

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



**APPLICATION FOR GRANTS  
UNDER THE**

**2016 Professional Development Grant Application**

**CFDA # 84.299B**

**PR/Award # S299B160016**

**Grants.gov Tracking#: GRANT12205295**

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

Closing Date: Jul 01, 2016

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

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<b>5. Grants.gov Lobbying Form</b>	e10
<b>6. ED Abstract Narrative Form</b>	e11
<b>Attachment - 1 (1235-Abstract)</b>	e12
<b>7. Project Narrative Form</b>	e13
<b>Attachment - 1 (1237-TNA Grant Narrative)</b>	e14
<b>8. Other Narrative Form</b>	e48
<b>Attachment - 1 (1236-Support Letters)</b>	e49
<b>9. Budget Narrative Form</b>	e55
<b>Attachment - 1 (1234-TNA. Budget Narrative)</b>	e56
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e64
<b>11. Form ED_524_Budget_1_3-V1.3.pdf</b>	e65

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:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/30/2016

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Sitting Bull College

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

237373765

\* c. Organizational DUNS:

9627803260000

### d. Address:

\* Street1:

9299 Highway 24

Street2:

\* City:

Fort Yates

County/Parish:

\* State:

ND: North Dakota

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

58538-9706

### e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

\* First Name:

Koreen

Middle Name:

\* Last Name:

Ressler

Suffix:

Title: Vice President of Operations

Organizational Affiliation:

\* Telephone Number:

701-854-8001

Fax Number:

\* Email:

koreen.ressler@sittingbull.edu

PR/Award # S299B160016

Page e3

## Application for Federal Assistance SF-424

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

U: Tribally Controlled Colleges and Universities (TCCUs)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

U.S. Department of Education

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

84.299

CFDA Title:

Indian Education -- Special Programs for Indian Children

### \* 12. Funding Opportunity Number:

ED-GRANTS-051716-001

\* Title:

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

### 13. Competition Identification Number:

84-299B2016-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Training Native Americans to Teach Native Americans

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

33

\* b. Program/Project

33

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

10/01/2016

\* b. End Date:

09/30/2021

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

\* a. Federal

1,105,548.00

\* b. Applicant

0.00

\* c. State

0.00

\* d. Local

0.00

\* e. Other

0.00

\* f. Program Income

0.00

\* g. TOTAL

1,105,548.00

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

☒ \*\* I AGREE

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

**Authorized Representative:**

Prefix:

\* First Name:

Koreen

Middle Name:

\* Last Name:

Ressler

Suffix:

\* Title:

Vice President of Operations

\* Telephone Number:

701-854-8001

Fax Number:

\* Email:

koreen.ressler@sittingbull.edu

\* Signature of Authorized Representative:

Gary Halvorson

\* Date Signed:

08/30/2016

## 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>
Gary Halvorson	Vice President of Operations
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
Sitting Bull College	06/30/2016

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Sitting Bull College"/> * Street 1 <input type="text" value="9299 Highway 24"/> Street 2 <input type="text"/> * City <input type="text" value="Fort Yates"/> State <input type="text" value="ND: North Dakota"/> Zip <input type="text" value="58538"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Indian Education -- Special Programs for Indian Children"/> CFDA Number, if applicable: <input type="text" value="84.299"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Gary Halvorson"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Koreen"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Ressler"/> Suffix <input type="text"/> Title: <input type="text" value="Vice President of Operations"/> Telephone No.: <input type="text" value="701-854-8001"/> Date: <input type="text" value="06/30/2016"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S299B160016

Page e8

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Sitting Bull College

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

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

\* SIGNATURE:

\* DATE:

## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

### **Abstract**

This proposal is to fund Priority One Pre-Service Teacher Training Project at Sitting Bull College on the Standing Rock Sioux Reservation in North and South Dakota which will provide training and support for 10 Native American early childhood, elementary, or secondary science education students. Based on needs that Sitting Bull College has identified through continuing contact with the 10 school systems on the reservation, the project will take these 10 junior and senior students through the Bachelor's degree and teacher certification level in three years. In the fourth and final year, the College will also assist them in placement in their first teaching positions and provide induction services during that first year.

Students will be selected for the project based on their selection in the teacher training program with priority given to seniors. The ultimate result of the project will be 10 more certified Indian teachers on the reservation which will substantially reduce the high turnover rate that is brought about by rural isolation and the need for teachers to commute.

Funding is sought for a Project Director at 100% time who will also handle much of the student service aspects of the project, student stipends which will allow students to devote their full attention to learning, consultants to bring particular skill areas to the project, and a small amount for instructional materials and general supplies.

## Project Narrative File(s)

---

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

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

---

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

### **Introduction**

This document is a proposal submitted by Sitting Bull College (SBC), located on the Standing Rock Sioux Reservation in North and South Dakota. The purpose of the project is to provide services for 10 Native American students who are eligible for and interested in becoming classroom teachers to achieve that goal by attaining a bachelor's degree and teacher certification within three years. Since these students will all be from the Standing Rock Reservation and will work in a school there, a fourth year of induction services will be provided to assist with a successful first year of teaching.

Sitting Bull College is a Tribally Controlled College. It meets all the requirements for funding from the Tribally Controlled Community College Funding Assistance Act. SBC is listed with the U.S. Department of Education as an eligible accredited postsecondary minority institution (Unit ID 200466). Its mission, as an academic and technical institution, is to improve the levels of education and training, economic and social development of the people it serves while promoting responsible behavior consistent with the Lakota/Dakota culture and language. Further, it is one of those colleges enumerated in the Equity in Land Grant Status Act. Sitting Bull College is the applicant for this grant and will serve both as the fiscal agent and the primary provider of the services that the proposal calls for.

With enrollment of 245 students in the Spring Semester of 2016, Sitting Bull College is considered a small to mid-size Tribal College. Of the 329 students, Ninety percent (90%) of the 245 students are Native American and 65% are female students. Sitting Bull College, currently offers Associate degrees in Teacher Education and Early Childhood Education and Bachelor degrees in Elementary Education, Early Childhood Education, and Secondary Science Education. Sitting Bull College's education programs were recertified by the North Dakota Educational Standards Board (ESPB) in the spring of 2016. In addition, SBC offers coursework for students to receive a special education endorsement through ESPB. In the spring of 2016, 12 students were enrolled in the Associate level degree programs and four in the Bachelor programs. The two-year Associate degree program in Teacher Education and Early Childhood Education are designed to prepare teacher aides. These programs serve as "feeder" program for the proposed project. That is, the students who complete these program are prepared to enter the one of the Bachelor programs at SBC's. Graduates of these Bachelor programs are eligible for teacher certification in both North and South Dakota. See attachments for program of study.

## **Need for the Project**

### Magnitude of the Need for Services

The area to be served by the project takes in all the schools located on the Standing Rock Sioux Indian Reservation. There are 4 systems' in North Dakota and 5 in South Dakota. The schools that have agreed to assist the project with placement of student teachers and in hiring of graduates enrolled a total of 2,332 students in the 2014-2015.

Children in the schools that are served by the project have many of the same problems that other children of poverty have. According to the Standing Rock Education Directors (June, 2016) the schools on Standing Rock are not making adequate yearly progress as defined "No Child Left Behind" and the majority of the students are not proficient in reading and math. In 2014-15, graduation rates range from 56% to 40% for the high schools on Standing Rock.

These are small schools although the entire project system is fairly large in comparison with other reservations. As such they have small numbers of teachers. There were a total of 213 teachers in the Standing Rock school system in 2014-2015, and only 68 or 31% were of Native American ethnicity.

Interviews with administrators in these schools reveal that the retention rate of teachers who commute to be 1 to 3 years; causing turnover to be a major problem. Some schools report that up to 99% of the teachers commute. Throughout the reservation there are always unfilled positions at the beginning of each school year; causing administrator to revamp teacher loads. The consensus of administrators was that there simply were not enough qualified teachers in the area to fill the jobs. Each school has agreed to support the project and attached are the letter of support.

Administrators were asked what they thought were the biggest barriers to their employing a high quality teaching staff. The answer was uniformly rural ness of schools, no housing, and distance, which all three lead to teachers commuting. The problem is more acute in the North Dakota schools where teachers commute, mainly from Bismarck, North Dakota, a community that is on average some 60 miles distant from the schools. Interviews with school officials reveal that commuting this distance causes two kinds of problems. First, teachers are more interested in getting home than they are in participating in discussions at their schools and working with students. It has led to a mentality on the part of teachers that it is alright to continually seek new employment in schools that are closer to home. A second artifact of commuting is that teachers have little investment in the community since it is

not where they live. One solution that has been suggested is that schools provide housing for their teachers and require them to live here. The cost of this option is prohibitive and, based on the experience of one of the systems that has such housing, does not attract teachers who are interested in living on the reservation anyway.

#### Identification of Gaps or Weaknesses

Administrators at all levels indicated that they had the hardest time filling positions with people who have skills in special education, mathematics and science, and English and speech.

