

(Establishing Lakota Sovereignty)

This course is designed for candidates to examine: The constraints and the possibilities permitted under the current federal-Indian relationship. They will learn the development and implementation process of asserting and exercising tribal rights to make decisions as a society with the full attributes of a sovereign nation including recognition by other governments. Course will include a review of past and current activities of tribal involvement at the international level. This course emphasizes Lakota values of respect and courage. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 603** Owayawa Ta Woupe (School Law)

Principles of law applicable to practical problems of school organization and administration. Study of organizational structure and administrative procedures at the federal, state, and local government level used in education/special education service delivery systems. This course will emphasize the Lakota values of wisdom and honesty. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 753** Nagi Wounspe Wakatuya (Advanced Educational Psychology)

Learning process with special emphasis on human abilities, early and contemporary learning theories with applications to selected developments in teaching and persistent problems and issues in education. This course will emphasize the Lakota values. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 763** Wopasi Wounspe (Statistics)

An introductory yet comprehensive survey of elementary statistical analysis in educational research. Computer-oriented. This course will emphasize Lakota values of honesty courage and fortitude. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**LMEA 773 Wopasi Woecun (Survey Design)**

A course designed to prepare graduate candidates in social context of question asking and designing questionnaires from start to finish. This course will emphasize the Lakota values. Lakota language will be spoken as much as possible during class hours. Prerequisite: LAKM 603, LAKM 613, LAKM 633. 3 graduate credits

**Lakota Leadership and Management: Education Administration  
(LMEA) Capstone Experience**

**School Community Action project (SCAP)/Internship and Induction**

The School Community Action Project (SCAP) is a year- long six credit hour course. Preparation for this course begins one semester prior to enrollment, usually held in April. Candidates must attend the SCAP seminar and meet all deadlines prior to enrollment. Candidates also prepare for the 120 hour internship completed in conjunction with the written paper.

**LMEA 796 Wayawa Tiyospaye Woecun Wicokan (School Community Action  
Project/Internship)**

School Community Action Project (SCAP) is original research designed collaboratively by candidate and faculty advisor. Results of research are presentation and implementation of project. The process: Topic selection, proposal submission, project development, project documentation (technical paper), and a semester of internship that culminates an implementation of School Community Action Project (SCAP). Internship is on-the-job experience while implementing SCAP, under the supervision of Graduate program staff. Internship is part of the School Community Action Project (SCAP) course. Internship is designed to take place over a period of two (2) semesters serving under a licensed principal at elementary, middle, or secondary level. Candidates are required to have completed thirty (30) hours of their program before applying for Internship. Candidates can be placed in any accredited South Dakota school and schools in other states having reciprocity with South Dakota. Director of Graduate Programs and faculty of LMEA 796 will supervise Candidates serving an internship. Note: only those Candidates who have completed 30 hours of the program may register for this course. Prerequisite: All core and professional core requirements 30 credit hours. 6 graduate credits

**Internship**

Education Administration Candidates are required to complete 120 hours of principal internship over a period of two (2) consecutive semesters serving under a licensed principal at the elementary, middle, or secondary level. Candidates must meet or exceed internship requirements. Internship placement, mentor and calendar must be approved by the Director of Graduate Studies and the LMEA796 Instructor prior to beginning internship. Experiences and artifacts must meet ELCC standards. See graduate handbook for internship process and assessment.

**Learning outcomes of Graduate Studies programs**  
**Program Learning Outcomes Course Alignment**

1. Candidates will integrate their knowledge and development of qualities necessary for Wolakota leadership. LAKM 613, 623, 633, 643,653, 663, 673, 683, 693, 703,706, LMEA 713, 723, 743 796
2. Candidates will specify and implement how Lakota values, belief systems, and life-styles of leaders and managers impact peoples and societies. LAKM 613, 623, 633, 693, LMEA 703, 713, 723, 733, 753, 796
3. Candidates will recognize and practice listening, Lakota oratory skills, and other appropriate methods in the expression of Lakota values. LAKM 613, 633, 643, 703, 706, LMEA 703, 713, 743, 796
4. Candidates will assess how historical processes of colonization affected Lakota culture and the social organization of indigenous peoples. Use the assessment to develop a plan of action for change. LAKM 633, 653, 703, 706, LMEA 733, 796
5. Candidates will practice concepts of organizing communities and constructing change LAKM 663, 643, 653, LMEA 713, 733, 753, 796
6. Candidates will examine and evaluate financial management systems and recommend strategies for monitoring these systems. LAKM 673, LMEA 743, 796
7. Candidates will identify, synthesize and interpret forces that underlie environmental issues using the Lakota world view of Mitakuye Oyasin. Determine how people and nature influence and affect environment, community, and curriculum. LAKM 683, LMEA 733, 796
8. Candidates will analyze and apply the development and implementation process of exercising of tribal rights. LAKM 693, LMEA 723, 603, 796
9. Candidates will comprehend, interpret, and demonstrate the nature and significance of research, and provide them opportunities for application and implementation of research techniques. LAKM 706, 603, LMEA 763, 773, 796
10. Candidates will design, implement and evaluate existing community development circumstances from a Wolakota perspective. LAKM 703A I,LAKM 703B II
11. Candidates will demonstrate an understanding of the larger political, economic and legal context within policies benefiting the diverse learner needs and school community. LMEA 723, 753, 603

