

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Native American Language Grant Program**

**CFDA # 84.415B**

**PR/Award # S415B170018**

**Grants.gov Tracking#: GRANT12430853**

OMB No. , Expiration Date:

Closing Date: Jun 19, 2017

## \*\*Table of Contents\*\*

Form	Page
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1236-GEPA 427)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e13
<b>7. Dept of Education Supplemental Information for SF-424</b>	e14
<b>8. ED Abstract Narrative Form</b>	e15
<i>Attachment - 1 (1235-abs)</i>	e16
<b>9. Project Narrative Form</b>	e17
<i>Attachment - 1 (1245-proj narr)</i>	e18
<b>10. Other Narrative Form</b>	e53
<i>Attachment - 1 (1237-appinfo)</i>	e54
<i>Attachment - 2 (1238-trcert)</i>	e56
<i>Attachment - 3 (1239-comp2)</i>	e57
<i>Attachment - 4 (1240-ic16-20)</i>	e58
<i>Attachment - 5 (1241-jobdesc)</i>	e62
<i>Attachment - 6 (1242-bot)</i>	e66
<i>Attachment - 7 (1243-coe )</i>	e67
<i>Attachment - 8 (1244-biblio)</i>	e68
<b>11. Budget Narrative Form</b>	e72
<i>Attachment - 1 (1234-budnarr)</i>	e73

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

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/19/2017"/>	4. Applicant Identifier: <input type="text"/>	
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: <input type="text"/>	
<b>B. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Oglala Lakota College"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="23-7135915"/>	* c. Organizational DUNS: <input type="text" value="0684329750000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="490 Piya Wiconi Road"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Kyle"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="SD: South Dakota"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="57752-0490"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Tom"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Allen"/>	
Suffix: <input type="text"/>	Title: <input type="text"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="605-722-7629"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="mitom@rushmore.com"/>		

**Application for Federal Assistance SF-424**

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.415

CFDA Title:

State Tribal Education Partnership (STEP)

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050417-001

\* Title:

Office of Elementary and Secondary Education (OESE); Office of Indian Education (OIE); Indian Education Discretionary Grants Programs: Native American Language (NAL@ED) Program CFDA Number 84.415B

**13. Competition Identification Number:**

84-415B2017-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Lakota Woglaka Wounspe (Lakota Speaking Academy) 2020

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="404,024.00"/>
* 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="404,024.00"/>

**\* 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: 06/30/2017

Name of Institution/Organization

Oglala Lakota College

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	163,605.00	160,450.00	162,455.00			486,510.00
2. Fringe Benefits	49,081.00	48,135.00	48,736.00			145,952.00
3. Travel	2,250.00	2,250.00	2,250.00			6,750.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	25,225.00	26,006.00	26,006.00			77,237.00
6. Contractual	64,900.00	60,000.00	60,000.00			184,900.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	20,765.00	16,453.00	16,453.00			53,671.00
9. Total Direct Costs (lines 1-8)	325,826.00	313,294.00	315,900.00			955,020.00
10. Indirect Costs*	78,198.00	75,190.00	75,816.00			229,204.00
11. Training Stipends	0.00					0.00
12. Total Costs (lines 9-11)	404,024.00	388,484.00	391,716.00			1,184,224.00

**\*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 # S415B170018

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>	<b>TITLE</b>
Tom Allen	President
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Oglala Lakota College	06/19/2017

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="State Tribal Education Partnership (STEP)"/> CFDA Number, if applicable: <input type="text" value="84.415"/>
--	--

<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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA\_427.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA 427**

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

Gender: OLC's student body is 70% female and 30% male.

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 46 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.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Oglala Lakota College"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Thomas"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 250px;" type="text" value="Shortbull"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="President"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Tom Allen"/>	* DATE: <input style="width: 150px;" type="text" value="06/19/2017"/>

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Valarie		Charging Eagle	

Address:

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

Phone Number (give area code)	Fax Number (give area code)
605-455-2986	

Email Address:

vchargingeagle@olc.edu
------------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

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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:

**ED Abstract Form**

**1) Institution:** Oglala Lakota College (OLC)

**2) Eligibility:** OLC, a TCU, qualifies is funded by the Tribally Controlled Colleges and Universities Act of 1978).

**3) Native Language(s):** Lakota

**4) Partners:** We have not set up a consortium agreement yet but we plan on working with the Oglala Sioux Tribe, reservations schools, OLC Lakota Studies Department, OLC Education Department, etc.

**5) Project Title:** Lakota Woglaka Wounspe 2017 (Lakota Speaking Academy)

**6) Priorities: Absolute Priority 2:** LWW, funded by the Oglala Lakota College, a TCU, supports Native American language education and development, provides professional development for teachers, staff and administrators, to strengthen the overall language and academic goals of the school and eventually other schools.

**Competitive Priority 2:** Oglala Lakota College, a TCU, is the grantee.

**Invitational Priority:** We will include measures of well-being including physical, mental, emotional, etc. as part of our assessments and do appropriate instruction and intervention.

**7) Project Goals:** state proposed project goals, objectives, and performance outcomes.

**Goal:** Lakota Woglaka Wounspe 2020 (LWW2020) will develop a sustainable Lakota language school as a model for schools teaching Lakota language on the Pine Ridge Indian Reservation and other Lakota-speaking areas.

**Objectives: 1.** Operate and improve the Lakota Woglaka Wounspe K-6 Lakota immersion school for up to 20 students a year to have children become proficient in the Lakota language while learning skills needed to succeed in further schooling by 9/30/2020. **2.** Refine and validate assessment of Lakota Language using the OPI, OLPA, etc. to get baselines and track progress by 9/30/2020. **3.** Develop a family and community involvement model that reinforces children's learning at home by 9/30/2020. **4.** Further develop, gather and document curriculum, instructional methods, materials and assessments to share with other schools and programs by 9/30/2020. A summary of outcomes includes students who are proficient in Lakota according to their age level and have the skills necessary to succeed at the next level; a valid and reliable Lakota language assessment; a user manual for having families and communities reinforce Lakota language learning at home; and an annotated bibliography and collection of Lakota language source materials, instruction materials, pedagogical guides, student outcomes, student profile, portfolio and learning plan, and K-6 student outcomes and curriculum.

**8) Project Description:** We will continue to improve the K-6 Lakota Woglaka Wounspe and use it to develop models, materials, assessments, etc. to assist students to become proficient in Lakota and other needed skills and knowledge to succeed at the next level. We will utilize technology and customized learning as two of our key methods. Although we have 20 students in the school what we develop will be available through the Internet, workshops and college courses to assist school on the Pine Ridge Indian Reservation (about 2,500 K-6 Lakota students) and on other Lakota speaking Reservations.

**9) School Data:** Lakota Woglaka Wounspe K-6 20 students

**10) Contact:** Tom Allen, Grant Facilitator

(b)(6)  
Valarie Charging Eagle 605-455-2986 vchargingeagle@olc.edu

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add 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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**Project Narrative Attachment Form**

**Table of Contents**

Part 1	SF 424	Application for Federal Assistance	grants.gov
	ED SF424	Supplemental Information for SF424	grants.gov
		Grants.gov Lobbying Form	grants.gov
		Disclosure of Lobbying Activities (Standard Form LLL)	grants.gov
		SF ED 524 Budget Information for Non-Construction Programs	grants.gov
		ED GEPA 427 Form	grants.gov/GEPA427.pdf
		Assurances for Non-Construction Programs (SF-424B)	grants.gov
		ED Abstract Form	abs.pdf
		Project Narrative Attachment Form	projnarr.pdf
		Table of Contents	1
		Quality of Project Design	15      2
		Quality of Project Services	20      11
		Quality of Project Personnel	10      19
		Adequacy of Resources	20      22
		Quality of Management Plan	15      25
		Quality of Project Evaluation	20      29
		Budget Narrative Attachment Form	budnarr.pdf

**Other Attachments:** Applicant Information for NAL@ED (appinf.pdf); Tribal Certification trcert.pdf ; Request for Competitive Priority Two (comp2.pdf); Indirect Cost Rate Agreement (ic16-20.pdf); Job Descriptions (jobdesc.pdf); OLC Board of Trustees Resolution ( bot.pdf); OLC Council of Elders Support Letter (coe.pdf); Bibliography or References (biblio.pdf).

**Quality of Project Design 15**

**(1) Goals, objectives and outcomes are clearly specified and measurable.**

Lakota Language current conditions are dire. These figures are old but smaller surveys done recently show more loss. The Oglala Sioux Tribe is currently doing a One Nation, One Number to find out correct population figures as well as

The following survey of the Lakota language on the Pine Ridge Reservation was done in 2007 by Pete and Cindy Catches. It shows the loss of the language with 58% of the elderly speaking while only 2% of age 0-6 speaking.

**Lakota Language Survey Oceti Wakan (Pete and Cindy Catches)**

House to House Survey Funded by ANA in 2007 (Pine Ridge Reservation)

<b>Speak Lakota</b>	<b>(number surveyed/number who speak/%who speak)</b>				
<b>Age</b>	<b>0-6</b>	<b>7-17</b>	<b>18-29</b>	<b>30-49</b>	<b>50+</b>
Eagle Nest	226/0/0%	253/1/.4%	221/14/5%	223/82/37%	125/97/78%
Lacreek	116/0/0%	187/0/0%	112/6/6%	133/29/25%	113/55/49%
Pass Creek	151/4/3%	215/20/10%	161/29/19%	167/91/55%	92/65/71%
Medicine Root	88/4/5%	167/4/2%	104/13/12%	162/70/43%	108/75/69%
Pine Ridge	262/2/1%	562/2/.4%	277/4/1.5%	381/50/13%	294/103/35%
Porcupine	220/5/1%	362/18/5%	180/16/9%	236/91/39%	117/82/70%
Wakpamni	123/0/0%	234/2/1%	153/13/9%	266/61/24%	165/98/60%
White Clay	135/3/2%	247/8/3%	142/27/19%	174/72/41%	102/79/78%
Wounded Knee	244/8/3%	264/4/1.5%	226/15/7%	255/64/25%	160/76/48%
Totals	1,566/26/2%	2491/59/3%	1576/137/9%	1977/610/35%	1276/733/58%

A Lakota Language Consortium (Indiana University) longitudinal survey of speakers from 1993 through 2013 show % of Lakota speakers by age groups as follows

	1993	2003	2013
Age 1 – 20	1%	1%	1%
Age 21-30	10%	1%	1%
Ages 41-50	40%	20%	10%
Ages 51-60	50%	40%	20%
Ages 60+	87%	73%	57%

The survey also shows the typical age of the youngest speakers going from 35 in 1993 to 55 in 2013 and the average age of speakers going from 50 in 1993 to 70 in 2013. Following demographic trends, it is projected that in 2017 the average age of a Lakota speaker will be 70 or above, and the typical age of a “young” speaker will be over 50 years old.

The Lakota language is currently in dire straits. According to figures from the 2010 U.S. Census (<http://2010.census.gov>), there are fewer than 6,000 Lakota speakers in existence, representing less than 14% of the Lakota population of North and South Dakota. The average age of a Lakota speaker is 65 years old – older than the average reservation life expectancy – and there are almost no fluent speakers of the language below the age of thirty. These demographics collectively lead Lakota to be categorized as a highly endangered language.

Oglala Lakota College’s (OLC) mission since 1971 has been to provide educated personnel for the Oglala Sioux Tribe and Lakota country and to study and teach the Lakota language and culture. OLC began our Lakota language school in 06-07 at our Head Start program in Porcupine, SD at the request of the OLC Council of Elders. Initial funding was with a grant from the American Indian College Fund and Lilly Foundation. In 2010 we built a

Multipurpose Center at our Piya Wiconi Campus near Kyle, SD with two classrooms for the Lakota Woglaka Wounspe (LWW) (Lakota Speaking Academy) and added 2 more classrooms, a kitchen and dining area in 2012. We averaged 18 K-2 students from 2010 to 2012 and 29 K-6 from 2013-2015. Staff and funding issues led to a drop in enrollment so that we averaged 12 K-6 students in 2015-16 and 16-17.