The administrators were also asked what they would like to see in any teacher preparation program. The clear first choice was related to technology. Within this choice, there was some variation. Some administrators said that they believed that teachers should have mastered productivity software such as word processors and data bases. Others said that it would be very helpful if students could be taught the rudiments of computer repair and networking so that they could help keep systems running. The rationale for this choice was that in small schools, it is often not possible to employ a full-time computer and network person so the teachers need to know at least the basics of operations.

Classroom management was the next ranked area. It was often coupled with increased amounts of practical application during the training experience. This comment generally took the form of the administrator saying that students get a fairly substantial amount of internship and other classroom experience; however, this experience is spread out over a number of schools usually. They felt that it would be more productive if the experiences were basically gained in one school with the trainee being in that same school often during the year. The rationale for this statement was that when teaching students come to a school for just a few times, they are often viewed as a "visiting dignitary". What is needed is for them to be there often enough that the children become acclimated to their presence and begin to treat them like teachers.

Increased ability to teach mathematics and science - especially hands-on math and science - rated at the same level as classroom management. There is a growing awareness that success in the modern world hinges on these two areas. Administrators would like to see teachers prepared to teach to higher levels of these subjects.

Although not specifically stated as such, there were frequent references to standards and assessment. This emphasis is coupled with alternative assessment methods. Thus, while it was not explicitly stated, as a recommendation, preparing teachers to teach to standards - knowing the standards, knowing how to teach them at appropriate levels, and knowing how to assess the results - is viewed as a need.

Preparing Teachers in Areas of High Need

Sitting Bull College education program began in 1993 and had its first graduates in 1995. These first years were building years and the total number of graduates was relatively low. The College started the teacher training program at the Bachelor's level through an articulation arrangement with Sinte Gleska University and continued this arrangement for 10 years. In 2004, the College received approval from the Higher Learning Commission for the North Central Associations of Colleges and Schools to offer the Bachelor's program in Elementary Education and approval to offer a Bachelor's in Early Childhood Education and Secondary Science Education in 2008. The College is committed to continuing to build its teacher preparation efforts and to make them more relevant to the local area. The most salient feature of the program is the fact that, that there have been 69 graduates, with the majority working in education on Standing Rock. This feature is more important – than saving large numbers of graduates with small numbers who work with Indian children. In the absence of other predictors, past performance is the best predictor. It is reasonable to predict that either all or substantial proportions of future graduating classes in teacher training will also find their work in reservation schools.

Several conclusions that impact on the proposed project:

- There is a strong need to prepare teachers who live in the local area and who will commit themselves to careers on the reservation so that the effects of commuting can be eliminated.
- The turnover rate can be reduced by preparing teachers who live in the region and who are more likely to continue in systems on the reservation because there is where they choose to live.
- The relatively large number of unfilled vacancies can be reduced by preparing local people to teach in that the pool that can be drawn from will be larger.
- Evidence suggests that, all things being equal, Native American teachers who know and understand the situations that their students live in correlate highly with improved performance.
- There are an adequate number of people who are prepared to finish an elementary education or early childhood degree and become certified within the three year period
- Considerably increased emphasis will be placed on preparing teachers to use technology both as a productivity enhancer and as a means of instruction.
- Increased emphasis will be placed on mathematics and science for teachers at all levels, especially as it

relates to newer hands-on methods of teaching.

- More realistic field experiences which will lead to increased skill in classroom management will become a part of teacher training programs.

The proposed project bases its need on the fact that 10 "homegrown" teachers at the early childhood, elementary, middle school, and secondary science levels will have a large impact on children's learning. Assuming that these 10 teachers would not leave after only a short experience in a system, the turnover rate could be reduced from the current 28% to 10%. The percentage of Indian teachers could be raised from the current 21% to 34%. The beneficiaries of this more stable teaching population who have an investment in the reservation will be the students that they work with over a long career.

While numbers of teachers and students may not be large in comparison with more urban areas, these children are "wakan heyá". This Lakota word that has come to mean children in actuality means sacred beings. Sitting Bull College believes that these sacred beings deserve teachers who are parts of their communities and who are able to "go the extra mile" with them. The proposed project will address all these gaps so that this condition can come about.

### **Significance of the Project**

The project will address the need to increase and retain quality Early Childhood, Elementary and Secondary Science teachers on Standing Rock Reservation and provide training to enhance their ability to work with diverse populations of students. The project will provide teacher education students with a broad knowledge base needed to address those problems that continually threaten the success of American Indian students.

### **Contribution to System Improvement**

Sitting Bull College has a long history of working with K-12 schools in the area. Beginning in 1995, the College became a site of the Tribal College Rural Systemic Initiative. This project assists the local schools with funding to purchase supplies, science kits, and training with the emphasis in science and math. More current projects include: Partnership in the Standing Rock Education Consortium includes the Standing Rock Tribal Department of Education Programs, Standing Rock Head Start, and all schools on the Standing Rock Reservation. There are several ongoing support groups derived from the Standing Rock Education Consortium that provide input and feedback into the Consortium activities and the Strategic Plan. The support groups are:

- Full Standing Rock Education Consortium Meetings: Quarterly, the community is provided a report on the

progress of the Standing Rock Education Consortium Strategic Plan and invited to give input and feedback.

- Monthly Ed Leaders Meetings: Once a month, the Lead Administrator from each of the kindergarten through grade twelve Schools on Standing Rock, Standing Rock Head Start and Sitting Bull College come together to review progress on the Strategic Plan as well as discuss any pertinent issues or concerns at the school administrative level.
- Board Leaders Meetings: Annually, members of school boards, Johnson O'Malley Boards, Sitting Bull College Board of Regents and policy council of Head Start come together to receive updates on the Strategic Plan, as well as address any issues or concerns at the school board level.

Sitting Bull College also participated in a U.S. Department of Education Mathematics and Science Partnership Program grant *Improving Science and Mathematics Achievement through Emerging Content and Methodology* between SBC's Division of Education and the Great Plains STEM Education Center at Valley City State University. The grant allowed SBC to work with Cannonball Elementary, Fort Yates Middle, Selfridge Public, Solen High, Standing Rock Community Elementary, & Standing Rock Grant High. In the three year period of the grant a majority of teachers' STEM knowledge evolved from novice to advanced status, and their students benefited from that knowledge as it was put into practice via dynamic lesson designs, all featuring info to enhance cultural relevancy.

In addition, Sitting Bull College has several programs throughout the academic year which are designed to encourage K-12 youths in the community to value education. These programs fall in line with the college's vision as set forth by Chief Sitting Bull of getting future generations ready to meet the outside world. The science programs at SBC offer 6 important partnerships along the continuum of education which demonstrate outreach and collaborative capacity. These programs are designed to spark interest in the sciences throughout the K-12 system; and to maintain that interest as students transition from the K-12 system to the college system. These programs are also designed to provide youths in the community with a decent and productive activity that re-enforces a positive image of their abilities. Three of these programs are under the umbrella of NATURE (an ND-EPSCoR funded program) which the college organizes in collaboration with NDSU, UND, other TCUs in North Dakota, and K-12 schools on Standing Rock reservation. Two programs are funded under AIHEC-BIE and were developed by the college to capture grade levels not covered under the NATURE program. Finally the last program is a summer research opportunity for K-12 students funded by various research grants at the college. Most research grants at the college are written with a component that encourages college and K-12 students to take part in paid research and

learning opportunities.

NATURE programs specifically target undergraduate college students and high school kids. Three programs fall under the umbrella of NATURE and these programs include: the very popular High School Science Sunday Academy which is offered once a month throughout the academic year (the program gets about 25 students per session on average); the 2 weeks Summer Science Camp which is organized at the college in June (the program gets about 30 students per session on average); and the 2 week Summer Science Research Experience at NDSU and UND for graduating high school seniors and undergraduate students in June (the program gets about 10 students per session on average). These programs are popular, and the constraints set by space, funding and teacher resources limit the number of students that can participate each time.

AIHEC-BIE funds the Middle School Sunday Science Academy and the Junior High Research Summer Camp. These programs are a unique partnership between SBC and K- 12 institutions on the reservation which was created from an emergent need. It was realized that by the time students reach high school, many had become disenfranchised with science and mathematics and efforts to change this mindset was often fruitless. To address this need SBC decided to capture student interest in the STEM disciplines at an early stage. Hence the Middle School Sunday Academy was started to serve as pipeline to start, maintain, and continue this interest in STEM disciplines. Program participants also meet one Sunday a month throughout the academic year. This program works with approximately 40 middle school students per session and is in its sixth year of implementation.

The Junior High Research Summer Camp was designed to introduce middle school kids to the concept of research, and to give them an initial impression of college life. The research camp is a one week intensive camp where students stay on campus, conduct meaningful but simple research, and essentially build a culture of research among the participants. The research camp will be working with 35 students for a week this year, and it will be its fourth year of implementation. Students in the camp have carried out research in the areas of: soil science, ecology, plant science, analytical chemistry, water quality, gardening, entomology, engineering, physics, animal science, waste management, and climate change sciences to name a few. The climate change research project which was carried out by students at the research camp, has been successfully presented a conferences where its merits were ascertained.