**South Dakota State Competencies (SDSC) and the Educational Leadership Constituent Council (ELCC)** The above learning outcomes of Graduate Studies Department Lakota Leadership and Management:Education Administration degree program (LMEA) are designed to meet the following state and specialized professional accreditation, and to reinforce the Lakota standards of Lakota Leadership and Management emphasized in the Four Directional Model of Bear Shield et. al (2000).



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

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**SECTION II: SPECIAL REMARKS**

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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)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. PERSONNEL \$</b>	<b>149,715</b>	<b>151,401</b>	<b>153,027</b>	<b>66,788</b>	<b>67,950</b>
<b>Regular</b>	<b>131,715</b>	<b>133,401</b>	<b>135,027</b>	<b>66,788</b>	<b>67,950</b>
Director (EICTD)					
\$70,000/ 50%/24pp	35,000	35,478	35,880	(25%)18,164	(25%)18,392
Program/Field Coordinator (TBD)					
\$50,000/100%/24pp	50,000	50,625	51,258	(50%) 26,086	(50%) 26,738
Instructor (TBD)					
\$50,000/50%	25,000	25,312	25,628	0	0
Prog.Asst.(SWS)					
\$43,430 50%/24pp	21,715	21,986	22,261	(50%)22,538	(50%)22,820
<b>Adjunct/Overload</b>	<b>18,000</b>	<b>18,000</b>	<b>18,000</b>	<b>0</b>	<b>0</b>
Adjunct/Overload	18,000	18,000	18,000	0	0
<b>2. FRINGE</b>	<b>41,212</b>	<b>41,717</b>	<b>42,205</b>	<b>20,036</b>	<b>20,385</b>
Regular (30%)	39,515	40,020	40,508	20,036	20,385
Adjunct (9.43%)	1,697	1,697	1,697	0	0
<b>3. TRAVEL</b>	<b>9,525</b>	<b>9,525</b>	<b>9,525</b>	<b>9,525</b>	<b>9,525</b>
Directors' Meeting	3,530	3,530	3,530	3,530	3,530
Routine Travel	5,995	5,995	5,995	5,995	5,995
<b>5. SUPPLIES</b>	<b>9,400</b>	<b>2,000</b>	<b>2,000</b>	<b>163</b>	<b>152</b>
<b>6. OTHER</b>	<b>3,600</b>	<b>0</b>	<b>0</b>	<b>14,600</b>	<b>13,100</b>
Induction	0	0	0	10,600	9,100
STEM	3,600	0	0	4,000	4,000
<b>9. TOTAL DIRECT COSTS</b>	<b>213,452</b>	<b>204,643</b>	<b>206,757</b>	<b>111,112</b>	<b>111,112</b>
<b>10. INDIRECT (8%)</b>	<b>17,076</b>	<b>16,371</b>	<b>16,540</b>	<b>8,888</b>	<b>8,888</b>
<b>Subtotal</b>	<b>230,528</b>	<b>221,014</b>	<b>223,297</b>	<b>120,000</b>	<b>120,000</b>
<b>11. TRAINING</b>					
<b>STIPENDS \$</b>	<b>160,530</b>	<b>119,420</b>	<b>102,960</b>	<b>0</b>	<b>0</b>
<b>12. TOTAL COSTS</b>	<b>391,058</b>	<b>340,434</b>	<b>326,257</b>	<b>120,000</b>	<b>120,000</b>

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>1. PERSONNEL \$</b>	<b>124,715</b>	<b>126,089</b>	<b>127,399</b>	<b>66,788</b>	<b>67,950</b>
<b>Regular</b>	<b>106,715</b>	<b>108,089</b>	<b>109,399</b>	<b>66,788</b>	<b>67,950</b>
Project Director (EICTD)					
\$70,000/ 50%/24pp	35,000	35,478	35,880	(25%)18,164	(25%)18,392
Program/Field Coordinator (TBD)					
\$50,000/100%/24pp	50,000	50,625	51,258	(50%) 26,086	(50%) 26,738
Program Assistant (SWS)					
\$43,430 50%/24pp	21,715	21,986	22,261	(50%)22,538	(50%)22,820

For the first three years of the project the Director of Graduate Studies will spend 50% of their time on project-related activities and salary will be paid at 50% for 24 pay periods (bi-weekly). The dedicated Project Coordinator will be paid at 100% for 24 pay periods. The Program Assistant will be paid at 50% for 24 pay periods. Job roles and responsibilities are detailed in the Program Narrative.