We operated LWW for the past six years with funds from ANA grants, the American Indian College Fund, Lannan Foundation, Shakopee Mdewakanton Indian Community and Oglala Lakota College. LWW is recognized by the state of South Dakota Department of Education as a non-public accredited school.

After reviewing the developmental nature of the school we have settled on 20 students K-6 as our optimum enrollment and will recruit for this objective over the summer of 2017. Whether we receive grant funding or not the OLC Board of Trustees has committed to operating the school through 2018.

Our LWW staff, community members and OLC Education and Lakota Studies faculty developed a K-2 curriculum in 2009 and have updated it to K-6 over the years. We teach Lakota language and use Lakota to teach language arts, math, science and social studies using thematic units based on state and Oceti Sakowin (SD Native American Schools) standards. Our main form of assessment is authentic based on student performance recorded in portfolios.

Over the past six years we have learned the logistics and budgetary needs of running a school. The budget presented in this proposal is adequate but not excessive. We will do curriculum development and professional development and create high quality dissemination materials for use by other schools.

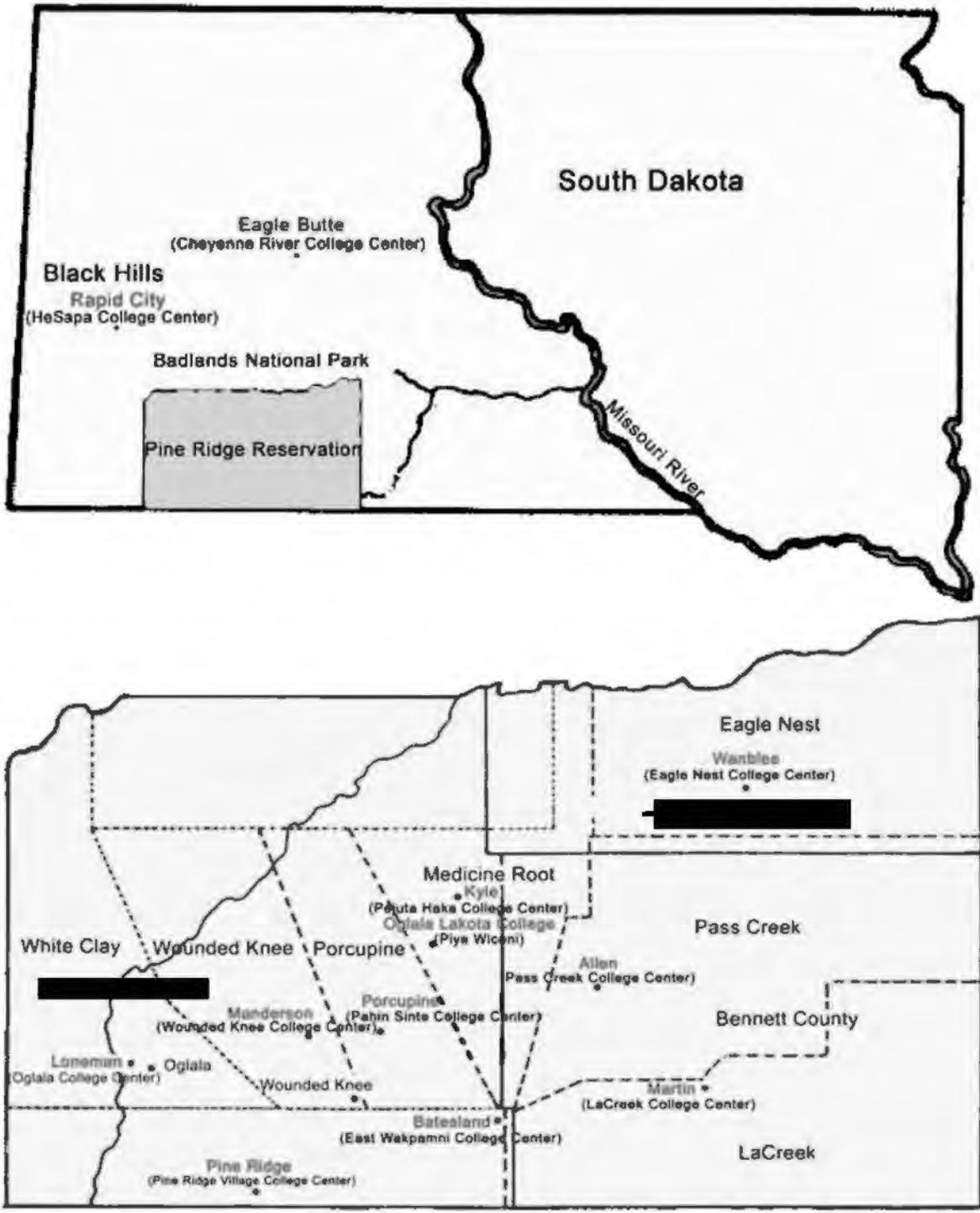
There are over 22 schools serving students from K-12 grade on the Pine Ridge Reservation as well as the Wounspe Oaye Tokahe Head Start and Early Head Start, operated by Oglala Lakota College at the request of the Oglala Sioux Tribe, serving over 500 Lakota children 0-5.

We have stabilized our staff for the past 2 years with a certified Principal, 2 endorsed Teachers and a Cook/Bus Driver/Janitor all of whom are Lakota speakers.

We are attacking the problem of loss of language on a number of different levels outside of the LWW including requiring Lakota language in our college degrees, training Lakota language teachers, and developing curriculum and methods for Early Head Start and Head Start language instruction. We have a staff incentive program where stipends are given when staff members reach different levels of fluency on the Lakota Oral Proficiency Index that we have developed over the past ten years in concert with the American Council on the Teaching of Foreign Languages. This is not enough.

The long-term goal of the Oglala Sioux Tribe (OST) is to increase the number of fluent Lakota speakers. The long-range Goal of Oglala Lakota College (OLC) is to preserve and teach the Lakota language to increase the number of fluent speakers. OLC requires Lakota language courses in all our degrees and prepares Lakota language teachers. OLC operates the Pine Ridge Reservation Early Head Start and Head Start Program which does some language in the classrooms but we need to develop and expand the program. We feel the methodology and materials developed by the LWW 2020 will assist us to improve Lakota language instruction for early childhood through adults for all schools and organizations on the Reservation.

Oglala Lakota College has Instructional Centers in each District of the Pine Ridge Reservation and in Rapid City, SD and Eagle Butte, SD.



Oglala Lakota College has over 1,800 students a year of whom 95% are Lakota. We have a Masters Program in Lakota Management and Leadership: Education Administration which qualifies graduates for endorsement as School Principals in SD and a Bachelor's in Elementary Education as well as a Lakota Language Endorsement. We have 9 Instructional Centers on the Pine Ridge Reservation, 1 in Rapid City, SD with a Lakota population of 10,000 to 12,000 and 1 on the Cheyenne River Reservation which is a Lakota-speaking Reservation.

We plan to attack the problems of Lakota language including historical trauma, state educational restrictions, problems finding endorsed fluent Lakota speakers, and developing valid and reliable assessment tools. We plan on developing, gathering and documenting the Lakota Woglaka Wounspe curriculum, instruction materials, pedagogy and authentic assessment for Lakota language and other necessary subjects and skills. We also plan on further developing our Makoceowapi Wiconi (Life Map) which is a profile of student health, academics, etc. and a plan for learning and life that will follow the student through school.

**Goal:** Lakota Woglaka Wounspe 2020 (LWW2020) will develop a sustainable Lakota language school as a model for schools teaching Lakota language on the Pine Ridge Indian Reservation and other Lakota-speaking areas.

**Objectives:**

1. Operate and improve the Lakota Woglaka Wounspe K-6 Lakota immersion school for up to 20 students a year to have children become proficient in the Lakota language while learning skills needed to succeed in further schooling by 9/30/2020.

Outcomes: 75% of the students who stay in the school for 3 years will be proficient in Lakota language for their age level. 90% of students will make progress in Lakota language from year to year. 100% of students will show improvement in key academic outcomes from year to

year. Students will average over 90% attendance and will be better than local comparison groups and overall NA statistics.

2. Refine and validate assessment of Lakota Language using the OPI, OLPA, etc. to get baselines and track progress by 9/30/2020.

Outcomes: A valid and reliable assessment tool for Lakota language proficiency. Trained language assessors and teachers. Documentation of the tool through at least 2 years of use and student records.

3. Develop a family and community involvement model that reinforces children's learning at home by 9/30/2020.

Outcomes: A family and community involvement manual that shows how to achieve reinforcement of the language at home and in the community. An inventory of Tools including e-mail, You Tube, Twitter, Facebook, etc. that can be used by teachers to involve family in reinforcing the language.

4. Further develop, gather and document curriculum, instructional methods, materials and assessments to share with other schools and programs by 9/30/2020.

Outcomes: Student outcomes to be achieved by 3<sup>rd</sup> grad and 6<sup>th</sup> grade in Lakota, reading, math, social studies, and health/wellness. A well developed Makoceowapi Wiconi (Life Map) with student health screenings, portfolio of skills, and plans with a directions for use and samples. A K-6 curriculum for Lakota core area skills with materials, assessments, and teaching methods based on Customized Learning. An annotated bibliography and collection of Lakota language source materials, language methods, dictionaries, etc.

**(2) Ensures students progress toward high-level fluency in Native language**

We teach an immersion method. We will have developed a K-6 curriculum used to teach

reading, speaking, math, science and other subjects in Lakota. We have developed informal and observational assessments.

LWW2020 will enable us to utilize our experience with the American Council on the Teaching of Foreign Languages Oral Proficiency Index to train assessors and track a progression from basic language skills through fluency. OLC faculty and consultants have worked with the OPI for assessing staff members' language levels. We will build on this to get the staff of LWW as well as OLC faculty and staff from other schools and programs on the Reservation trained. There was a problem with our previous usage of the OPI due to lack of consistency among evaluators. In talking to a representative of ACTFL we were told that they are aware of this problem with heritage languages and have come up with solutions.

We will also utilize and adapt the Oral Language Proficiency Assessment developed by the Oceti Sakowin Education Consortium. This assessment was tested in 4 schools and we will pay for the assessment and training to assess the baseline of our 20 students in Fall of 2017 before the grant begins.

We will then modify and adapt both of the tools to do assessments of students from Early Head Start through adulthood.

**(3) Build capacity and yield results that extend beyond period of Federal assistance**

Our intention is to work on the sustainability of the Lakota Woglaka Wounspe through grants, an endowment or collaboration with a BIE school. We will also put a great deal of effort during the LWW2020 grant into documenting our curriculum, materials (developed or gathered), pedagogy and assessment so that they can be shared. We intend to make everything available on our the LWW web site as well as through our Education and Lakota Studies courses and through

CEU workshops. We hope to continue operating the LWW as a demonstration school, but even if we do not the work done by LWW2020 will benefit all programs and schools on the Pine Ridge and other Lakota speaking Reservations.

**(4) Plan for data collection and reporting to track long-term student academic and other outcomes.**

The Evaluator will be a key piece of the program. He will help establish a baseline for students and a tracking system for progress in Lakota and key subject areas. He will document progress made by staff in terms of teaching methods. He will document and rate the materials developed or procured. He will document where the curriculum is at the beginning of the program and how it progresses.

There are many good materials available for the teaching of Lakota. The Materials Gatherer/Developers will search and obtain materials, adapt some, and develop a list of key materials for use in the classroom whether they be paper, electronic or background on sites special to the Oglala e.g. Bear Butte, Pe Sla in the Black Hills, Mato Tipi (Devil's Tower), etc. They will also contact the list of traditional artists OLC has developed to come into the classroom for presentations that will be filmed. They will review the extensive OLC archives collection for materials that can be used in the school. We plan on using Masters level students in our Masters in Lakota Management and Leadership: Education Administration program do this.