The final program is the summer research and mentoring opportunity for high school students who work as a team with undergraduate students at SBC. This program is funded through a variety of grants such as USDA-

AFRI, NSF-TCUP, NSF-EPSCoR, CCCC-NARCH, and USDA-NIFA to name a few. These grants allocate funds for K-12 students to have the opportunity during the summer months to take part in research by joining a solid team of scientists conducting research. These research opportunities provide summer employment for youths in the community while enhancing their interest in research. The research programs have worked with participants for about ten years now, and about 5 students are hired every summer to conduct research.

Science Academies, science camps, and research opportunities at SBC are successful for several basic reasons. There is a true partnership between SBC faculty members and community school teachers in developing, selecting, and instructing activities. Each project and activity is introduced with a cultural connection presentation to ensure that participants understand the applicability of the activity to their daily lives and also to reinforce the value and strength of their own culture. Participants are provided nominal stipends to attend, which is an effective incentive, particularly for students coming from low-income homes. Finally, community buy-in and acceptance of these programs, and community input are paramount to the success of these programs. Support from parents, tribal administrators, school administrators, and other entities in the community have made these programs very successful.

#### Building Local Capacity

The many challenges facing American Indian communities are significant and persistent. Despite the efforts of teachers, students, families, and tribal members the issues in the schools and the communities continue to be at the crisis level. (E.g., acts of school violence, drug abuse, emotional and behavioral disorders, excessively high rates of drop out and suicide). A growing number of student's exhibit internalized behavior problems like depression, antisocial, destructive behavior. (Kauffman, 1997). Standing Rock schools continue to be characterized by a shortage of personnel to teach in all areas of education especially in the area of special education. Educators who come to the communities with little or no orientation to Native American culture find themselves leaving within a short period of time.

This project increases the capability of Sitting Bull College on the Standing Rock Indian Reservation to enhance and deliver an early childhood, elementary and secondary science education teacher training program for Native American students. It meets the following primary needs: 1) to prepare fully credential elementary teachers to meet the shortage of teachers on Standing Rock Indian Reservation in North Dakota and South Dakota, 2) to provide curriculum/instruction sensitive to the culture, language and traditions of Native Americans, 3) to provide

support for students wanting to pursue a career in teacher training that focuses on building literacy skills for rural teachers and students, 4) to provide course work, practicum experiences, student teaching, and mentoring through the first year of teaching.

The shortage of qualified elementary and or special education teachers is even more acute in rural areas. The challenge to recruit and to retain rural teachers has been reported by Guerin and Roberts (1988) and by Smith-Davis (1985). Bull and Hyle (1989) cite the following as causes for poor retention of teachers in rural areas: 1) poor communication between administrators and teachers, 2) problems adapting to rural culture and rural schools, 3) isolation among teachers, and 4) lack of support staff and related services. Research completed in 2004 by McClure and Reeves continues to support the research completed in 1985-1988, in that rural areas continue to experience teacher shortages and the areas that have the hardest time recruiting highly qualified teachers are those serving minority or low-income students.

McClure and Reeves (2004) indicated that there are five strategies for recruiting and retaining teachers in rural areas. These include: grow your own, incentives, improved recruitment and hiring practices, imported instruction support especially at the induction level, use of technology for professional development.

Recognizing that teachers are a critical element in improving educational attainment among American Indians, tribal colleges and universities have developed their own community based teacher training programs. Sitting Bull College is one such program attempting to attack issues of poverty, inadequate resources, high school drop out and suicide rate, low teacher retention rate and other issues related to their location in rural America. The teacher training programs at Sitting Bull College recognizes the importance of linking culture and cognition while integrating service systems.

Sitting Bull College education programs models a unique relationship that honors the culture, history, and language of the Lakota/Dakota people. The major focus of this project will be to integrate technology, math and science, special education, literacy, intervention services and regular education. The project will develop a teacher-training program that prepares new teachers to meet the ever growing challenges reservation school experience. In keeping with the words of Dr. Dean Corrigan, of Texas A&M University who stated in his key note address at the 2000 National Conference on Learning in the 21<sup>st</sup> Century that “special education must become more regular and regular education must become more special”.

The Office of Education has reported the following data:

- Only half of American Indian students complete high school.
- American Indians have the lowest educational achievement levels of all major racial and ethnic groups in the United States.
- Of all ethnic groups American Indian students aged 3-5 have the highest percentage of students served under IDEA.
- They are the second to the highest of all racial and ethnic groups' aged 6-21 receiving services under IDEA.
- American Indians have the highest percentages of students identified with Specific learning disabilities.
- American Indians also have the second highest percentage of students with disabilities in the United States.
- Close to ninety percent of American Indians who enter mainstream colleges drop out.
- Forty percent of American Indians eighth graders score in the lowest quartiles when tested in academic subjects including math, science, and reading.
- The National Assessment of Educational Progress (NAEP) indicated performance at 15% in reading for fourth graders.

This project will create systemic change in Indian communities by:

- Making teacher education accessible to American Indian people who are rooted in their communities but who lack the means to attend mainstream colleges.
- Meeting state and regional accreditation standards while also addressing the learning needs of reservation children by integrating American Indian language and culture into the curriculum and pedagogy.
- Producing more teachers to serve under-served American Indian Special Needs students.
- Graduating teachers who possess teaching and crisis intervention skills needed to build literacy and resiliency within the curriculum for all learners especially those with special needs.

For many of American Indian students, there exists a discontinuity of the culture of the school and the culture of the community in relation to literacy learning. Low expectations, lack of meaningful curriculum, lack of effective teaching strategies continue to plague reservation schools. The dominant culture of the public school is incompatible with American Indian cultures and languages. There are differences in distinct and ways of acquiring knowledge, forms of communication, familial structures, and linguistic modes learning of Native learners that can cause problems for Native American students in the school environment. Therefore, there exists a dichotomy of

western views of education that may not provide the types of scaffolding for the American Indian students to help them be successful.

Sitting Bull College is a local college which serves local students. The addition of a number of students to the teacher preparation program will help build both the capacity of the College to prepare larger numbers of teachers and place them in reservation schools.

This combination of developing a larger pool of eligible teachers, while helping to solve immediate problems for schools, will also build an ongoing program that will continue to serve the needs of the reservation for many years.

#### Importance of the Results

The outcomes of this project will be 10 certified teachers will graduate and be placed in schools with very large numbers of Indian students. They will be prepared in a program which has changed to comply with the expressed needs of school administrators for emphasis on particular areas of need. They will also be completely familiar with standards, improved teaching methods, and assessment of student outcomes - all important components of systemic change. And they will work in schools that work together to improve conditions for children.

Assuming that there are 10 graduates and that they each will teach 25 children per year for 20 years, the total number of Indian children who will be impacted by the project is 12,500. Thus what appears to be a limited, small project will have immense impact on the quality of learning that reservation children experience. This will lead to enhanced employment opportunities, particularly in the technology areas, and will have a lasting impact on the reservation.

#### **Quality of Project Design**

##### Measurable Objectives

Sitting Bull College has developed an overarching goal that governs the design of the entire project:

**Goal:** Sitting Bull College will provide curriculum and student support services including stipends so that 10 individuals who are prepared to enter one of three education bachelor degree program(s) will complete their baccalaureate degree and obtain teacher certification within three years. It will further provide one year of services designed to assist beginning teachers complete their first year of teaching successfully and better prepare them to remain in teaching as a career.

Objectives that will lead to attaining this goal are separated into each year of the project along with the process to achieve the objective and the desired outcome:

Year One

**Objective 1:** Recruit and provide admissions services to 10 Native American students who are capable of finishing one of three education bachelor degree program(s) and receive teacher certification in three years. **Process to achieve objective 1:** Admission into the Division of Education Bachelor program is not automatic. The Sitting Bull College Division of Education Handbook and *Sitting Bull College 2016-2018 Bulletin* contain information regarding admission standards and procedures. Candidates generally seek admittance to the bachelor's programs late in their sophomore year or during the beginning of their junior year. The first course EED 250 Introduction to Education or ECE 210 Introduction to Early Childhood Education assures that these students understand the admittance requirements and standards set forth by North Dakota Standards and Practices Board and South Dakota Department of Public Instruction.

Requirements for admission include:

Admission into the Division of Education Bachelor degree programs is not automatic. All students must apply and be accepted into the program prior to taking most upper division courses (300-400 levels). State law requires a background check for student teachers; therefore, Sitting Bull College requires a background check prior to acceptance into the Bachelor program. (See Division of Education Student Policies & Procedures for details.)

Documentation must be submitted to the Division of Education Chair. Admission requirements are as follows:

1. Successful completion, or be within one semester of completion of an Associate of Science degree in Teacher Education, Early Childhood Education, Environmental Science or an Associate of Arts degree in General Studies.
2. Cumulative GPA of 2.75.
3. Complete the "Application for Division of Education" form which includes the following documents: signature of acceptance by the admissions committee chair, three letters of recommendation from employers/instructors, and the disposition essay.
4. Background check.
5. Acceptable scores of the Pre-Professional Skills Test (PRAXIS I).

Upon completion and submission of the listed documents, an interview will be scheduled with the candidate and the Division of Education Admissions committee.

Once accepted into a Division of Education Bachelor program, a candidate must maintain a cumulative grade-point average of 2.75 in order to remain in the program. Candidates must pass all methods courses with a 3.0 or higher.