In the 4<sup>th</sup> & 5<sup>th</sup> years of the project, all course work will have been completed and students will be in their induction year. The Project Director will be 25% and will be mainly in charge of collaborating on the final evaluation and report and working with the VP for Instruction on sustainability. The Program Coordinator and Program Assistant will be paid at 50% and will ensure program documentation and schedule and implement induction year activities.

The salaries in the project application are based on 18-19 with a .0125 % yearly raise which is what the college has been averaging. The salaries are according to the OLC Salary Scale. New hires can have a variance in salary based on education and experience. The college does a Salary Competiveness Survey every two years based on other Tribal Colleges and public colleges in South Dakota, North Dakota and Nebraska.

**Other Personnel**

Adjunct/Overload	18,000	18,000	14,400	0	0
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OLC pays an average of \$1200 a credit for adjunct faculty and overloads for full-time faculty for a three- credit course. The project will pay for five (5) adjunct/overload 3 credit courses in year one, five (5) adjunct/overload courses in year two, and two (2) six-credit course

in the third year. Instructors will not be needed for years 4 and 5 as students will be in their induction year.

<b>2. FRINGE</b>	<b>33,712</b>	<b>34,123</b>	<b>34,516</b>	<b>20,036</b>	<b>20,385</b>
Regular (30%)	32,015	32,426	32,819	20,036	20,385
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. Adjunct (9.35%)

The Adjunct are not considered consultants by Internal Revenue Service and we must pay the employer half of Social Security 7.65% plus Unemployment Insurance. This totals to 9.43% x the \$18,000 for Other Personnel above.

<b>3. TRAVEL</b>	<b>9,525</b>	<b>9,525</b>	<b>9,525</b>	<b>9,525</b>	<b>9,525</b>
<b>Directors' Meeting</b>	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.”

A Directors’ Meeting is required by the Department of Education. 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 .54.5 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.

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

<b>Routine Travel</b>	5,995	5,995	5,995	5,995	5,995
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We have allowed about 11,000 miles or an average of 1000 miles a month 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 Coordinator and instructors will deliver course content during the first three years of the project and induction services in the fourth year of the project to the students enrolled in the project program.

**5. SUPPLIES                                    9,400                                    2,000                                    2,000                                    2,000                                    2,000**

OLC is providing office space for three personnel, office supplies, etc. for the program. OLC will also provide the use of the Woksape Tipi Learning Resource Center and its branch libraries at the instructional centers. This includes access to databases which will be used by students in both their coursework and CAPSTONE experience. The items included in the supplies line item will be used for special new materials the Coordinator might feel are important to have.

The Coordinator computer has been included at 100% of cost while the Director of Graduate Studies and the Program Assistant desktops have been included at 50% to reflect time spent in project activities.

Computers, etc.

Year 1

1 desktop @ 100%	\$1,600					
2 desktops @ 50%	\$1,600					
2 laptops @ 100 %	\$3,000					
2 LCD projectors @ \$600	\$1,200					
	7,400	0	0	0	0	0
Office Tech	2,000	2,000	2,000	0	0	0

From this we will also supply USB cords, jump drives, and other technology that the program will need. We have also provided for acquisition of three desktop computers in year one.

<b>6. OTHER</b>	<b>3,600</b>	<b>0</b>	<b>0</b>	<b>14,600</b>	<b>13,100</b>
<b>Induction</b>	0	0	0	10,600	9,100

**Mentoring, Coaching, Consultation to improve performance.**

	0	0		3,500	3,500
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The IW2023 Program/Field Coordinator will do mentoring, coaching, etc. but to ensure sufficient time is available for communication amongst and between with Participants, school-based supervisors/mentors and the P/FC we will pay for after school/weekend consultation meetings at an estimated cost of \$350 per induction year Participant.

**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 ) at \$1,000 per day.

	0	0	0	3,000	3,000
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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	0	1,300	1,300
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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	0	1,300	1,300
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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 management. During the first year of induction we will host 6 Lakota guest at an honorarium rate of \$250 each.

0	0	0	1500	0
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**STEM**

**Course Development**

We will pay Jason Tinant of our Math and Science Department an extra duty contract to develop the course that all Participants will take as one of their electives.