Once school gets started the Principal and Teachers do not have time to do more than teach and do regular assessments of students. The Evaluator and Materials Gatherer/Developer will organize everything and meet with the staff to analyze and perfect.

**Quality of Project Services 20**

**(1) Plan for supporting Native language education by providing instruction of or through the Native language (7)**

Lakota Woglaka Wounspe has been providing an immersion program for the past 7 years. The philosophy and practice is to teach all subjects using Lakota as the language of instruction. OLC has been working with early childhood learning of Lakota Language since 2006-2007 and we have found the one of the biggest obstacles to a Lakota Language School is finding the right staff. We have been fortunate in finding our current staff who are education professionals and fluent speakers. We have been doing research both at Language Conferences and online. We have met with Mr. Darrell Kipp of the Piegan Institute/Cuts Wood School (MT) who is a pioneer in the language survival movement. President Shortbull visited the Aha Punana Leo Schools in Hilo, HI 2011 and in spring 2012 we sent a number of staff and parents to visit. In the summer of 2012 administration, staff and parents agreed that Lakota Woglaka Wounspe should go to full immersion for 2012-2013. Up until then there had been a combination of English and Lakota mainly based on the experience of previous staff. The parents and new staff all committed to full immersion and to teaching Lakota language, English language arts, math, science, and social studies in Lakota.

The school is consistent with Vygotsky's (1986) theory of sociocultural development. According to Tharp and Gallimore (1988) "This view [the sociocultural perspective] has profound implications for teaching, schooling, and education. A key feature of this emergent view of human development is that higher order functions develop out of social interaction. Vygotsky argues that child's development cannot be understood by a study of the individual...Through participation in activities that require cognitive and communicative

functions, children are drawn into the use of these functions in ways that nurture and 'scaffold' them" (pp. 6-7). Kublin et al (1998) state that "Vygotsky (1934/1986) described learning as being embedded within social events and occurring as a child interacts with people, objects, and events in the environment" (p. 287)

Vygotsky posed the idea of a developmental process he named zone of proximal development. The idea is that a child develops cognitive ability, including the ability to use and apply language to problem solving, by observing and experiencing adult modeling, and gradually becomes independently competent. Vygotsky's definition of zone of proximal development is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers."

Vygotsky's theory suggests the role of education is to provide children with experiences which are challenging within their ZPD, thereby encouraging and advancing their individual learning and development. Thus we seek to create in the classroom the sociocultural milieu in which adults interact with each other and with children in Lakota language, creating the context in which the children's functioning in the language is scaffold-ed through the zone of proximal development to independent competence in Lakota language.

The citations above include: Adamson, L. B., & Chance, S. E. (1989). Coordinating attention to people, objects, and language. In A. M. Wetherby, S. F. Warren, & J. Reichle (Eds.), *Transitions in prelinguistic communication* (pp. 15-38). Baltimore, MD: Paul H. Brookes.

Kublin, K. S., Wetherby, A. M., Crais, E. R., & Prizant, B. M. (1989). Prelinguistic dynamic assessment: A transactional perspective. In A. M. Wetherby, S. F. Warren, & J. Reichle (Eds.), *Transitions in prelinguistic communication* (pp. 285-312). Baltimore, MD: Paul H. Brookes.

Tharp, R. G., & Gallimore, R. (1988). *Rousing minds to life: Teaching, learning, and schooling in social context*. Cambridge, England: Cambridge University Press

Vygotsky, L. (1986). *Thought and language*. Cambridge, MA: The MIT Press.

Our goal is to have a school environment that promotes and fosters the use of Lakota language in social and educational interaction such that children will come to use the Lakota language in everyday discourse and become conversational. At the school Lakota adults speak Lakota to each other and the children.

We will implement our Makoceowapi Wiconi (Life Map) which is a holistic profile of the student including identity papers, health screenings, family history, and skill levels in a variety of areas both academic, physical and social and then do a plan for enhancing strengths and addressing weaknesses. We will work with the SD Technology in Education Office, which has a grant from the Bush Foundation to implement Customized Learning, to train our staff and implement the model in the LWW.

Student progress in fluency will be monitored by authentic assessments in Lakota language including the Lakota Oral Proficiency Index and recorded in student portfolios. Student progress in proficiency in language arts, math, science and social studies will be monitored by authentic assessments and recorded in student portfolios. Reviews of the portfolios will yield Quarterly Progress Reports to parents.

Staff will meet weekly to review progress and have a more thorough Quarterly Program Assessment that includes Lakol'iyapi (Lakota speaking), Woyakapi Olowan (Stories and Songs), Lakol Wicoh'an Wo'ope (Atmosphere), Use of Curriculum/Lesson Plans (Woonspe Makoceowapi), Wayawapi Owapi (Language Arts), Wiyawapi (Math), etc. looking at what has been achieved, what needs to be done, strengths and shortcomings of staff and the program.

The K-6 curriculum has been designed to utilize formative, ongoing assessment to support teaching and learning as well as summative assessment measures to monitor progress and determine the level at which students are meeting learner outcomes. The integrated thematic units were developed using *Understanding by Design* (Wiggins and McTighe), the “backward” design approach. This curriculum design process begins with the end in mind and includes three stages in the design process: 1) identify the desired results, 2) determine the acceptable evidence, and 3) plan for the learning experiences and instruction. The model centers on the use of assessments that focus on student understanding.

The assessment process built into the integrated thematic units utilizes checking for understanding throughout the teaching and learning cycle. This begins with identifying student prior knowledge, including any misconceptions they might have, and then planning daily lessons to close the gap between what they already know and the planned outcomes. Observation, oral language, questioning, and writing are then used to monitor understanding to improve instruction and provide feedback to students. The thematic curriculum is designed to provide students with many opportunities to reflect upon, rethink and revise their understandings. Multiple projects and performances provide students with opportunities to apply their learning and teachers with opportunities to analyze, provide descriptive feedback, and make curricular adjustments based on student understandings, acquired knowledge, and demonstrated skills.

The integrated thematic units embody the use of assessment for learning – assessment practices based upon what is known about how the brain works, how children learn, and how children are motivated to maximize learning. The backward design process takes into consideration three requirements that establish the conditions for students to be challenged without feeling threatened in the learning environment:

1. Students will know the direction each unit is taking and where they are going (instructional design);
2. Students will know where they are now (formative assessment measures); and
3. They will know how to close the gap between the two (descriptive feedback, reflection and revision, and improved instruction).

Through *Understanding by Design*, both students and teachers are engaged in thinking about learning and are able to take active responsibility for improving teaching and learning. The formative assessment measures built into the curriculum allow the teacher and students to recognize, respond to and enhance the learning process through instructional adjustments as they are needed.

**(2) Provide professional development for teachers, staff and administrators to strengthen language proficiency and cultural competence (6)**

We will provide training for the teachers, staff and administrators in the administration of the Oral Proficiency Index developed by the American Council on the Teaching of Foreign Languages. Our Lakota Studies Department worked with the Council for over 10 years to develop a Lakota Oral Proficiency Index and had 10 Testers trained. The OPI was used mainly with adults, but we will adapt it to lower age levels. We plan to bring the Workshop on site and offer it to LWW staff, Lakota language faculty and staff from schools and other Reservation language programs.

We will work with the Oceti Sakowin Education Consortium to also train our staff and other in the Oral Language Proficiency Assessment they developed in conjunction with their Dakota/Lakota/ Nakota learning standards with the goal of students speaking Lakota (or Dakota or Nakota) language in conversation. They developed testing for K-2, 3-4, 6-8 and 9-12

including rubrics for 2<sup>nd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and 11<sup>th</sup> grades, benchmarking videos, did pilot testing, collected and interpreted data, determined performance levels, and wrote curricula. The assessment was piloted in 4 Lakota speaking schools in South Dakota.

We will also provide professional development for our administrator and teachers through the SD Technology in Education Office. The training will include Customized Learning which the TIE office has been working with for over three years through a grant with the Bush Foundation. We will also work with the TIE office on the use of technology including tablets and electronic communication with parents and relatives to reinforce the language at home.

**(3) Collaboration of appropriate partners to maximize effectiveness (4)**

LWW2020 will collaborate with the Oglala Lakota College Lakota Studies Department on methods, materials and assessments and the infusion of methods, materials, etc. into the Methods of Teaching Lakota Language (Lak 433) taught as part of the Lakota Language Certificate requirements. We will also build on their experience with the Oral Proficiency Index.

LWW2020 will collaborate with the Oglala Lakota College Education Department for development of special courses or obtaining credit for professional development. Dr. Shannon Amiotte, Education Faculty, will continue to assist with curriculum revision, assessment development and administration and professional staff development and including products of LWW2020 in the education courses taught by OLC in it's Elementary Education degree.

LWW2020 will collaborate with the Oceti Sakowin Education Consortium in terms of their Oral Proficiency Language Assessment to train our staff and assess the Lakota language levels of our students.

LWW2020 will collaborate with the American Council for the Teaching of Foreign Languages to provide training and technical assistance to further adapt the Oral Proficiency Index for Lakota.

LWW2020 will collaborate with the Wounspe Oaye Tokahe ( the Pine Ridge Reservation Early Head Start/Head Start Program that OLC operates at the request of the Oglala Sioux Tribe) to begin Lakota language instruction from birth.

LWW2020 will collaborate with the Oglala Lakota College Woksape Tipi and Archives which have a wealth of Lakota instructional materials as well as original recordings of Lakota from as far back as 1896 which can be used as background materials.

LWW will collaborate with the Oglala Sioux Tribe Education Department and Oglala Nation Education Consortium which works with all 22 schools on the Pine Ridge Reservation. They will provide guidance in terms of the OST Education Code which has Lakota Language provisions and in terms of disseminating developments and results to all the schools.

LWW2020 will collaborate with the South Dakota Technology in Education Office both in terms of their Customized Learning Project through the Bush Foundation planning and training for increased use of technology for school instruction and family involvement.

LWW2020 will collaborate with the Commission for Oceti Sakowin Accreditation which is a branch of the AdvancED regional accreditation association that targets Lakota/Dakota/Nakota schools to make accreditation more relevant to Native education.

LWW2020 will collaborate with South Dakota Department of Education on accreditation and waivers, if necessary, to assure that LWW continues as a Lakota Language school and not be drawn to a mainstream model because of requirements.

LWW2020 will collaborate with Pahin Sinte Owayawa (Porcupine) and Little Wound School (Kyle) are Bureau of Indian Education funded grant schools and Rockyford School is a public school in the area. The students from LWW will probably continue their education at one of these schools. We will develop transition plans with them. One of these schools could also provide sustainability by entering into an agreement to enroll and get funding for our students and then pass it on to OLC.

**(4) Percentage of school day instruction provided in Native language is ambitious and reasonable for grade level and population served.**

The Laḳota Language is one of the many Native Languages that are endangered; the main sign of a language being in danger of extinction is that the younger generations don't speak it; in other words, there are fewer and fewer of new speakers.

To address this crucial issue, there were various attempts of different kinds. Be it teaching the language in schools, offering College courses, making those courses a requirement... Other approaches have also been tried, that are inspired by the notion of a *Language Immersion* program. Called semi-immersion, partial immersion, or gradual immersion (or sometimes plainly 'immersion' although the implementation defined them as semi or partial immersion), these attempts did not show any significant success so far; but their implementation throughout the years goes to show that they eventually do not produce new speakers.

The only examples of successful *Language Revitalization* programs are the various forms of *Full Immersion* programs, where the Native Language is not taught, but exclusively used throughout the school year as the vehicle for the teaching/learning of all other subject matters. This is why this type of program is now to be implemented in our school.