**Outcome for objective 1:** Ten (10) Native American students admitted into the elementary education or elementary/special education program as of the fall 2016 semester.

**Objective 2:** Enroll 10 students beginning the fall 2016 and spring 2017 semesters along with the summer

2017 session in the Sitting Bull College one of three education programs. **Process to achieve objective 2:** Ten (10) students will meet with the Program Director during pre-registration each semester and during the summer session to select the desired courses to complete their program of study in the required time period. **Outcome for objective 2:** Ten (10) students successfully complete each semester and summer session course work. Once accepted into the Education Program, a student must maintain a cumulative grade-point average of 2.75 in order to remain in the program. Students must pass all methods courses with a 3.0 or higher. A student who does not meet the requirement will be placed on probation during the next semester, if the student does not satisfactory complete the following semester according to the required grade point average will be suspended from the program.

Students will complete course evaluations at the end of each semester to further evaluate their educational experience. The evaluation are completed online and faculty along with the Dean of Academics see the results. The evaluations are used for course and program improvement.

**Objective 3:** Provide student services to each of the 10 students in order to maximize the likelihood that they will complete their programs. **Process to achieve objective:** Services will be made available for the 10 students such as advising and mentoring by the Project Director, tutoring, counseling, workshops to assist with the preparation of the PAXIS exam, teacher club, and workshops to assist with the completion of a required electronic portfolio used to demonstrate general education and program outcomes. **Outcome for objective 3:** Ten (10) students provided support services that will lead complete of their degree program. Graduates of the program complete satisfaction surveys to rate the support services of the College and they must also present a portfolio to a committee of four including the Project Director.

#### Year Two through Three

**Objective 1:** Continue to enroll 10 students fall 2017/2018 and spring 2018/2019 semesters along with the summer 2018/2019 session in the Sitting Bull College one of three education program. **Process to achieve objective 1:** 10 students will meet with the Program Director during pre-registration each semester and during the summer session to select the desired courses to complete their program of study in the required time period. **Outcome for objective 1:** 10 students successfully complete each semester and summer session course work according to SBC's standards. Students will continue to provide feedback for the program by completion of course evaluations.

**Objective 2:** Continue to provide student services to each of the 10 students in order to maximize the

likelihood that they will complete their programs. **Process to achieve objective 2:** Services will be made available for the 10 students such as advising and mentoring by the Project Director, tutoring, counseling, workshops to assist with the preparation of the PAXIS exam, teacher club, and workshops to assist with the completion of a required electronic portfolio used to demonstrate general education and program outcomes. **Outcome for objective 2:** Ten (10) students provided support services that will lead complete of their degree program. Graduates of the program complete satisfaction surveys to rate the support services of the College and they must also present a portfolio to a committee of four including the Project Director.

#### Year Four

**Objective 1:** Ten (10) of the graduates of the project will receive employment in local schools. **Process to achieve objective 1:** The Project Director will assist the graduates with teacher certification and will maintain a list of vacant positions with the reservation schools. The Project Director will notify graduates of openings and assist them with the application process. **Outcome for objective 1:** Ten (10) students will receive teaching positions at local schools. **Objective 2:** Ten (10) students will receive assistance during their first year of teaching. **Process to achieve objective 2:** The Project Director will visit the new teacher twice a month to find out area of need and assist them in problem areas. **Outcome for objective 2:** Ten (10) new teachers will successfully complete their first year of teaching and will either return to their first school or obtain a position teaching in another school with at least 10% Indian enrollment. At the end of their first year of teaching the participants will complete an evaluation on the services provided by the Project Director during their induction year.

Through out the project the education advisory committee will continue to meet twice a year to assist with program improvement. The advisory committee is made up of the education faculty of Sitting Bull College and local administrators. The meetings give the local administrators an opportunity to provide feedback to the Project Director in terms of student teaching and first-year teacher readiness.

#### Addressing Needs of Target Population and Other Identified Needs

The knowledge base of the Education program focuses on three integrated models: Constructivist approach, Multiple Intelligences and a multicultural education approach. The shared “student centered” philosophy held by SBC is a vital element in the development of the education department curriculum, and policies.

The strategy to be employed in carrying out the project is basically a simple one with several more complex subparts. It involves selecting good Native American students and helping them get through SBC's teacher

training program. Then, it goes on from there to help them with placement and success in their first year of teaching.

Students will enroll in and make progress through the curriculum of the SBC division of education program, including student teaching requirements. Prior to notification of funding, all the necessary initial work will be completed. This will involve identifying the students who are eligible to become a part of the project. Eligibility involves a careful review of transcripts to make certain that, by making normal progress, students can graduate and begin teaching in the three year time span. Student will be monitored closely to make certain that they are not having difficulties in any particular class or experience. The Project Director will supervise, mentor and advise students during their student teaching experience. The tight time line makes it imperative that there not be any problems that are not caught very early in their development. The Project Director will monitor closely and hold frequent meetings of the entire education program to discuss student progress in order to determine what should be done if problems arise.

As part of the strategy, participants will be encouraged to take part in a variety of activities, some purely social and others related to elementary education. The purpose of these activities is to coalesce the cohort into a group that works together in teacher preparation and which will then be able to work together as teaching professionals over the coming years.

Building on the workshops that are described in more detail below, the cohort will be prepared to complete the PAXIS II exam with required scores. The required scores are mandated by the North Dakota Education Standards and Practices Board for teacher certification. At the same time as the normal progress toward the degree and certification is going on, the Program Director and education faculty will be developing the induction services plan in conjunction with both area administrators. Near the end of a student's senior year when students are approaching graduation, placement assistance will take place. This will take two forms. First, the students with the assistance of the Project Director will completion the application for teacher certification. The Project Director will maintain a list of job vacancies and will also help contact administrators in schools where the graduate intends to teach. The students will receive coaching from the faculty and from the counseling staff at SBC concerning things about how to prepare for interviews, how to prepare resumes, and how to conduct themselves at the interview.

### Design and Implementation of the Partnership

The vision of the partnership is to focus on improving teacher quality and retention on Standing Rock Reservation. The common training needs of the institutions and LEA schools result in a shared vision and a strong desire to collaborate. The vision of the partnership is to empower Sitting Bull College and area SEA schools to:

- strengthen and enhance the current teacher education program
- provide continued professional development for teachers and graduates
- build professional relationships among teachers and students through mentorship projects
- improve the retention of teachers by developing a strong teacher core
- support beginning teachers through networking
- increase and develop the use of technology by teachers

The partnership would provide a common link between tribal institutions and local SEA schools in developing a comprehensive plan for improving teacher quality.

### Capacity and Results That Extend Beyond the Grant Period

As can be seen from the above discussion of technology, culture, and field experiences, significant modifications are already being made to the ongoing program. The institution, however, is committed to the idea of integration and will continue this effort on a permanent basis.

Clearly, the preparation of an additional number of teachers especially qualified in teaching Native American children will produce an impact that goes well beyond the funding period. And this cohort of students is only the first one. SBC believes that program modifications noted above will produce teachers that are better qualified to teach to standards, to use hands-on methods, to assess student progress, to integrate technology into their teaching, and to place all this in a context that is appropriate to the culture that the students live in.

In addition, Sitting Bull College is seeking approval through the Higher Learning Commission of the North Central Association of Colleges and Schools to begin a Master's program in Curriculum and Instruction. It is the hopes that the program will begin in the fall of 2017.

### Exceptional Approach to Competition Priorities

On the surface, this project appears to be a standard approach to teacher preparation - selecting students likely to succeed, enrolling them in an elementary education program, providing support services to assure their successful completion of the program, helping to place them in schools, and working with them through their first

year to assure success and continuation in the teaching field. All these things will be done.

The unique aspect of this particular program is that it is concentrated on one reservation so that focus can be placed primarily on similar cultures - Lakota and Dakota. This concentration allows for a number of things to happen.

First, most of the students already know each other so that preliminary group-building can be done very quickly. The sense of purpose instilled in students by their being part of a "project" will be used to build an esprit that will help hold the group (and other teacher training students, as well) together.

Second, the content and methodology that is taught will be guided by the inputs of the administrators in the region - the people who will hire and work with the new graduates. This assures that not only will the students be known to the administrators but also that they will be given opportunities to learn the things that these administrators believe are important to their children. The teacher training program at SBC already has a community advisory board composed of some of the administrators, parents, representatives of tribal programs, and other community entities. Their work will be supplemented by regular inputs from the administrators as a whole to make certain that the content of the program remains on track.

#### Coordination with Similar or Related Efforts

One of the strengths of Sitting Bull College is that it knows that it cannot make all the changes it desires without collaborating with other institutions and agencies. The College is actively involved in several collaborations that impact this project.

#### Collaborations with Other Programs within the College

Within the College, there are a number of efforts with the same aim - improving learning among the children in the schools on the reservation, such as the Standing Rock Education Consortium.

#### Collaborations with Other Colleges

Sitting Bull College is a partner in a number of external relationships, both with Tribal entities and with other institutions in the North Dakota University system as was discussed earlier in the proposal with work being completed through Sunday/Summer academies and workshops for teachers.