Instructional Leadership for STEM: Waonspekiya Intancan Akta Woslolye Iyutapi

\$3,000	0	0	0	0
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Costs for teaching the course will be assumed under the Other Personnel costs for an overload for Jason Tinant. Student costs will be under Training Stipends. The cost for the other STEM elective will also be in Other Personnel and Training Stipends.

**STEM Induction**

0	0	0	4,000	4,000
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The Participants will be under a lot of time constraints during their first two years on the job with regular Induction. We will give each participant \$800 to develop and implement a STEM development plan to pursue STEM leadership the following over their course of their two year induction. The STEM plan will be developed during the Instructional Leadership for STEM course they take during the regular program. We have staggered the funds so that 5 Participants can do each year of induction depending on their schedules.

**9. TOTAL DIRECT**

<b>COSTS</b>	<b>170,742</b>	<b>168,831</b>	<b>180,580</b>	<b>111,112</b>	<b>111,112</b>
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**10. INDIRECT**

<b>COSTS (8%)</b>	<b>13,659</b>	<b>13,506</b>	<b>25,086</b>	<b>8,888</b>	<b>8,888</b>
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**Indirect Cost Rate** Grant direct costs are restricted to the 8% indirect cost rate because this is a training grant. costs are not charged any IDC (see ED524 Budget Chart in the application package). **Title 34 Subtitle A Part75 Subpart E** (c)(1) Indirect cost reimbursement

on a training grant is limited to the recipient's actual indirect costs, as determined in its negotiated indirect cost rate agreement, or eight percent of a modified total direct cost base, whichever amount is less.

<b>Subtotal</b>	<b>184,401</b>	<b>182,337</b>	<b>205,666</b>	<b>120,000</b>	<b>120,000</b>
<b>11. TRAINING</b>					
<b>STIPENDS \$</b>	<b>160,530</b>	<b>119,420</b>	<b>102,960</b>	<b>0</b>	<b>0</b>
	<b>Yr 1</b>	<b>Yr 2</b>	<b>Yr 3</b>	<b>Yr 4</b>	<b>Yr 5</b>
Living Stipends	32400	25200	25200	0	0
Child Care Assistance	48000	48000	48000	0	0
Computer Assistance	2750	0	0	0	0
Internet	4800	4800	4800	0	0
Foliotek	300	300	300	0	0
Tuition	25780	17120	8660	0	0
Books	1350	9000	1000	0	0
Budget Totals	160530	119420	102960	0	0

**Living stipends:** We estimate that two (2) participants will identify a need for living stipend support. This is based on prior data that suggests students prefer to maintain employment while in the program. The two participants will receive \$1800 per month for nine months in year one and seven months in years two and three. During year one, students will be required to attend summer school in order to ensure completion by the fourth year.

**Child Care Assistance:** Both the non-working students and the working students will receive a child care stipend to assist in the care of children while the students are in class or studying. The child care will consist of \$300 per month per child with the limitation of up to two children paid for and limited to nine months per the first year of the project and seven months in years two and three.

**Computer Assistance:** The Oglala Sioux Tribe has a student assistance program which will assist students with the purchase of a school use computer up to \$275. The project will also assist participants with a computer purchase from the college bookstore with \$275. Use of a computer is required for graduate work at OLC both for submission of coursework and for internet access for research.

**Internet Assistance:** Internet access is required for participation in the graduate program. The program will reimburse students, upon proof of payment, for home internet access up to \$50 per month while enrolled in coursework.

**Foliotek:** OLC uses "Foliotek" programming for development of a portfolio of student work which is used both for job application at program end and for assessment of coursework while in the program. The program will pay for each student account at \$30 per year for the first three years of the project.

**Tuition:** The tuition line item contains the per credit hour fee (\$115), registration fee (\$40), activity fee (\$30), and tech fee (\$16 per credit hour) all of which are required to be paid by OLC. Year one of the project will require students to be enrolled for three semesters (18 credit hours) while years two and three will require them to be enrolled for two semesters each year (12 credit hours each year).

**Books:** Text books are a crucial component of the course to complete course and program requirements to gain the pedagogical knowledge and content knowledge, in order to demonstrate their skills. It is estimated that books will cost on the average of \$450 per semester for the first two years and will reduce to \$100 for the third year.

The participants in the program will receive a mix of expenses for tuition, books, fees and child care and some will receive full stipends. Many of the participants will work part-time but will have to take leave during their internship and practicum. OLC has estimated the participant costs and will cover shortfalls through 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. We have attached the Participant Contract at the end of this section.

OLC will follow the regulations on individuals in-eligible to receive assistance according to 34 CFR part 668, etc.

### **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.).