The *Full Immersion* program requires a new mindset that breaks away from the usual understanding of teaching. It requires commitment to devote oneself to the spirit of the concept, and to remain faithful to it. The families as well are involved in the movement and become active partners in the education of their children. The ultimate priority is to pass on the Language to the children for them to use and carry on to future generations.

The % of the school day taught in Lakota at Lakota Woglaka Wounspe is 100%.

**Quality of Project Personnel 10**

**(1) Encourages applications for employment from underrepresented groups.**

Oglala Lakota College follows a legal policy of Indian preference and advertises appropriate positions primarily on the Pine Ridge Indian Reservation, Rapid City, SD and in Native American publications.

Our Board of Trustees as established under charter from the Oglala Sioux Tribe is composed of all Tribal members. We also have a Council of Elders representing different communities on the Reservation. Our administration also shows our commitment to hiring underrepresented groups:

**President Thomas Shorthull** returned as President of OLC in January 1995. He was President in the 70's and an adjunct instructor since 1982. He was a consultant and administrator and a South Dakota State Senator from 1982 to 1986. He is the great grandson of Short Bull, a leader of the Ghost Dance movement in the 1880's. President Shorthull has an M.A. in Government from the University of South Dakota with an emphasis in Public Administration. *" 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.”* *President Thomas Shortbull*

**VP for Instruction, Dr. Dawn Frank**, is a member of the Oglala Sioux Tribe and former Chair of the OLC Graduate Studies Department. Bachelors and Masters from OLC, PhD from South Dakota State University. She is a fluent Lakota speaker. **VP for Business, Ms. Julie Johnson**, a former Business Department Chair at OLC. Masters in Business, Chadron State College, NE. **Ms. Billi Hornbeck, Student Support Coordinator**, is a member of the Oglala Sioux Tribe, and former Registrar and Financial Aid Director at OLC. Bachelors from OLC. **Ms. Marilyn Pourier, Director of Institutional Development**, is a member of the Oglala Sioux Tribe and former Director of Development for the Native American Rights Fund. **Ms. Leslie Mesteth**, Registrar is a member of the Oglala Sioux Tribe and a graduate of Oglala Lakota College.

72% of our employees are female and 63% are Native American.

**(2) Teachers of Native language identified as staff, have teaching experience and are fluent in the Native language.**

Jeff White Bear Claws has a BS in Elementary Education, AAS in Lakota Studies and a Lakota Language Certificate from OLC and is a Certified Elementary and Middle School Teacher in SD. He worked in the Ateyapi (Fatherhood) Program for Rural America Initiatives in Rapid City, SD for 4 years and has been a Teacher at LWW for over 5 years. He is fluent in Lakota.

Darlene Last Horse has worked for the LWW since 2010 and before that she was a Lakota Teacher at Little Wound School for 8 years. She has a BA in Lakota Studies and a BS in

Elementary Education from Oglala Lakota College. She is fluent Lakota speaker and Lakota was her first language.

**(3) Qualifications including relevant training and experience of key personnel.**

Valarie Charging Eagle, Principal and Program Director, has a Bachelors in Elementary Ed/Special Ed with a minor in Indian Studies from Black Hills State University and a Masters in Lakota Leadership and Management: Education Administration from OLC. She is a first language Lakota speaker and has 13 years teaching experience as well as 11 years Principal experience including 2 years at LWW.

**(4) Qualifications including relevant training and experience of consultants.**

Dr. Roger Bordeaux, current contracted Superintendent of Tiospa Zina Tribal School, will be our Evaluator. He received his Doctor of Education Degree in Education Administration from the University of SD in 1990. He also has a Minor in Indian Studies at the Bachelors level. He has been an Adjunct Professor of Education related courses for 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. and Sioux Falls University, Sioux Falls, S. D.

Dr. Bordeaux is currently also the part time Director of the Commission for Oceti Sakowin Accreditation. He has over 30 years experience as a school superintendent in Native schools. He is a member of the Rosebud Sioux Tribe. Tiospa Zina Tribal School is one of the schools which helped develop the Oceti Sakowin Standards endorsed by the State of SD for Native American Schools and piloted the Oral Language Proficiency Assessment developed by OSEC.

**Adequacy of Resources 20**

**(1) Experience of applicant and/or a partner in providing a Native language program**

**(10)**

OLC has been working in preschool Lakota language learning since 2006 at the Porcupine Head Start and in the Lakota Woglaka Wounspe at the early grade levels since 2008.

OLC has been working on language at the postsecondary level on the Pine Ridge Indian Reservation since our founding in 1971. OLC offers degrees supporting the LWW 2016 program as follows: **Master of Arts** in Lakota Leadership/Management: Educational Administration; **Bachelor of Science** in Elementary Education, K-12 Special Education, and Lakota Studies. **Bachelor of Arts** in Lakota Studies, **Associate of Arts** Early Childhood, Elementary Education, Lakota Studies. We also offer a Lakota Language Endorsement for teachers.

The preservation and teaching of Lakota culture and language is a key piece of OLC's mission. Each degree has a Lakota Studies requirement: Bachelors = 15 credits, Associate of Arts = 9 credits and Associate of Applied Science = 6 credits. OLC established the Council of Elders in 2002 who have urged us since 2005 to pursue the teaching of the Lakota language at all levels. The Council of Elders has a representative on the OLC Board of Trustees and the BOT has supported the teaching of language at all levels and recently endorsed this LWW 2020 proposal.

OLC manages over 30 grants and contracts and has personnel and financial systems certified by the Bureau of Indian Affairs as meeting the requirements of the Federal Government for managing contracts and grants. OLC has four main administrative offices: President's Office, Instructional Division, Business Office and Office of Support Services. The Business Office will

keep track of the funds. The Business Office is set up on the Jenzabar system and provides monthly budget and expenditure reports to project administrators although administrators can actually get daily updates.

OLC's budget is over \$35,000,000 a year which includes \$5.6 million to administer the Pine Ridge Reservation Early Head Start and Head Start Program. OLC serves over 1,800 postsecondary students and 400 GED students a year. We have 400+ Early Head Start and Head Start students. 95% of our postsecondary students are Native American and 70% are women.

There are many needs in the 3<sup>rd</sup> poorest area in America and we have a large constituency but the Board of Trustees commitment to the Lakota Woglaka Wounspe has assured the resources to operate.

**(2) Cost are reasonable in relation to objectives and design (6)**

We have operated the LWW over the past few years on a bare bones budget with little funding for evaluation, documentation, professional development, etc. The College contributes what it can. Once school starts teachers and administrators are consumed full time with the students. We have developed a realistic budget to operate the school for up to 20 students in grades K-6.

We have put in consultant (Evaluator, Materials Developer/Gatherer and the SD TIE Office) funds to do the development, assessment and documentation we need to be able to sustain the school as well as share with other Lakota speaking schools. There is a shortage of Lakota speaking Principals and Teachers who are endorsed. We have worked hard to find our current staff. We do salary scale comparisons every two years and endeavor to keep our salaries competitive for the Reservation and surrounding areas.

**(3) Potential for continued support after funding ends (4)**

Over the past 5 years we have looked for ways to keep the LWW operating. We have had 2 ANA Esther Martinez grants and some support from the Lannan Foundation (\$50,000 a year) and Shakopee Mdewakanton Sioux Community (\$45,000 over 3 years). Oglala Lakota College has also contributed over \$300,000 and a building.

The OLC Board of Trustees has agreed to keep the school operating for 17-18 even if there is no other funding. Postsecondary needs and threatened federal budget cuts will threaten the LWW after that. We have pursued and will pursue a number of avenues for continued support during the 3 years of the grant:

1. Raising an Endowment: OLC has done very well over the past 30 years in raising endowment. Our capital campaign begun has gone through 5 phases and built 14 buildings and then raised \$40,000,000 for our Faculty, Student Scholarship and Maintenance Endowments. We are in a capital campaign to raise enough Student Scholarship Endowment so that we can meet the unmet financial need of any student wishing to attend OLC. We will explore an Endowment Campaign to support the school. We have also been fortunate that our President and our Investment Committee have maintained a wise investment policy that shielded our endowment from the catastrophic losses many colleges, foundations and non-profits sustained in 2009. We feel the Lakota Woglaka Wounspe campaign might reinvigorate some of our inactive donors and cause our active donors to give more.

Our idea is to approach foundations and organizations for a challenge grant and then do 2 or 3 special mailings a year to our donors just for the Lakota Woglaka Wounspe. President Shortbull has met with the new Chairman of the Shakopee Mdewakanton Sioux Community and they have given us funding over 3 years with the potential for more.

2. Enrollment in a BIE School or Oglala Lakota County Public School: We have had preliminary talks with Taopi Cikala Owayawa (Little Wound School), a Bureau of Indian Education grant school, about enrolling our students and then having them attend LWW similar to tuition agreements with special education or out of district providers. The drawback of this method is that we would be subject to their requirements and the decisions of their administrators and Board. If we could negotiate a good agreement then this could work and assure the continuity of the Lakota Woglaka Wounspe.

Even if we are unsuccessful in continuing the school after LWW2020 the curriculum, assessments, instructional materials and pedagogy developed by LWW2020 will allow OLC to train Lakota language teachers and assist schools to implement Lakota language instruction through our Lakota Studies and Education Departments. We will document everything and put on an LWW link from the [www.olc.edu](http://www.olc.edu) website.

## **Quality of Management Plan 15**

### **(1) Adequacy of management plan to achieve objectives on time and within budget.**

OLC has developed a management structure that is successful with over 30 grants a year. We have developed a management plan for LWW2020 that will bring the project in on time and within budget. OLC has a flat administrative structure and President Thomas Shortbull is a hands-on manager and keeps in touch with Reservation and College programs and staff. The OLC Board of Trustees and Local Boards in each community keep OLC in touch with the students and community. The project chain of command goes from the OLC Board of Trustees to President Shorthull to VP for Instruction Dr. Dawn Frank directly to LWW Director/Principal Valarie Charging Eagle.

Dr. Frank will oversee the program and assure evaluation procedures are followed,

College policies are utilized, performance and fiscal reports are submitted in a timely manner and that all policies and procedures in line with necessary certifications are followed. She will coordinate between the Project Director, OLC Director of Institutional Assessment and Research, and the External Evaluator.

Julie Johnson, VP for Business, keeps on top of budgets and oversees the OLC Fiscal Management System. Ledgers and records will be kept and official Monthly Budget and Expenditure Reports will be provided to the Project Director by Colleen Sitting Bear, the Grants Accountant. The OLC Fiscal Management System allows the Director to access account balances for the grant in real time. OLC’s audits are usually findings free.

We have detailed the plan to achieve objectives for Year 1 in the proposal. We will prepare semester reports in May and January each year. The tasks will be modified using analysis of data and feedback from students, staff, families and partners each year. In June and January of each year we will do a detailed time and task plan for each objective.

**Goal:** Lakota Woglaka Wounspe 2020 (LWW2020) will develop a sustainable Lakota language school as a model for schools teaching Lakota language on the Pine Ridge Indian Reservation and other Lakota-speaking areas.