#### Linkages with Other Appropriate Agencies

As is the case with many reservations, there are a number of other agencies that serve children. As noted, the teacher training program has an advisory board, some of whose members work with Tribal programs that

provide corollary services.

This is the method that the program chooses to use to assure that students in the program are aware of and know how to use Child Services, BIA Social Services, the Indian Health Service and other such entities that have interests in the health and well-being of children.

### **Quality of Project Services**

#### Access to Project for Underrepresented Groups

Sitting Bull College and its extended campus sites does not discriminate on the basis of race, color, national origin, sex, age, disability, or sexual orientation in admission, access to, treatment, or employment in its programs and activities. Beginning with the articulation agreement with Sinte Gleska University in 1995, Sitting Bull College has been successful in attracting applicants from diverse backgrounds. The college seeks qualified teaching candidates who possess a strong desire to work with American Indians and understand the rural setting of the reservation. The same affirmative action procedures and regulations apply to the recruitment of college teaching faculty.

By its very nature, Sitting Bull College is committed to providing educational opportunity to American Indians. The student body it serves comes primarily from the Standing Rock Reservation. Of the current students in the pool for selection for this project, 100% are American Indian. Sitting Bull College assures that all of the participants who are funded by the project are Native American.

#### Services Appropriate to the Needs of the Recipients and Beneficiaries

The Sitting Bull College Tribal College Teacher Preparation Programs provides the following features: 1) access to regional specialized training in education for Native American students, rural teachers, and para-professionals, 2) financial support to help recruit and retain qualified participants, 3) competency in special education, culture and traditions, 4) field experiences in reservation and non-reservation, traditional and non-traditional settings, and 5) successful collaborations, program dissemination, and career placement.

#### Knowledge Base and Pedagogy

### ***Sitting Bull College Educational Mission Statement***

The mission of the Sitting Bull College Division of Education programs balance and integrate the constructivist view of teaching and learning using the Lakota/Dakota philosophy, values, and beliefs. With the help

of a former SBC cultural leader and language faculty, Wilbur Flying By, the following values acknowledged indicators of excellence:

- Woohitika ( Bravery) – the ability to be courageous when facing challenging situations by modeling leadership and positive agents of change.
- Wowacintanka (Fortitude) – to persist despite difficulties, be resilient when facing obstacles, and to keep in mind the need for humility.
- Wacantkiya and/or Wacanlkiya (Generosity) – to show generosity in a variety of ways, but mainly through modeling compassion for others. The SBC Division of Education programs expect that all candidates demonstrate generosity within the context of their communities.
- Woksape (Wisdom) – This is defined as the accumulation of individual experience, and using that wisdom to make appropriate decisions in life.

With direction of the Sitting Bull College Native American Studies former faculty, Wilbur Flying By, the Education Department integrated the values and beliefs of the Lakota/Dakota culture within the conceptual framework. Graduates of the Sitting Bull College Education Department will integrate the four sacred Lakota Values with several learning models into the curriculum. According to Wilbur Flying By, “students will strive to become all that they can be, and learn to be the best that they can be.” The four values are Bravery (Woohitika), Fortitude (Wowacintanka), Generosity (Wacantikiya), and Wisdom (Woksape).

The conceptual framework(s) establishes the shared vision for the Division of Education efforts in preparing educators to work effectively in PK-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and division accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Four consistently integrated learning models include the Constructivist approach to learning, Howard Gardner’s Multiple Intelligence, Differentiated Instruction and a Multicultural Education approach. Constructivism is based upon the idea that students construct meaningful knowledge through inquiry and interaction with their environment. Traditionally the teacher was viewed as the giver of knowledge and information, but the emerging paradigm is that of a facilitator or coach. Constructivism encourages students to seek their own answers and articulate those discoveries. In the constructivist classroom, learning is an active process and the students are responsible for their own learning. Learning must be relevant for the student, student opinions and views are valued, the curriculum becomes driven by student supposition, teaching to multiple learning styles becomes emphasized, the teacher is a co-learner, collaboration enhances learning and learning grows to be the context of the “real world”.

Graduates of the Division of Education will model the Constructivist approach to learning, a model based on the research and theory of the acquisition of knowledge and understanding. According to Jacqueline Gennon Brooks and Martin G. Brooks (1999) in their text, In Search of Understanding: The Case for the Constructivist Classroom, teachers must:

- provide a learning environment where students search for meaning;
- be given opportunities to engage in active learning;
- provide an interdisciplinary curriculum; and,
- empower students to realizing that they are ultimately responsible for their own learning.

Brooks and Brooks (1999) also provide five overarching principles of constructivist pedagogy that serve as the conceptual framework for the Division of Education model, goals and objectives. These five principles are:

- (1) Posing problems of emerging relevance to learners
- (2) Structuring learning around “big ideas” or primary concepts
- (3) Seeking and valuing students’ points of view
- (4) Adapting curriculum to address students’ suppositions
- (5) Assessing student learning in the context of teaching.

The basic premises and the five principles make this model highly complementary to the Lakota cultural values and beliefs as reflected in the Division of Education mission statement.

It was from the principles of constructivism and the four Lakota values, that the conceptual model was developed. Development of this model came after a move from a behaviorist approach to a cognitive approach.

Gardener’s Multiple Intelligence recognizes the uniqueness of each individual by identifying eight ways of knowing: logical/mathematical, linguistic/verbal, interpersonal, intrapersonal, bodily kinesthetic, musical, spatial, and naturalist. The integration of Multicultural Education and Differential Instruction focuses on the strengths of all learners and providing students with skills in providing a leaning climate that is conducive to respecting and appreciation of differences.

#### Quality, Intensity, and Duration of Professional Development

It is anticipated the program will be ongoing and will continue to prepare students long after the grant has ended. In this way, the program will continue to respond to the need for teachers. The program will also contain course competencies needed to assist regular educators to assist children with disabilities succeed in the regular class. The ability to identify and implement intervention strategies during crisis situations and provide effective research based reading strategies is a key component of this project. This will provide integrated skills not available in the existing program.

The overall impact of program graduates is twofold. Both North and South Dakota are states with relatively small populations (somewhat over 600,000 each). The project's graduates will noticeably reduce the teacher shortage and dramatically increase the number of minority teachers. At the same time the program will be a model for other tribal colleges in the U.S. It will demonstrate to respond and provide a tested plan of action.

The student teaching experience will be the capstone experiences and the ultimate demonstration of competence, and students will self-evaluate their levels of proficiency and need for growth each semester with the use of an electronic portfolio. The college has five computer labs that will allow the students to develop their individual portfolios. The portfolios will include but not limited to: live teacher recommendations, highlights of their student teaching experience, lesson plans, units of study, and student descriptions of their experiences.

The established curriculum will integrate within the special education course syllabi crisis intervention strategies; this training is needed for our youth who by IDEA guidelines show symptoms of depression, another focus of the curriculum will be on enhancing students' ability to read by using the reading recovery model of instruction. Reading fluency has been show to affect the overall academic proficiency of students.

The course content covering reading strategies will be with in EED 330 Methods of teaching Reading in the Elementary school, EED 325 Methods of teaching language arts, EED 300 Computer Applications for the Elementary School and integrated in Science, Social Studies, and Math methodology courses. Practicum experiences will take place in two Standing Rock schools: Standing Rock School which currently implements the reading recovery model and Cannon Ball Elementary school which is currently in the first year of Success for All program. It is vial that the pre-service students observe and participate in authentic practicum experiences.

The second focus of this project will be to address the critical need to provide future teachers with the skills that are needed to identify and use crisis intervention strategies. The project will prepare entry-level personnel to serve young children with disabilities and their families in school settings. The project will assist pre-service students in addressing early intervention philosophies and competencies integrated in all training.

Pre-service students will acquire skills needed to interact effectively with families as child advocates, interventionists, and service providers. Community in schools, Life Space Intervention, Conflict Resolution, and Tribes models of intervention will be integrated into the following courses: Communications with Parents and Professionals, Human Relations, Assessment and transitions, Introduction to Special Education's, curriculum and resources. Through community service projects students will maintain contacts with community and families.

In Reclaiming Youth At Risk; Our Hope for the Future Larry K. Brandtro, Martin Brokenleg and Steven Van Bockern provide a framework for working with youth at risk. This model will be used as a philosophical guide to the development of the Special Education curriculum. The four Circles of Courage approaches: Spirit of belonging, Spirit of Mastery, Spirit of independence, and Generosity is compatible with American Indian philosophy, beliefs and values.

According to the North Dakota Adolescent Suicide Prevention Task Force, the suicide rate for American Indians in North Dakota greatly exceeds that for whites. Overall, the rate is 257 percent higher than the white suicide rate from 1989 to 1998. The American Indian age group 15-24 has a suicide rate that is 429 percent higher than the white rate for the same age group. Among the many risk factors associated with an increased risk of suicide are: physical or sexual abuse; alcohol or other drug abuse; a history of being in special education classes. Therefore, a second focus of this project will be to address the affective critical need to provide future teachers with the skills needed to identify and use crisis intervention strategies when working with at risk youth. The project will prepare entry-level personnel to serve young children with disabilities and their families in school settings. The project will assist pre-service students in addressing early intervention philosophies and competencies integrated in all training. Pre-service students will acquire skills needed to interact effectively with families as child advocates and service providers. Community in schools, Life Space Intervention, Skill Streaming, and Tribes models of intervention will be integrated into the following courses: Communications with Parents and Professionals, Human Relations, Assessment and transitions, Introduction to Special Education's, curriculum and resources. Through community service projects students will carry out contacts with community and families. CIS or Communities in Schools is a community-based organizational model that helps kids succeed in school and prepare for life. This model will be streamlined to fit reservation school communities to help build resiliency to address the high rate of self-destructive behavior. The philosophy of this program is to give every child: a personal, one-on-one relationship with an adult; a safe place to learn and grow; a healthy start and a healthy future; a marketable skill to use upon graduation; a chance to give back to peers and community. CIS increases graduation stay-in-school rates; increased attendance; better academic performance.

As was discussed earlier, the design of the project was developed with input from all the administrators of area schools. Several program modifications were stimulated by this survey in order to assure that the program itself becomes even more appropriate to the needs of the children in reservation schools and to assure that the graduates

of the program who are supported by this project achieve learning outcomes that are appropriate to the needs of the region.

#### Likelihood of Alleviating Personnel Shortages Identified By the Project

As explained above, there is a high turnover rate and a substantial number of positions that cannot be filled. It was also noted above that the program to this point in its short history has had 69 graduates with the majority working in education. If the 10 students who will graduate from this program in 2 years were available now, they would be able to fill a majority of the vacancies. Furthermore, in their first year of teaching, they would be provided with services to make that experience successful and the likelihood of their leaving would be lessened. Thus, the number of positions available in ensuing years would be considerably less. So at the elementary level, the project would have a very significant impact on the shortages.

#### **Quality of Project Personnel**

##### Applications from Underrepresented Groups

Sitting Bull College is completely handicapped accessible. In March 2006, the college took over a 16,000 square foot family support center. The family support center houses the education program and consists of modern, safe spaces for 75-child daycare facility. Provisions are also available for those who are hearing or visually impaired. In its position announcements the College makes it clear that applications from those who have disabilities.

With regard to gender, all three or the top administrative officers of the College are women. There is no discrimination based on gender.

With regard to race/national origin the College has as one of its goals to increase the percentage of Native American instructors. At this point, this figure is nearly 59% of all positions. The college actively seeks applications from American Indians and advertises in major Indian publications to improve that figure.

##### Qualifications of the Project Director

Chris Fried will serve as the Project Director at 50% time. Mr. Fried is the Division of Education Director and has been with the education program since August 2014. Mr. Fried is currently in a Doctoral in School Improvement at the University of West Georgia, with an anticipated completion date of May 2017. He holds a Master's Degree: May 2011 University of South Dakota 3.88 GPA in PK-12 Administration (educational leadership), and a Bachelor's Degree: December 1999 Black Hills State University 3.0 GPA in Major: Physical Education (K-12)

with minors in History/Health/Coaching. Prior to his employment at Sitting Bull College, Mr. Fried served in school capacities as a superintendent, classroom teacher, and coach. Mr. Fried has the ability to tutor/mentor and to encourage students so that they finish the program of study and will be assessed based on the interview and on letters of reference which will be required to include specific statements about the individual's ability to work with students. His resume is attached.

The Project Director will also advise and mentor students as they progress through teacher training and enter into teaching as a career field and leading the workshops for preparation of the PAXIS II exam, and working with SBC's Dean of Academics to develop means of measuring the learning outcomes from the program; arranging for student field placements and assisting in the supervision of those placements and the measurement of learning outcomes.

At first glance, this appears to be a very large task. However, viewed realistically, much of the work is of one piece. That is, working with students in the workshops, field experiences, and methods class will provide the contact necessary to do the tracking and more personal mentoring called for.

#### Qualifications of Other Key Personnel

The faculty who are currently employed in the teacher training program will also take part in this project through providing the course work and field guidance needed.

Linda Black Elk, Dereck Stewert, and Travis Frank serve as instructors in the program. Black Elk and Stewert hold Master's degrees and Frank holds a PhD and have extensive experience working with local school districts. Ms. Black Elk is an enrolled member of a federally recognized tribe.

The College on an average hires two to three adjunct faculty each semester for the Division of Education. Most of the adjunct faculty hold master's degree and teach in the local schools and or work in tribal programs. Adjunct faculty receives a contract for the semester in which they are teaching. Payment for the contract is based on the number of credits and the level of the course with one-half of contract paid after mid-term grades are turned in and the final one-half when final grades are received.

In the technology and assessment areas, Dr. Koreen Ressler, the current Vice President of Operations will guide the technology thread. Dr. Ressler holds the PhD in Management and Organizational Behavior, Master's in Information Technology Management, and Bachelor's in Business Education. Dr. Ressler has some 34 years' of experience in Native higher education and serves as a consultant evaluator for the Higher Learning Commission for

the North Central Association of Colleges and Schools.

#### Qualifications of Consultants

All the work of the project will be managed by Sitting Bull College. However, there will be an external evaluation completed by Deborah His Horse is Thunder owner of Wynia and Associates a women and tribally owned consulting service. Dr. His Horse is Thunder has serves as evaluator for other educational grants for Sitting Bull College.

#### **Adequacy of Resources**

##### Adequacy of Support from Applicant Organization

At several points in the earlier parts of this narrative, the idea of support from Sitting Bull College has been brought up. First, Sitting Bull College will make use of its existing teacher training program as the core of the project. This includes a will designed curriculum, four full-time education faculty, full-time general education faculty, and adjunct faculty. Policies and procedures manuals are up to date and reviewed annually for both the College and the program. Students or faculty that feels they have been treated unfairly must follow the grievance policy as defined in the policies. The education program has completed a student handbook to assist as guidance for the students in completion of their program of study.

The education programs has been approved by the Higher Learning Commission of the North Central Association Colleges and Schools and the North Dakota Education Standards and Practices Board. The accreditation insures that the College has the adequate resources to offer the Associate and Bachelor's degrees. This includes library resources, student support services, equipment, and facilities necessary for the program.

The college maintains three computer labs and offers coursework for all degree programs through on-line courses as well as through the IVN, Interactive Video Network system.

Sitting Bull College library has a current collection of education and special education resource material. For several years the library has continued to maintain a small teacher resource center and children's library for students and community. The library also has an interactive loan program, which allows students and community members the ability to search for documents and books locally and nation wide.

Sitting Bull College runs the public transit program for the reservation and has busing service for the many students who must commute long distances to reach the college for a small fee. Some students drive as much as 150 miles round trip each day.

The college provides intensive student services that focus on the retention of students who run the risk of dropping out each semester. Counselors are available and peer tutors are used to assist students who may be academically struggling due to various reasons.

Almost all of the Sitting Bull College students qualify for some type of financial assistance. However, the financial aid is not adequate for most of our four-year non-traditional students due to the length of their degree plan. This project would give students the financial support that is needed to complete a four-year degree program, especially during the critical student teaching experience.

The dream of a new campus began in 1996 with the purchasing 160 acres of land. In 1998, with the purchase of 160 acres of land, building the new campus began. To date, the college has raised \$25 million of an ambitious \$40 million campaign to construct our new campus on a hill overlooking the Missouri River, home to native people for thousands of years.

The master plan for the College has been developed in phases. The water, sewer, roads, and lights have been completed for Phase I. The first building completed on the new campus in 2000 was the cultural center with a classroom that has been used for painting, stain glass, and pottery. The center is also used as a meeting facility. The College also completed eighteen low-income student-housing units on the new campus. Construction of the first academic building the science and technology center began in the fall of 2004 with completion in December 2005. Classes began in this 23,000 square foot state-of-the-art facility in January 2006. In March 2006, the college opened its 16,000 square foot family support center which houses the education programs and also contains a safe, modern daycare facility that can accommodate 75 children. On April 2, 2007, the college opened a new 5,100 square foot transit center on the new campus. Sitting Bull College founded the Standing Rock Public Transportation program in 1989 and since then has funded and managed the program. The new facility houses the Standing Rock Public Transportation (SRPT) program, including five offices, a waiting area for customers, two mechanic bays and one wash bay for transportation vehicles. In July 2008, a 16,500 square foot entrepreneurial center was built. It houses the President's office, business administration, criminal justice, and horsemanship programs, along with the Tribal Business Information Center and six business incubator spaces to assist with business start-ups. Construction was completed on July 1, 2009 for a 13,000 square foot student center which houses a 6,000 square foot library and a 7,000 square foot area for student services and developmental education. Included in the student services area is a classroom, computer lab, GED/tutoring lab, a student lounge, and offices for student support staff. In April 2010

construction was completed on a 3,000 square foot facility financial center that houses the college's business offices. Construction was completed in the fall of 2010 for a 14,000 square foot trades center which houses the college's current building trades program, along with the electrical, welding, energy technology, and CDL programs. In the fall of 2012, construction was completed for 5,000 square foot efficiency apartments that will house 12 female and 12 male students. Fall of 2014, construction was completed on a 3,000 square foot Vocational Rehabilitation office complex. The college continues to seek funds for dorms, cafeteria, and wellness center.