	<b>Tasks</b>	<b>Responsible</b>	<b>Target</b>
<b>Objectives</b>			
1.	Operate and improve the Lakota Woglaka Wounspe K-6 Lakota immersion school for up to 20 students a year to have children become fluent in the Lakota language while learning skills needed to succeed in further schooling.		
<b>Pre-grant</b>			
	Begin LWW school year for grades K-6.	LWW staff	8/17

Do Lakota Language Assessment using current methods.	LWW staff	8/17
Do other subject assessments using current methods.	LWW staff	8/17
<b>Grant Begins 10/1/17</b>		
Sign contract with Evaluator.	OLC Administration	10/17
Do grant Kickoff meeting with OLC Administration, staff, Evaluator, etc.	All	10/17
Meet with TIE Office reps on contract for Customized Learning and use of Technology.	VP for Instruction, Director/Principal	10/17
Plan December professional development.	LWW staff	11/17
Hold December TIE professional development.	LWW staff	12/17
Begin LWW second semester.		1/18
Update baseline data for all subjects.	LWW staff/ Evaluator	1/18
Do assessments in subjects using newly chosen or current assessments.	LWW staff	1/18
Do assessments in subjects using chosen assessments.	Evaluator/LWW staff	5/18
Do further professional development in curriculum development and instructional methods.	LWW staff	6-7/18
2. Continue to refine assessment of Lakota Language using the OPI, OLPA, etc. to get baselines and track progress.		
Review previous use of OPI.	Evaluator	11/17
Bring in OSEC to do OLPA with 20 students.	Director/Principal	11/17

Hold OPI Assessor Workshop for 10-12 people.	Director/Principal	12/17
Assess 20 LWW student Lakota language proficiency using OPI and assure reliability.	Assessors/Evaluator	1/18
Redo OLPA assessment with 20 students.	LWW staff.	1/18
Assess 20 LWW students with both OPI and OLPA.	Assessors/LWW staff	5/18
Review and revise assessments for use in 2018-19.	Assessors/LWW staff/ Evaluator	6/18

3. Develop a family and community involvement model that reinforces children's learning at home.

Hold parent/family meeting to develop plan for reinforcing LWW staff language outside of school.		10/17
Work with TIE Office to develop plan to use technology for Lakota reinforcement including e-mail, YouTube, Twitter and Facebook.		12/17

4. Further develop, gather and document curriculum, instructional methods, materials.

Pick Materials Developer/Gatherers.	OLC Administration	10/17
Do an inventory of all current curricula, etc. at OLC.	Mat Dev/Gatherers	1/18
Meet with partners to gather all relevant Lakota language materials from other sources.	Mat Dev/Gatherers	4/18

**(2) Time commitments of Project Director and key personnel are adequate.**

The Project Director, 2 Teachers and Cook/Bus Driver/Janitor are 100% on LWW 2020. The contracts in 2017-18 will be 21 pay periods to allow a month before and after school for major curriculum, assessment and professional development activities. In

**Quality of Project Evaluation 20**

**(1) Proposed performance target is ambitious, yet achievable compared to baseline for each performance measure (8)**

We have Lakota language proficiency estimates of our students based on current practice of teacher observation, etc. but we will have a more valid assessment after we have utilized and adapted the OPI and OLPA. We will also define proficiency for the age level at that time.

Measure 1: The number and percentage of participating students who attain proficiency in a Native language as determined by each grantee through pre-and post-assessments of Native language proficiency.

Baseline 12.17		Yr 1 8/18		Yr 2 8/19		Yr 3 8/20	
%	#	%	#	%	#	%	#
30	6/20	50	10/20	60	12/20	75	15/20

Measure 2: The number and percentage of participating students who make progress in learning a Native language, as determined by each grantee, through pre-and post-assessments of Native language proficiency.

Baseline	Yr 1		Yr 2		Yr 3	
	%	#	%	#	%	#
12.17	80	16/20	90	18/20	90	18/20

Measure 3: The number and percentage of participating students who show an improvement in academic outcomes, as measured by academic assessments or other indicators.

Baseline	Yr 1		Yr 2		Yr 3	
	%	#	%	#	%	#
8.17	100%	20/20	100%	20/20	100%	20/20

· Measure 4: The difference between the average daily attendance of participating students and the average daily attendance of all students in the comparison group (e.g. school, LEA, tribe or other).

Baseline	Yr 1		Yr 2		Yr 3	
	%	#	%	#	%	#

This will be determined during the 1<sup>st</sup> 3 months of the grant. We will pick a comparison groups at nearby partner schools. Our attendance at LWW has historically been between 90 and 95%.

**(2) Plan to collect and report reliable, valid and meaningful performance data and applicant’s capacity to collect data as evidenced by data collection, analysis and reporting in other projects and research (7)**

The Oglala Lakota College Assessment Office does numerous reports each year including Academic Annual Reports of Strategic Plan Progress, Academic and Non-Academic Annual Reports, etc. Our Data Collection Model includes Data Entry, Extraction, Aggregation, Analysis and Reporting. The Board of Trustees are given an Annual Report each year on all areas of OLC operations. We also collect data and do annual or semi-annual reports for over 30 grants a year. We are in the middle of a major data collection effort for The Higher Learning Commission for a Comprehensive Visit in Fall 2017. We will apply our experience and resources to developing valid and meaningful reporting data for LWW2020. OLC is also familiar with Department of Education Reporting requirements through our 2 Indian Professional Development grants.

In our Kickoff Meeting with administration, LWW staff, OLC Assessment Office and the Evaluator will adapt and refine our methods to collect and report valid and reliable data.

The evaluation will be appropriate to the goals and objectives of LW2020 and will be formative to give us information on progress and help to make corrections and improvements when needed and summative to show the outcomes. The evaluation will include the performance measures from the Government Performance and Results Act (GPRA).

OLC's Director of the Institutional Assessment and Research Office and the Project Director will oversee the collection of data and coordinate with the External Evaluator.

Data collection will include Student Portfolios and Plans (Makoceowapi Wiconi) which show student progress and assessments as well as staff and family input.

Data collection analysis will be ongoing by all staff. Specific analysis will be done as part of reports by semester and by year. The External Evaluator will review and test their results informally each semester and issue an Annual Report with findings and recommendations each year as well as a final Summative Evaluation in Summer 2020.

The Annual Performance Reports and Annual External Evaluation Reports will be available electronically to all stakeholders upon their approval by the OLC administration and submission to the Department of Education.

The program reports, internal evaluations and external evaluations will provide accurate descriptions of performance and unbiased and impartial data results as monitored by the OLC Office of Assessment and Research.

At the program kickoff meeting upon funding the LW2020 staff, OLC Office of Institutional Assessment and Research, the VP for Instruction and the External Evaluator will meet to refine the evaluation plan in this proposal and to agree on the methods of representing the data so that it clearly communicates an accurate picture of performance.

A major focus of LW2020 will be on assessment of student learning. In terms of

Lakota Language we will be providing professional development on the ACTFL Oral Proficiency Index and the OSEC Oral Language Proficiency Assessment and develop a system that assures they are applicable to all age levels and are valid and reliable.

The LWW2020 team will meet monthly to review input from parents and partners and student progress. The data will be analyzed on a semester basis and appropriate changes are made for the following semester. Feedback strategies will also include reviews of participant, staff and partner comments by phone, fax, e-mail, meeting minutes, visits, etc.; monthly Team meetings, Teacher observations, attendance records, and parent contact info.

The Monthly LWW Staff meeting in January will review the results of the Fall semester and utilize the data to make improvements for the Spring semester. There will be a Kick-off meeting in August each year of LWW2020 to review the Semester Reports, Annual Performance Report data and External Evaluation data to provide performance feedback and make changes to assure continuous improvement toward outcomes. An annual action plan will be done to assure progress toward LWW2020 objectives and outcomes.

1. Operate and improve the Lakota Woglaka Wounspe K-6 Lakota immersion school for up to 20 students a year to have children become proficient in the Lakota language while learning skills needed to succeed in further schooling by 9/30/2020. The Data Collection for objective 1 will provide information for the GPRA measures outlined above. This will include getting a valid Baseline for Lakota language and key academic outcomes by 12/17. We will look at and analyze current assessments and select measures to be used and assess students by 12/17. We will define “proficient” and “progress” not only for Lakota language but for all areas we measure including academic, physical, mental health and behavioral (values) areas. We do Average Daily Attendance but will analyze absences by adapting our College Student alert system and Head

Start attendance reports to the K-6 LWW. We will also select comparison groups from 2 schools on the Pine Ridge Reservation and also look at the Reservation as a whole for grades 2-6.

2. Refine and validate assessment of Lakota Language using the OPI, OLPA, etc. to get baselines and track progress through 9/30/2020. This objective overlaps Objective 1 but it is the key to our overall assessment. We will have a Lakota language baseline for our students by 12/17 but will continue to refine the assessments while making sure they are valid and reliable to show proficiency and progress. We will keep records of professional development and performance for trained language assessors and teachers.

3. Develop a family and community involvement model that reinforces children's learning at home by 9/30/2020. The evaluation for this objective will show our development efforts of the family and community involvement manual for reinforcement of the Lakota language and other learning objectives in the home and community as well as numbers of parents and community groups participating, the results and input surveys. The Assessment Office, Evaluator and LWW staff will review the quality and effectiveness of tools developed and used including e-mail, You Tube, Twitter, Facebook, etc.

4. Further develop, gather and document curriculum, instructional methods, materials and assessments to share with other schools and programs by 9/30/2020. We will keep records of development, implementation and accomplishments for desired student outcomes, the Makoceowapi Wiconi, K-6 curriculum materials, assessments and teaching methods, and annotated bibliography and collection of Lakota language source materials, language methods, dictionaries, etc.

The most important source of data for the project will be the Assessments used to measure proficiency and progress in Lakota language. We will spend the first 3 months of the

project reviewing our current assessments as well as the ACTFL Oral Proficiency Index and the OSEC Oral Language Proficiency Assessment. We will train staff and other assessors.

Eventually we will come up with one valid and reliable assessment that we can use throughout the project and hopefully that other schools will adopt.

Our assessment of academic subjects so far has been using observation and products. We also began using the easyCBM reading and math assessments to give some kind of benchmark. We will be reviewing all assessment methods to assure we are measuring the progress of students in all areas. We will assess in core academic areas but will also assure that our students are screened for physical and mental health, artistic, musical and other abilities.

Our school philosophy includes practice of the Lakota values and our behavior assessment will be based on these values. There are many values but the ones we have selected include Oglala Lakota College strives to practice and teach the values of traditional Lakota culture: Ohitika (Bravery), Wacantognakapi (Generosity), Wowacintaka (Fortitude), Wokiksuye (Remembrance), Unsihanpi (Humility), Woyuonihan (Respect), Woonspe (Learning), Woslolye (Knowledge), Wookahnige (Understanding) and Woksape (Wisdom).

One of the key data sets will be the Makoceowapi Wiconi (Life Map) developed with each student. At this young age family and teachers will have a great deal of input. It is meant to be a holistic profile of the student including health screenings, academic assessments, etc. that is used to develop a Life Plan or, at this level a Learning Plan. Once the plans are agreed on then it is the schools job to provide the support for progress including health, wellness, Lakota language, academic subjects and other necessary skills. Values and behavior are also part of the mix.

**(3) Data collection and reporting methods used to track long-term student academic outcomes after project complete are likely to yield reliable, valid and meaningful performance data (5)**

OLC has experience in tracking post-secondary graduates and we will put this experience to use on LWW 2020. Most of the students who leave LWW will transfer to Little Wound School (Kyle, SD), Pahin Sinte Owayawa (Porcupine, SD), or Rockyford School (Rockyford, SD). We will develop transition and tracking methods similar to the ones we are developing for Head Start transition. The tracking will be based on continued use of the Makoceowapi Wiconi and data associated with it.

Hecetukta Yelo !! (It shall be so!)

## Other Attachment File(s)

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**Attachment: Applicant Information for NAL@ED program**

**Applicant Name:** Oglala Lakota College, Pine Ridge Indian Reservation, SD

**Instructional language:**

**Name of the Native American or Alaska Native language for instruction:** Lakota

**School information Select the name of the governing entity of the school in which the project will take place:**

Lakota Woglaka Wounspe operated by Oglala Lakota College which is chartered by the Oglala Sioux Tribe and governed by the Oglala Lakota College Board of Trustees.

**Organizational information**

Lakota Woglaka Wounspe is currently accredited by the state of South Dakota. LWW is owned and operated by Oglala Lakota College.