The Division of Education offers courses at campus site in McLaughlin and Mobridge, South Dakota. These sites consist of classrooms, computer labs, interactive video network system, student support and tutoring.

#### Adequacy of the Budget to Support the Project

The budget request for this proposed project is only for (a) Personnel (b) Travel for faculty to supervise field experiences, (c) student support at a level appropriate to the reservation setting, (d) external evaluator, and (e) a minimal level of primarily instructional material and supplies. The purpose of the grant is to move individuals through the process within the required three year period and support students for a fourth year as they begin their careers. Budget will be sufficient to accomplish this but is not inflated.

#### Reasonable Costs in Relation to Objectives, Design, and Potential Significance

A good deal has been said in this application about the potential significance of the project. A major part of the idea is that training Indian teachers on a small scale at reservation colleges will result in (a) a teaching pool that will be stable and will continue to work in the area, (b) teachers who are sensitive to student needs, and (c) teachers who are well-prepared in the areas that reservation administrators have indicated need the most attention. This small investment in helping Sitting Bull College to reach its project objectives by allowing the activities set forth to be carried out will produce long-lasting benefits and is sufficient for the purpose.

#### Reasonable Costs in Relation to the Number of Participants

Sitting Bull College is requesting support for 10 students for the project. In establishing the amount for this item in the budget, the College has used the upper limit figure from the Department of Education's announcement in The Federal Register. The reason for using the upper limit is that it is very important that students be able to focus their entire attention on the learning tasks and the field experiences that they will be having. This is on intense two years and SBC believes that relieving students of financial worries will help with the success of the project.

### **Quality of Management Plan**

Basically, this project will be managed by the Project Director. This individual well is responsible for day-to-day operation of the work involved in the grant. (See time line below.)

Sitting Bull College has administered federal programs throughout its forty-three year history, including a previous successful Indian Vocational Education Program from 1996 through 1998. Past experience will ensure the college's management controls effective operations within the constraints of Federal rules and regulations.

The Standing Rock Sioux Tribe charters the college. The eight member Board of Trustees oversees college operations, sets the mission, goals and policy, and serves as a liaison with the reservation communities and entities. Day to day operations of the college is entrusted to its administrative council which is made-up of the President, Vice President of Operations, and Dean of Academics.

The Vice President of Operations will be directly responsible for oversight of the grant. The Project Director will report directly to the Vice President of Operations. The Project Director will have the responsibility for daily management of the project and will have the authority necessary to ensure smoother operations of the project. The Project Director will be required to submit quarterly written reports to the Board of Trustees and Administrative Council covering the grants objectives and activities that have taken place to meet objectives.

The Vice President of Operations will maintain fiscal integrity of the project. Fiscal policies are in place to cover the disbursement of funds including payroll, requisitions/purchasing, and travel expenditures. The College's records management system provide real-time access to all budget expenditure to be used by Project Director to monitor the expenditure of funds as compared to level of effort in reaching goals. All funds of the college are audited annually.

In order to assure that the project operates as part of the College and not as a separate entity, a team will work with the Project Director. The team composed of the education faculty, Dean of Academics, and Vice President of Operations who will work closely with the Project Director to monitor the activities of the grant and the progress of the students toward completion in three years.

Task	Assigned to	Finish
<u>Pre-Funding</u>		
Recruitment and Enrollment		
Develop a brochure publicizing the project	PD, Fac, SBC	Pre-Award
Recruit students using personal contact	PD, Fac, SBC	Pre-Award
Evaluate transcripts of eligible students	PD	Pre-Award
Evaluate admissions applications	Fac	Pre-Award
<u>Year 1</u>		
Admit successful applicants	SBC	Fa, 2016
Enroll 10 students in elementary education	PD, Fac, SBC	Fa, 2016
Begin normal course work	Fac	Fa, 2016
Provide support services	PD	Fa 2016– Sum 2017
Provide tutorial services	PD, SBC	Fa 2016– Sum 2017
Provide counseling services	PD, SBC	Fa 2016– Sum 2017
Monitor progress of each student	PD	Fa 2016– Sum 2017
Advise students on completion requirements	PD	Fa 2016– Sum 2017
Sponsor relevant student life activities	PD, Fac, SBC	Fa 2016– Sum 2017
<u>Year 2</u>		
Continue Instructional Program	PD, Fac, SBC	Fa 2017 – Sum 2018
Continue normal course work	PD, Fac	Fa 2017 – Sum 2018
Provide workshops	PD, Fac	Fa 2017 – Sum 2018
Provide support services	PD, SBC	Fa 2017 – Sum 2018
Continue tutorial services	PD, SBC	Fa 2017 – Sum 2018
Continue counseling services	PD	Fa 2017 – Sum 2018
Continue to monitor progress of each student	PD	Fa 2017 – Sum 2018

Continue to advise students on completion requirements	PD, Fac, SBC	Fa 2017 – Sum 2018
Sponsor relevant student life activities	PD, Fac, SBC	Fa 2017 – Sum 2018
<u>Year 3</u>		
Continue Instructional Program	PD, Fac, SBC	Fa 2018– Sum 2019
Continue normal course work	PD, Fac	Fa 2018– Sum 2019
Provide workshops	PD, Fac	Fa 2018– Sum 2019
Provide support services	PD, SBC	Fa 2018– Sum 2019
Continue tutorial services	PD, SBC	Fa 2018– Sum 2019
Continue counseling services	PD	Fa 2018– Sum 2019
Continue to monitor progress of each student	PD	Fa 2018– Sum 2019
Continue to advise students on completion requirements	PD, Fac, SBC	Fa 2018– Sum 2019
Sponsor relevant student life activities	PD, Fac, SBC	Fa 2018– Sum 2019
Develop induction services plan	PD	Fa 2018– Sum 2019
Complete plan	PD	Fa 2018– Sum 2019
Provide placement assistance	PD	Fa 2018– Sum 2019
Informal placement with administrators	PD, Fac	Fa 2018– Sum 2019
<u>Four Year</u>		
Induction Services	PD	Fa 2019 – Sp 2020
Implement induction services	PD, Fac, SBC	Fa 2019 – Sp 2020

Several tasks are scheduled to be undertaken prior to the award being made. Because of the tight time frame in which to accomplish the amount of work required, SBC has determined that, in the background and without any announcement of a grant award, it will take the necessary steps so that it can be ready to move quickly on actually beginning instruction.

Depending on the start up date, the time line can and will be adjusted. The line that is presented is primarily to show relative positions of activity in the project.

#### Time Commitment of Key Staff

There will be one faculty member directly responsible for this grant: the Project Director will devote 100%

of their time to the project. Other key personnel have been mentioned above and each will contribute an adequate amount of time to the project.

### **Quality of Project Evaluation**

An external evaluator will be responsible for conducting the evaluation of the project. See attachment for resume of external evaluation, Dr. Deborah His Horse is Thunder, owner of manager of Wynia and Associates. The evaluation will take place at three levels:

- Monitoring the progress of the activity of the grant for formative purposes
- Evaluating the achievement of intermediate goals and objectives
- Evaluating the end results or outcomes of the project.

The second phase, evaluating intermediate results involves those things that, if they are in place, will serve to allow the project to achieve the end result that is desired - an increase in the number of certified teachers working with Indian children. Questions that lead to the ascertainment of whether these intermediate results were achieved can be specified:

- Did the project enroll 10 students in the Sitting Bull College Teacher Training Program?
- Did the project provide the services needed to keep all 10 in the program until they graduate and are certified?
- Did the project provide services that allow the placement of 10 teachers in schools that have at least 25% Indian enrollment?
- Did the "project provide services that allow the placement of 10 teachers in schools that have at least 25% Indian enrollment?
- Figures will be kept on the Job Fair including such things as the number of administrators From the 10 systems who attend, the number of interviews that are conducted during the Fair, the number of interviews that are arranged during the Fair, and the number of offers that come from these interviews. The criterion is that each student will have at least two interviews if needed or will be offered a position after one interview.
- Student satisfaction with the effectiveness of placement efforts will be measured with a survey instrument that each will be completed after they are placed. All placement activities will be evaluated on this survey. The criterion is that at least 80% of the students will indicate that at least 75% of the activities helped them

find jobs.

- Did the project provide induction services that help the full 10 graduates make the adjustment to teaching in the first year after graduation and accept either employment in the school they are in or accept employment in another school with at least 25% Indian children in the second year of their teaching?
- Superintendents and principals will be surveyed as to the effectiveness of the induction activities including mentoring, continuation of social contact among the graduates that began during the training phase, and any other activities. The criterion is that all induction service activities will be shown to contribute to reduced turnover and to retention of the graduates in the teaching profession.
- The education faculty at each school will be surveyed to determine whether they believe the induction services are effective activities. The criterion is that all induction service activities will be shown to contribute to reduced turnover and to retention of the graduates in the teaching profession.
- The graduates themselves will be surveyed to determine whether they believe the induction services are effective activities. The criterion is that all induction service activities will be shown to contribute to reduced turnover and to retention of the graduates in the teaching profession.

These efforts will take place at intervals where appropriate during the course of the project. The results will be used both to make mid-course adjustments and to attribute the success of the graduates in the teaching field to the program.