**a. If applicable, list any partnerships with institutions of higher education.**

Oglala Lakota College

**b. If applicable, list any indigenous language schooling and research cooperatives.**

There are currently no cooperatives but one of the objectives of the grant is to collaborate with all organizational language efforts on the Pine Ridge Indian Reservation and further to work with other Reservations. OLC operates an Instructional Center on the Cheyenne River Reservation.

**Grade level**

**Grade level(s) for targeted students in proposed project:** K-6

**Pre- and Post- assessments.**

1. Is a pre- and post- assessment of Native language proficiency available? Yes/No
2. Will grant funds be used for developing a pre- and post- assessment of Native language proficiency? Yes/No We have assessments but will utilize the grant to refine and validate the assessments further.

**Program Participants Total number of students attending the school** 20      **Number of students to be served by the project:** 200 or more

**Instructional Hours** There are a total of 6 hours of instruction that includes language arts, math, science, social studies and PE.

The Lakota Language will be used almost the entire time of instruction as this is an immersion school. The language and culture will be integrated completely.

The Lakota Language will be used almost the entire time of instruction as this is an immersion school. English will be spoken only when teaching new vocabulary.

**Project Description** Provide a description of how the applicant will use the funds provided to support Native American or Alaska Native language education and development, and provide professional development to staff, in order to strengthen the overall language and academic goals of the school(s) that will be served by the project; ensure the implementation of rigorous academic content; and ensure that students progress toward high-level fluency goals in the Native language.

**Project Description:** We will continue to improve the K-6 Lakota Woglaka Wounspe and use it to develop models, materials, assessments, etc. to assist students to become proficient in Lakota and other needed skills and knowledge to succeed at the next level. We will utilize technology and customized learning as two of our key methods. Although we have 20 students in the school what we develop will be available through the Internet, workshops and college courses to assist school on the Pine Ridge Indian Reservation (about 2,500 K-6 Lakota students) and on other Lakota speaking Reservations. We will also provide ongoing professional development in language teaching, customized learning, Lakota language and other subject assessment, and family involvement. We will utilize the SD State Standards and S

**Goal:** Lakota Woglaka Wounspe 2020 (LWW2020) will develop a sustainable Lakota language school as a model for schools teaching Lakota language on the Pine Ridge Indian Reservation and other Lakota-speaking areas. **Objectives:** 1. Operate and improve the Lakota Woglaka Wounspe K-6 Lakota immersion school for up to 20 students a year to have children become proficient in the Lakota language while learning skills needed to succeed in further schooling by 9/30/2020. 2. Refine and validate assessment of Lakota Language using the OPI, OLPA, etc. to get baselines and track progress by 9/30/2020. 3. Develop a family and community involvement model that reinforces children's learning at home by 9/30/2020. 4. Further develop, gather and document curriculum, instructional methods, materials and assessments to share with other schools and programs by 9/30/2020.

**Program Assurance** The applicant assures that—

- (a) the school in which the project will be located is engaged in meeting State or tribally designated long-term goals for students, as may be required by applicable Federal, State, or tribal law;
- (b) the school provides assessments of students using the Native American or Alaska Native language of instruction, where possible;
- (c) the qualifications of all instructional and leadership personnel at such school is sufficient to deliver high-quality education through the Native American or Alaska Native language used in the school; and
- (d) the school will collect and report to the public data relative to student achievement and, if appropriate, rates of high school graduation, career readiness, and enrollment in postsecondary education or workforce development programs, of students who are enrolled in the school's programs.

Signed by the following authorized representative of the applicant:

Name (b)(6) Date: 06/16/2017

Title: Thomas Shortbull, President

**Attachment: Tribal Certification**

**Note:** This document is required for non-tribal applicants. An applicant described below must include this information in Part 6 of its application as an uploaded document.

**Directions:** An applicant that is an LEA (including a public charter school that is an LEA), a school operated by the BIE or a nontribal for-profit or nonprofit organization must attach this certification, signed by an authorized representative of one of the following, on whose land the school or program is located, or that is an entity served by the school, or whose members are served by the school: an Indian Tribe or Tribal organization, a TCU, an Alaska Native Regional Corporation or an Alaska Native nonprofit organization or a Native Hawaiian organization.

**Applicant Agency Name:** Oglala Lakota College

**Applicant Type:**

**A local educational agency, including a public charter school :** Lakota Woglaka Wounspe  
is Accredited by the State of SD

A school operated by the Bureau of Indian Education.

A nontribal for-profit or nonprofit organization.

I hereby certify that:

- a. The school in which the project will take place, or the applicant organization, has the capacity to provide education primarily through a Native American or an Alaska Native language.
- b. There will be sufficient speakers of the target language at the school or available to be hired by the school or applicant organization.
- c. If the applicant is an LEA that is subject to the consultation requirements of ESEA section 8538, the Tribe also certifies that it has been consulted on the contents of this application as required under ESEA section 8538.

The entity signing below is (check one):

an Indian Tribe or Tribal organization

**a Tribal College or University**

an Alaska Native Regional Corporation or an Alaska Native nonprofit organization

a Native Hawaiian organization

The entity signing below is connected to the applicant by the following (check all that apply):

the school or program is located on our land

our organization or members are served by the school

Signed by the following authorized official representative of the Tribe or organization:

(b)(6)

Thomas Shortbull, President, Oglala Lakota College 06/14/2017

Name and Title Organization Date

**Request for Competitive Priority 2 (5 points)**

**Absolute Priority 2:** Projects that will take place in one or more schools funded by the BIE, an Indian tribe, TCU, an Alaska Native Regional Corporation (as described in section 3(g) of the Alaska Native Claims Settlement Act (43 U.S.C.1602(g)), or a private, tribal, or Alaska Native nonprofit organization, and that will support Native American or Alaska Native language education and development, as well as provide professional development for teachers and, as appropriate, staff and administrators, to strengthen the overall language and academic goals of the school(s) that will be served by the project.

Lakota Woglaka Wounspe 2020 (LWW2020) will take place in the Lakota Woglaka Wounspe Immersion school funded by Oglala Lakota College which is a TCU. LWW2020 will support language education and development in an accredited K-6 school, will provide professional development for LWW staff as well as others teaching language on the Pine Ridge Reservation and will strengthen the overall language and academic goals of the Lakota Woglaka Wounspe as well as other schools teaching Lakota on the Reservation.

(b)(6)

\_\_\_\_\_  
Thomas Shortbull, President, Oglala Lakota College      Date

8/14/2019



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center  
Financial Management Portfolio  
Cost Allocation Services

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 06:09:04 -05'00'

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.

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**SECTION I: Facilities And Administrative Cost Rates**

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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 Skortbu*

(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**

## **Job Descriptions**

### **Ms. Valarie Charging Eagle**

**Position: Coordinator (Lakota Wounspe Woglaka)/Principal**

**Salary: Commensurate with education and experience on Spec Admin Scale**

**JOB SUMMARY:** This is a unique experience to collaborate on the development of a K-6 Lakota Wounspe Woglaka (Lakota Speaking Academy) based at the Piya Wiconi Main Campus of Oglala Lakota College that provides the opportunity for Lakota children to speak their language and to prepare for further education. The goal is to eventually have the LWW be a demonstration school to assist in the education of teachers of Lakota language in all schools.

### **JOB DUTIES:**

1. Supervise staff.
2. Serve as Principal of the LWW.
3. Maintain accreditation whether regional, state or tribal.
4. Monitor transportation program and drive bus as needed.
5. Form partnerships by developing Memos of Agreement with different groups to support LWW e.g. OLC Head Start, OLC Education Department, OLC Lakota Studies Department, Reservation Schools
6. Serve as Director for any grant funds received including ANA, DOE, Lannan Foundation Shakopee, etc.
7. Recruit students with the goal of 20 students K-6 .
8. Implement and evaluate School Improvement Plan annually.
9. Assure student cumulative files are maintained.
10. Work on parent involvement including visits to the classroom, teacher conferences and parent support of learning at home.
11. Assist with development, documentation and dissemination of Curriculum and Materials.
12. Assist with development, documentation and dissemination of assessment methods and materials.
13. Keep cuff account and monitor budget.
14. Coordinate Curriculum Planning sessions
15. Keep track of numbers and provide data for filing of required grant and accreditation Reports in collaboration with the Grant Facilitator.

### **QUALIFICATIONS:**

1. Elementary Principal's endorsement
2. Lakota Speaker required
3. 2 Years Experience as an administrator in an Elementary School
4. SD Drivers License and ability to get a CDL license.

**Ms. Darlene Last Horse and Mr. Jeff White Bear Claws**

**POSITION:** Elementary Teacher for Lakota Language Immersion School

**SALARY:** Commensurate with education and experience on Faculty Scale

\*Indian Preference applies as per OLC policy.

**JOB SUMMARY:** Oglala Lakota College has embarked on the task to revitalize the Lakota Language. Our Immersion School will include grades K-6 next year. The individual selected for this position must be a fluent Lakota Language speaker.

**JOB DUTIES:**

1. Serve as teacher in multi-graded classrooms.
2. Provide a personalized Lakota Cultural instructional program that is compatible with the abilities, needs and learning characteristics of each student.
3. Create a child-centered learning environment that is characterized by the consistent application of sound mental health and educational psychology practices.
4. Follow prescribed curriculum, instructional methods and materials.
5. Employ creative methods of instruction and utilize and develop a variety of Lakota Cultural materials within the structure of the designated curriculum.
6. Become acquainted with the characteristics, needs, abilities and problems of each child through personal interaction and by seeking information from psycho-educational reports, hearing and vision reports, staffing notes, end-of-the-year student status reports, etc.
7. Maintain up-to-date lesson plans that include all areas to be taught on a weekly basis.
8. Use the designated methods of reporting student progress to parents.
9. Must be able to work collaboratively and interact positively with parents.
10. Attend specified in-service meetings and conferences to further develop effective teaching strategies and abilities.
11. Maintain confidentiality of all student related situations and records.
12. Use teacher assistants or other helpers in accord with the designated job descriptions.
13. Perform such other professional duties as may be assigned by the Principal or Head Teacher of the Lakota Immersion School, and with Oglala Lakota College.
14. Participate in academic division long range plans, goals, objectives and work towards further development of the Lakota Immersion School.
15. The teacher will be accountable for the safety and welfare of all children in the Lakota Language Immersion School.
16. All other duties assigned by supervisor.

**QUALIFICATIONS:**

1. Advanced abilities with oral and written Lakota Language.
2. South Dakota Teaching Certificate in Elementary Education required. A South Dakota Teaching Certification in Elementary Education with an endorsement in K-12 Lakota Language or Indian Studies preferred.
3. Must have a solid Lakota cultural understanding and have the ability to integrate this knowledge to align with the South Dakota Department of Education Content Standards.
4. Must have effective technology skills with the ability to integrate into the curriculum and to maintain records.

**Ms. Mona Bull Bear**

**POSITION:** Lakota Woglaka Wounspe Custodian/Bus Driver/Cook

**SALARY:** Commensurate with education and experience on OLC Support Scale.

\*Indian Preference applies as per OLC policy.

**POSITION SUMMARY:** The Custodian/Bus Driver/Cook will be under the direct supervision of the Coordinator. The primary goal of the position is to assist in the preservation of the Lakota Language through immersion in the Kitchen, dining area, classroom, playground, and all other areas in which the person comes in contact with the children of the classroom. The Lakota Language will be spoken constantly and consistently between staff and student. Responsible for implementing appropriate and nutritious meals, ensure a safe and health environment and assist in getting students to school.

**JOB DUTIES:**

1. Responsible for preparing meals and snacks in a timely manner, according to approved menus and in accordance with the safe Food Handling Procedures and other regulatory agencies.
2. Maintain inventory on kitchen materials, equipment, and groceries as outlined in the Standard Operating Procedures.
3. Submit complete meal counts to the Coordinator on a monthly basis (or as requested).
4. Daily maintenance of all food preparation areas (appliances, counters, floors) to minimize food contamination and in accordance with all pertinent regulations (IHS and USDA)
5. Assist and develop appropriate nutrition program policies, procedures and curriculum for center-based delivery systems.
6. Maintain listing of children with food allergies and food substitutions.
7. Provides parents with nutritional information and recipes for families and assist with monthly newsletters.
8. Does daily cleaning of restrooms, classrooms, kitchen and common areas.
9. Reports needed repair work to proper authorities.
10. Drives a school designated vehicle on a daily basis over designated routes picking up and discharging students in accordance with specified times schedules and maintains log.
11. Transport students and staff on special trips to various locations within the state.
12. Follows specified start up and shut down procedures before and after each run. (Ensure there is sufficient fuel, somebody home before leaving child, check vehicle immediately after last stop.)
13. Maintains vehicle cleanliness in accordance with guidelines.
14. Conducts required daily safety inspections of vehicle, inspecting interior, exterior & tires of the vehicles and reports problems or malfunctions.

**QUALIFICATIONS:**

1. The individual selected for this position must me a fluent Lakota language speaker.
2. High School diploma or GED certificate.
3. Food Handlers certificate.
4. Experience in professional cooking environment.
5. Ability to communicate effectively, verbal and written.
6. SD CDL license depending on bus size.

**Dr. Roger Bordeaux**

**Evaluator**

- Review enrollment, attendance, completion and placement numbers
- Review Makoceowapi Wiconi (Life Map) for each student
- Review files of curriculum, materials, assessments, lesson plans, etc.
- Analyze assessments of all subjects.
- Assure Lakota language assessment is valid and reliable.
- Assist with agreement with collaborating school for control group on attendance.
- Assist with agreement on transition and long-term followup of students entering another school.
- Review and assist with GPRA reports.
- Assist with review and choice of accreditation platform that supports the mission of the Lakota Woglaka Wounspe.

**Materials Gatherer/Documentor**

- Work with OLC Archivist to list source materials for Language enhancement and do an annotated bibliography.
- Gather materials from Lakota language programs on the Reservation.
- Document and set up electronic files for all curriculum, instructional materials, and instructional methods.
- Develop samples of Makoceowapi Wiconi (Portfolios and Plans) that are handed out on jump drives.
- Develop an annotated list of field trip and enhancement site including Pe Sla, Bear Butte, Wounded Knee, the Stronghold, Mato Tipi (Devil's Tower, OLC Historical Center, etc.

RESOLUTION NO. 17-01

**RESOLUTION OF THE OGLALA LAKOTA COLLEGE BOARD OF TRUSTEES  
SUPPORTING SUBMISSION OF THE PROPOSAL TO THE DEPARTMENT OF  
EDUCATION NATIVE AMERICAN LANGUAGE PROGRAM (CFDA 84.415B) DUE  
06/22/17 FOR SUPPORT OF LAKOTA WOGLAKA WOUNSPE AND LANGUAGE  
PROGRAM DEVELOPMENT**

WHEREAS, Oglala Lakota College is a Tribal College chartered by the Oglala Sioux Tribe and accredited by The Higher Learning Commission, and

WHEREAS, a key part of the Mission of the College states: "The college will graduate well-rounded students grounded in Wolakoikiciyapi –learning Lakota ways of life in the community- by teaching Lakota culture and language as part of preparing students to participate in a multicultural world.", and

WHEREAS, the College purposes state that the College "researches, studies, facilitates, and disseminates Lakota language.", and

WHEREAS, Oglala Lakota College has been operating the Lakota Woglaka Wounspe (Lakota Speaking Academy) as a South Dakota accredited elementary school since 2011, and

WHEREAS, the purposes of the Lakota Woglaka Wounspe are to teach all subjects in Lakota and to develop curriculum, assessments, and a teacher preparation materials, and

WHEREAS, Oglala Lakota College has a Bachelor of Science in K-12 Lakota Studies Education and a Lakota Language Certificate, now

THEREFORE BE IT RESOLVED, the Oglala Lakota College Board of Trustees approves the submission of the proposal to the DOE Native American Language 2017 competition for the support of the Lakota Woglaka Wounspe and the continued development and documentation of Lakota language curriculum, teaching methods assessment and teacher training.

**C-E-R-T-I-F-I-C-A-T-I-O-N**

I, as undersigned Secretary of the Oglala Lakota College Board of Trustees, hereby certify that this Resolution was adopted by the vote of: 9 yes; 0 no; 0 not voting, during a properly called meeting of the Oglala Lakota College Board of Trustees with a quorum present on this 23rd day of May, 2017.

(b)(6)

Secretary, Oglala Lakota College Board of Trustees

**A-T-T-E-S-T**

(b)(6)

Mr. Dennis Brewer, President, Oglala Lakota College Board of Trustees

5/18/17

To Whom It May Concern:

The Council of Elders is a key public input vehicle to the President and Board of Trustees of Oglala Lakota College made up of tribal elders of the Oglala Lakota Nation from the different Districts of the Pine Ridge Indian Reservation.

The Council of Elders met on May 10, 2017 and discussed the continuation and development of the Lakota Woglaka Wounspe (Lakota Language Academy). The Council wholeheartedly supported the school and the further development of curriculum, teaching methods, assessment and teacher training. The Council also directed the President to develop and submit a proposal to

From the very beginning of the College the study and teaching of the language was paramount in the mission and purposes as follows:

The Mission of the College states: "The college will graduate well-rounded students grounded in Wolakolkiciyapi –learning Lakota ways of life in the community-by teaching Lakota culture and language as part of preparing students to participate in a multicultural world."

The College purposes state that the College "researches, studies, facilitates, and disseminates Lakota language." and

The College has been operating the Lakota Woglaka Wounspe (Lakota Speaking Academy) as a South Dakota accredited elementary school since 2011 with a substantial input of College resources in time, funds and facilities.

The Council of Elders not only supports the continuation of the school but also the further development and documentation of curriculum, assessments and teacher preparation materials to provide the tools for the effective learning of the Lakota language on the Pine Ridge Indian Reservation and other Lakota-speaking areas.

The Council of Elders supports the submission of the proposal to the DOE Native American Program 2017 competition for the support of the Lakota Woglaka Wounspe and the continued development and documentation of Lakota language curriculum, teaching methods assessment and teacher training.

(b)(6)

Joseph American Horse  
Chair, Oglala Lakota College Council of Elders

## BIBLIOGRAPHY

### Lakota Language (partial list)

#### Lakota Language Materials at Woksape Tipi Archives

Oglala Lakota College's Archives and Tribal Repository contain unique linguistic collections that support the mission of OLC. These collections contain recordings, both in audio format and audiovisual format.

Jim Emery Collection that contains 300 compact discs of recordings related to song and dance, but also span meetings and classes, both secular and non-secular.

Matthew King Collection contains approximately 70 hours of narrative and song in the Lakota language.

Manager as Warrior Collection contains 73 interviews, some in Lakota, some bilingual, all focused on traditional and contemporary interpretations on leadership.

OLCA Talk and Interview Collection contains 176 cassettes, several reels, both audio and film, 123 ½" and ¾" and Betacam cassettes and 450 VHS cassettes of Lakota topical material; a substantial portion of it is either Lakota or bilingual.

R.D. Theiz and Severt Young Bear Interview collection contains 30 audio cassettes containing Lakota and bilingual interpretation of songs and culture.

KILI Radio Collection that spans Lakota topical talk shows, interviews, and wacipi recordings in 74 cassettes.

cataloged print collections of Lakota and Dakota dictionaries, bibles, and hymnals ranging from 1870 to present.

bilingual (Lakota-English) children's books and curriculum materials.

10/16 Library of Congress Collection include digital surrogates of original wax cylinder and reel to reel recordings collected between 1896 and 1947 on the Pine Ridge Reservation including Sun Dance songs by Thunder Bear and George Fire Thunder from 1896.

McGaa-Cuney Collection contains over 20 linear feet of family and Oglala history that include genealogy, ranch business records, and artifacts that span over 150 years. This collection, in particular, provides student and community access to stories that are evident in the photographs, correspondence, and regalia.

Haskell "Bud" Livermont Collection, currently on loan, has also provided student and community access to family genealogy as well as examples of early 20<sup>th</sup>-century [1]beadwork produced by Livermont family members before moving to California during the Relocation Era of the mid 20th .

*Tales and Text*

BHSU *Lakota Language II*

OLC *Lakota Language I*

*Silent Way Language Chart*

<http://thedlp.org>

[Lakota Language Project \(LLP\)](#)/ Red Cloud Indian School K-12

Lakholiyapi Wahohpa Immersion Nest/ Sitting Bull College 3 years – 2<sup>nd</sup> grade

Lakota Language Immersion Child Care – Oglala, SD 0-K

American Council for the Teaching of Foreign Languages

<https://www.actfl.org/assessment-professional-development/professional-development-workshops/actfl-sponsored-workshops>

Everyday Lakota - An English-Sioux Dictionary for Beginners (Edited by Joseph S. Karol, M.S.)

New Lakota Dictionary (Compiled & Edited by Lakota Language Consortium)

Oceti Sakowin Essential Understandings and Knowings developed with South Dakota Department of Education Office of Indian Education

Oceti Sakowin Oral Proficiency Language Assessment

Buechel *A Grammar of Lakota*

Lakota Dictionary - New Comprehensive Edition (Compiled & Edited by Eugene Buechel & Paul Manhart)

#### **Native American Education Books and Articles**

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

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

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

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

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

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

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

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

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## WEBSITES

Alaska Native Knowledge Network

[www.ankn.uaf.edu/](http://www.ankn.uaf.edu/)

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

<http://crede.berkeley.edu>

National Indian School Boards Association (NISBA)

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

National Indian Education Association (NIEA)

[www.niea.org](http://www.niea.org)

Indian Rights Fund

[www.narf.org/](http://www.narf.org/)

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

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

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

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

## JOURNALS AND NEWSLETTERS

*Language, Culture and Equity* The e-Newsletter of the Council of Chief State School Officers' State Network on ELL and Indian Students is available at the website, [www.ccsso.org](http://www.ccsso.org).

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

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

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

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## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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[View Mandatory Budget Narrative](#)

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**Budget Narrative Year 1 10/1/17 to 9/30/18**

**1. Personnel \$163,605**

Title	Name	%	pp	Amount
Project Dir/Principal	Valerie Charging Eagle	100%	24	55,725
Teacher	Jeff White Bear Claws	100%	21	41,340
Teacher (PT)	Darlene Last Horse	100%	21	41,340
Bus Driver/Custodian/Cook	Mona	100%	21	25,200

All salaries are based on the Oglala Lakota College Salary Scale. We took the 2016-17 salaries for staff and added the usual 1.025% raise. The Project Director/Principal will oversee the project, supervise staff and do Principal's duties. The Teachers will teach all subjects using Lakota immersion model. The Bus Driver/Cook/Custodian will drive bus, cook meals and keep the school area clean. These positions are all integral to operation of a school. Full job descriptions are in Other Attachments jobdesc.pdf.

**2. Fringe Benefits \$49,081**

**Regular 30%**

Oglala Lakota College has a fringe benefit rate of 30% of salary that includes Social Security (7.65%), disability, unemployment, workmen's compensation, life, and individual health insurance. If there is a remainder of the 30% left after this staff can choose family health, vision, dental or an annuity.  $\$163,605 \times 30\% = \$ 49,081$

**3. Travel \$2,250**

**Project Director's Meeting (2.5 days)**

We will send the Project Director for the 3 day meeting which includes airfare and 3 nights per diem. We put the \$4,500 required in the RFP. Our estimates for the trip are:

Air Fare:	Rapid City, SD to Washington, DC (Round Trip)	\$900
Per Diem	Washington, DC at \$250 average for room and meals for 4 nights = \$297 x 1 people =	\$1,188
Other	Baggage, mileage to airport, ground transport.	\$162

**5. Supplies \$25,225**

**Gasoline \$7,225**

We spent \$6,900 for gas for vans to transport student to the school this past year. We have increased it due to increased enrollment.

**School Supplies \$4,000**

This includes the usual school supplies including paper, pencils, pens, notebooks, construction paper, science supplies, reading and math materials, etc.

**Food \$14,000**

We serve breakfast, lunch and a snack. We are basing this on what we spent for meals for 12 students in 2016-2017 increasing to 20 students. We were on the CANS program prior to 2016 but with did not qualify last year. We will explore it again.

**6. Contractual \$64,900**

**OPI Training \$4,900**

We will bring in the ACTFL in to do a workshop on the Oral Proficiency Index which is used to develop language assessments. We have worked with them before but will now train the LWW staff, teachers from other Reservation language programs and OLC faculty. The limit on the workshop is 12 participants.

**Evaluator \$30,000**

The Evaluator will help establish assessments and baselines for students and a tracking system for progress in Lakota and key subject areas, document progress made by staff in terms of teaching methods. They will document where the curriculum is at the beginning of the program and how it progresses. 40 days x \$750 = \$30,000

**Technology in Education Office \$10,000**

Members of the LWW staff will participate in Customized Learning workshops which have been developed through a Bush Grant to TIE and also work with TIE staff on utilizing technology such as e-mail, Twitter, Facebook, etc. to have families of students reinforce the Lakota language and other learning at home.

**Materials Gatherer/Developer \$20,000**

There are many good materials available for the teaching of Lakota. The Materials Gatherer/Developer will search and obtain materials, adapt some, and develop a list of key materials for use in the classroom whether they be paper, electronic or background on sites special to the Oglala e.g. Bear Butte, Pe Sla in the Black Hills, Mato Tipi (Devil's Tower), etc. They will also contact the list of traditional artists OLC has developed to come into the classroom for presentations that will be filmed. They will review the extensive OLC archives collection for materials that can be used in the school. We will utilize student interns from the Masters in Lakota Leadership and Management, Lakota Studies, and Elementary Education programs to do this work. 80 days x \$250 = \$20,000

**8. Other \$20,765**

**Utilities \$13,061**

We are prorating the LWW portion for electricity and geothermal heat pumps for the entire Multi-Purpose Building. The Classrooms, Kitchen and Dining Area are 40% of the square footage and we spent \$32,653 in 16-17 on electricity for the months school was in session. Thus the LWW share is \$13,061.

**Field Trips \$3,000**

Field trips are mostly to Reservation cultural areas such as Wounded Knee (20 miles), the Journey Museum in Rapid City (90 miles) and sites in the Black Hills (120 miles).

**Chromebooks \$4,704**

ASUS Chromebooks ruggedized and water resistant.  
 20 students + 4 staff = 24 x \$196 = \$4,704

**9. Total Direct Costs \$325,826**

**10. Indirect Costs \$78,198**

Oglala Lakota College's Indirect Cost rate is 24 % . The agreement was negotiated with the Office of Inspector General of the Department of Health and Human Services in 2017. The Indirect Cost Agreement is Other Attachments ic16-20.pdf

**12. Total Costs \$404,024**

**Budget Narrative Year 2 10/1/18 to 9/30/19**

**1. Personnel \$160,450**

<b>Title</b>	<b>Name</b>	<b>%</b>	<b>pp</b>	<b>Amount</b>
Project Dir/Principal	Valerie Charging Eagle	100%	24	56,421
Teacher	Jeff White Bear Claws	100%	20	39,864
Teacher (PT)	Darlene Last Horse	100%	20	39,864
Bus Driver/Custodian/Cook	Mona	100%	20	24,300

All salaries are based on the Oglala Lakota College Salary Scale. We took the 2017-18 salaries for staff and added the usual 1.025% raise. The Project Director/Principal will oversee the project, supervise staff and do Principal's duties. The Teachers will teach all subjects using Lakota immersion model. The Bus Driver/Cook/Custodian will drive bus, cook meals and keep the school area clean. These positions are all integral to operation of a school. Full job descriptions are in Other Attachments jobdesc.pdf.

**2. Fringe Benefits \$48,135**

**Regular 30%**

Oglala Lakota College has a fringe benefit rate of 30% of salary that includes Social Security (7.65%), disability, unemployment, workmen's compensation, life, and individual health insurance. If there is a remainder of the 30% left after this staff can choose family health, vision, dental or an annuity.  $\$160,450 \times 30\% = \$ 48,135$

**3. Travel \$2,250**

**Project Director's Meeting (2.5 days)**

We will send the Project Director for the 3 day meeting which includes airfare and 3 nights per diem. We put the \$4,500 required in the RFP. Our estimates for the trip are:

Air Fare: Rapid City, SD to Washington, DC (Round Trip) \$900  
 Per Diem Washington, DC at \$250 average for room and meals for  
 4 nights =  $\$297 \times 1 \text{ people} = \$1,188$   
 Other Baggage, mileage to airport, ground transport. \$162

**5. Supplies \$26,006**

**Gasoline \$7,586**

We spent \$6,900 in 16-17 for gas for vans to transport student to the school this past year. We have increased it due to increased enrollment in 17-18. We added 3% to take care of possible price increases.

**School Supplies \$4,000**

This includes the usual school supplies including paper, pencils, pens, notebooks, construction paper, science supplies, reading and math materials, etc.

**Food \$14,420**

We serve breakfast, lunch and a snack. We based 17-18 on what we spent for meals for 12 students in 2016-2017 increasing to 20 students. We increased it 3% for inflation for 18-19.

**6. Contractual** **\$60,000**

**Evaluator** **\$30,000**

The Evaluator will help establish assessments and baselines for students and a tracking system for progress in Lakota and key subject areas, document progress made by staff in terms of teaching methods. They will document where the curriculum is at the beginning of the program and how it progresses. 40 days x \$750 = \$30,000

**Technology in Education Office** **\$10,000**

Members of the LWW staff will participate in Customized Learning workshops which have been developed through a Bush Grant to TIE and also work with TIE staff on utilizing technology such as e-mail, Twitter, Facebook, etc. to have families of students reinforce the Lakota language and other learning at home.

**Materials Gatherer/Developer** **\$20,000**

There are many good materials available for the teaching of Lakota. The Materials Gatherer/Developer will search and obtain materials, adapt some, and develop a list of key materials for use in the classroom whether they be paper, electronic or background on sites special to the Oglala e.g. Bear Butte, Pe Sla in the Black Hills, Mato Tipi (Devil's Tower), etc. They will also contact the list of traditional artists OLC has developed to come into the classroom for presentations that will be filmed. They will review the extensive OLC archives collection for materials that can be used in the school. We will utilize student interns from the Masters in Lakota Leadership and Management, Lakota Studies, and Elementary Education programs to do this work. 80 days x \$250 = \$20,000

**8. Other** **\$16,453**

**Utilities** **\$13,453**

We are prorating the LWW portion for electricity and geothermal heat pumps for the entire Multi-Purpose Building. We added 3% for increases from 17-18.

**Field Trips** **\$3,000**

Field trips are mostly to Reservation cultural areas such as Wounded Knee (20 miles), the Journey Museum in Rapid City (90 miles) and sites in the Black Hills (120 miles).

**9. Total Direct Costs** **\$313,294**

**10. Indirect Costs** **\$75,190**

Oglala Lakota College's Indirect Cost rate is 24 % . The agreement was negotiated with the Office of Inspector General of the Department of Health and Human Services in 2017. The Indirect Cost Agreement is Other Attachments ic16-20.pdf

**12. Total Costs** **\$388,484**

**Budget Narrative Year 3 10/1/19 to 9/31/20**

**1. Personnel \$162,455**

Title	Name	%	pp	Amount
Project Dir/Principal	Valerie Charging Eagle	100%	24	57,127
Teacher	Jeff White Bear Claws	100%	20	40,362
Teacher (PT)	Darlene Last Horse	100%	20	40,362
Bus Driver/Custodian/Cook	Mona	100%	20	24,604

All salaries are based on the Oglala Lakota College Salary Scale. We took the 2018-19 salaries for staff and added the usual 1.025% raise. The Project Director/Principal will oversee the project, supervise staff and do Principal's duties. The Teachers will teach all subjects using Lakota immersion model. The Bus Driver/Cook/Custodian will drive bus, cook meals and keep the school area clean. These positions are all integral to operation of a school. Full job descriptions are in Other Attachments jobdesc.pdf.

**2. Fringe Benefits \$48,736**

**Regular 30%**

Oglala Lakota College has a fringe benefit rate of 30% of salary that includes Social Security (7.65%), disability, unemployment, workmen's compensation, life, and individual health insurance. If there is a remainder of the 30% left after this staff can choose family health, vision, dental or an annuity.  $\$162,455 \times 30\% = \$ 48,736$

**3. Travel \$2,250**

**Project Director's Meeting (2.5 days)**

We will send the Project Director for the 3 day meeting which includes airfare and 3 nights per diem. We put the \$4,500 required in the RFP. Our estimates for the trip are:

Air Fare:	Rapid City, SD to Washington, DC (Round Trip)	\$900
Per Diem	Washington, DC at \$250 average for room and meals for 4 nights = \$297 x 1 people =	\$1,188
Other	Baggage, mileage to airport, ground transport.	\$162

**5. Supplies \$26,006**

**Gasoline \$7,586**

We spent \$6,900 in 16-17 for gas for vans to transport student to the school this past year. We have increased it due to increased enrollment in 17-18. We added 3% to take care of possible price increases.

**School Supplies \$4,000**

This includes the usual school supplies including paper, pencils, pens, notebooks, construction paper, science supplies, reading and math materials, etc.

**Food \$14,420**

We serve breakfast, lunch and a snack. We based 17-18 on what we spent for meals for 12 students in 2016-2017 increasing to 20 students. We increased it 3% for inflation for 18-19.

**6. Contractual** **\$60,000**

**Evaluator** **\$30,000**

The Evaluator will help establish assessments and baselines for students and a tracking system for progress in Lakota and key subject areas, document progress made by staff in terms of teaching methods. They will document where the curriculum is at the beginning of the program and how it progresses. 40 days x \$750 = \$30,000

**Technology in Education Office** **\$10,000**

Members of the LWW staff will participate in Customized Learning workshops which have been developed through a Bush Grant to TIE and also work with TIE staff on utilizing technology such as e-mail, Twitter, Facebook, etc. to have families of students reinforce the Lakota language and other learning at home.

**Materials Gatherer/Developer** **\$20,000**

There are many good materials available for the teaching of Lakota. The Materials Gatherer/Developer will search and obtain materials, adapt some, and develop a list of key materials for use in the classroom whether they be paper, electronic or background on sites special to the Oglala e.g. Bear Butte, Pe Sla in the Black Hills, Mato Tipi (Devil's Tower), etc. They will also contact the list of traditional artists OLC has developed to come into the classroom for presentations that will be filmed. They will review the extensive OLC archives collection for materials that can be used in the school. We will utilize student interns from the Masters in Lakota Leadership and Management, Lakota Studies, and Elementary Education programs to do this work. 80 days x \$250 = \$20,000

**8. Other** **\$16,453**

**Utilities** **\$13,453**

We are prorating the LWW portion for electricity and geothermal heat pumps for the entire Multi-Purpose Building. We added 3% for increases from 17-18.

**Field Trips** **\$3,000**

Field trips are mostly to Reservation cultural areas such as Wounded Knee (20 miles), the Journey Museum in Rapid City (90 miles) and sites in the Black Hills (120 miles).

**i. Total Direct Costs** **\$315,900**

**j. Indirect Costs** **\$75,816**

Oglala Lakota College's Indirect Cost rate is 24 % . The agreement was negotiated with the Office of Inspector General of the Department of Health and Human Services in 2017. The Indirect Cost Agreement is Other Attachments ic16-20.pdf

**k. Total Costs**

**\$391,716**