The "bottom line" of the project is that there will be 10 well-prepared Native American teachers added to the teaching force on the Standing Rock Reservation. Each of them will have obtained employment as teachers in schools with at least 25% Indian enrollment. The data to arrive at whether or not this has happened will come from interviews with the students and their administrators to determine if placement has occurred.

Secondly, it is not enough to prepare teachers. They must be assisted in their first year in order for them to continue as teachers over a long period of time. At the end of their first year of teaching, each graduate will be contacted to determine if they did, indeed, sign contracts at the same school or if they found employment in another school with at least 25% Indian enrollment.

It should be noted that the teacher training program will continue this follow up activity after the end of the project period. The data and conclusions thus obtained will help in continued improvement of the program.

### **Information on Absolute Priorities**

This proposal conformed to the absolute priorities of the announcement. It has a concrete plan to complete students at the Bachelor's degree level in the three year time span and assure that all those who complete become certified teachers in either North or South Dakota. It provides for a year (the fourth year of the grant) of induction services. All students who participate in the project will be placed in schools with high concentrations of Indian students on the Standing Rock Reservation.

### **Documentation for Priority Points**

Sitting Bull College is a Tribal College. It receives funding through the Tribal College Funding Assistance Act and is also listed as a 1994 Land Grant institution. Therefore, SBC requests the 5 points available for projects that are available for applications submitted by Indian institutions of higher education. Sitting Bull College is also requesting the 5 points available for applications that partners with the K-12 schools on the reservation whom are willing to hire graduates, which is evident by the attached letters of support.

### **Statement on Barriers**

Required Statement concerning Barriers

- Gender - SBC strives for gender equity. Enrollments average approximately 63% female students. Efforts are underway to balance this number, not through reducing the number of female students but by increasing the number of male students.
- Race - SBC serves primarily an own underserved populations. However, the college also enrolls between 5% and 10% non-Indian rural people even though this service to the non Indian community does not generate any funding beyond tuition and fees National origin. SBC has no international students because of its rural remoteness. Periodically, foreign students with an interest in Native culture express interest and they are in no way discriminated against. No special effort is made to recruit such students.
- Color - Not a barrier for SBC.
- Disability - SBC is totally accessible. Disability is not a barrier.

- Age - SBC has always served students older than average. The College expects this service to older people to continue based on the high degree of regard that Native Americans typically have for their elders.

**Justification for Multi-Year Project**

It is not possible to complete the work of this project - completing baccalaureate degrees for 10 students in less than three years. A fourth year of induction services will help graduates to succeed and ultimately, remain in the teaching profession.

## Other Attachment File(s)

---

\* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

---

To add more "Other Attachment" attachments, please use the attachment buttons below.

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

Dave Archambault II  
*Chairman*

**TRIBAL COUNCIL  
(AT LARGE)**

Paul Archambault

Mike Faith

Chad Harrison

Kory McLaughlin

Charles Walker

Dana Yellow Fat

Jesse McLaughlin  
*Vice Chairman*



Adele M. White  
*Secretary*

Cody TwoBears  
*Cannonball District*

Joe Dunn  
*Long Soldier District*

Duane Claymore  
*Wakpala District*

Frank A. White Bull  
*Kenel District*

Joe White Mountain Jr.  
*Bear Soldier District*

Caroline Thompson  
*Rock Creek District*

Robert Taken Alive  
*Running Antelope District*

Samuel B. Harrison  
*Porcupine District*

June 30, 2016

Office of Indian Education

To Whom it May Concern:

I am writing this letter of support for Sitting Bull College Teacher Training Project. The Standing Rock Tribal Department of Education is committed to working closely with our local tribal college. Sitting Bull College Division of Education is part of the Standing Rock Education Consortium along with nine reservation school systems. We are committed to enhancing the academic and scholastic abilities of our reservation students.

A common need among all of the schools is the need to prepare future teachers who possess high qualified skills, and are part of the community in which they will serve. This project has the potential for the Standing Rock Reservation to grow their own educators assisting with the need to be culturally sensitive to the uniqueness of our children.

Sincerely,

(b)(6)

Emma Jean Blue Earth, Director  
SR Tribal Department of Education



Sitting Bull School | [www.sittingbullschool.org](http://www.sittingbullschool.org)  
1 School Street, Box 26 | Little Eagle, SD 57639  
Phone: 605-823-4235 | Fax: 605-823-2292

June 22, 2016

Office of Indian Education

To Whom it May Concern:

I am writing this letter of support for Sitting Bull College Teacher Training Project. Little Eagle Grant School is committed to working closely with our local tribal college. Sitting Bull College Division of Education is part of the tribal education consortium along with nine reservation school systems. We are committed to enhancing the academic and scholastic abilities of our reservation students.

A common need among all of the schools is the need to prepare future teachers who possess high qualified skills, and are part of the community in which they will serve. This project has the potential for the Standing Rock Reservation to grow their own educators assisting with the need to be culturally sensitive to the uniqueness of our children.

Sincerely,

Jessie Fischer  
Superintendent  
Little Eagle Grant School  
Little Eagle SD, 57639  
605-823-4235 ext. 102

Woksape

Woyuonihan

Ohitika

Wowoonsla

Wowacmitanka

Wolakolkicigati

Pococa

Wocelnye

Tehila



## Standing Rock Community School/ Fort Yates Public School

701-854-2142 • 701-854-2145(FAX) • 9189 Hwy. 24 • Fort Yates, ND 58538

June 20, 2016

Office of Indian Education

To Whom it May Concern:

I am writing this letter of support for Sitting Bull College Teacher Training Project. Fort Yates Public School District is committed to working closely with our local tribal college. Sitting Bull College Division of Education is part of the tribal education consortium along with nine reservation school systems. We are committed to enhancing the academic and scholastic abilities of our reservation students.

A common need among all of the schools is the need to prepare future teachers who possess high qualified skills, and are part of the community in which they will serve. This project has the potential for the Standing Rock Reservation to grow their own educators assisting with the need to be culturally sensitive to the uniqueness of our children.

Sincerely,

Robyn Baker  
FYPS Supertintendent



## Smee School District 15-3

Wakpala Public School  
12250 SD HWY 1806,  
Wakpala, SD 57658  
Telephone: 605-845-3040  
Fax: 605-845-7244

June 17, 2016

Office of Indian Education

To Whom It May Concern:

I am writing this letter of support for Sitting Bull College Teacher Training Project. Wakpala Public School is committed to working closely with our local tribal college. Sitting Bull College Division of Education is part of the tribal education consortium along with nine reservation school systems. We are committed to enhancing the academic and scholastic abilities of our reservation students.

A common need among all of the schools is the need to prepare future teachers who possess high qualified skills, and are part of the community in which they will serve. This project has the potential for the Standing Rock Reservation to grow their own educators assisting with the need to be culturally sensitive to the uniqueness of our children.

We currently have a paraprofessional who recently earned her Associate Degree at Sitting Bull College and is now pursuing a Bachelor Degree in elementary education at Sitting Bull. We are excited about this paraprofessional's commitment to higher education and continued employment at our school.

Any additional support provided by the Sitting Bull Teacher Training Project will no doubt make a significant difference in the efforts of students pursuing teaching degrees at Sitting Bull College.

Sincerely,

Jay Shillingstad  
CEO/Superintendent  
Wakpala Public School  
[Jay.shillingstad@k12.sd.us](mailto:Jay.shillingstad@k12.sd.us)

June 20, 2016

Office of Indian Education

To Whom it May Concern:

I am writing this letter of support for Sitting Bull College Teacher Training Project. Selfridge School is committed to working closely with our local tribal college. Sitting Bull College Division of Education is part of the tribal education consortium along with nine reservation school systems. We are committed to enhancing the academic and scholastic abilities of our reservation students.

A common need among all of the schools is the need to prepare future teachers who possess high qualified skills, and are part of the community in which they will serve. This project has the potential for the Standing Rock Reservation to grow their own educators assisting with the need to be culturally sensitive to the uniqueness of our children.

Sincerely,

A handwritten signature in cursive script that reads "Jim Gross, Superintendent". The signature is written in dark ink and is positioned above the printed name and title.

Name  
Jim Gross

6-20-2016

Office of Indian Education

To Whom it May Concern:

I am writing this letter of support for Sitting Bull College Teacher Training Project. Solen Public School District #3 is committed to working closely with our local tribal college. Sitting Bull College Division of Education is part of the tribal education consortium along with nine reservation school systems. We are committed to enhancing the academic and scholastic abilities of our reservation students.

A common need among all of the schools is the need to prepare future teachers who possess high qualified skills, and are part of the community in which they will serve. This project has the potential for the Standing Rock Reservation to grow their own educators assisting with the need to be culturally sensitive to the uniqueness of our children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Justin Fryer', with a long horizontal flourish extending to the right.

Justin Fryer, Superintendent

## Budget Narrative File(s)

---

\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

---

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**BUDGET NARRATIVE  
YEAR ONE**

**PERSONNEL**

1. Project Director/Instructor- This individual will devote 100% time for a 12-month contract to the program. His primary responsibilities will include day to day grant administration, program instruction, advising and mentoring of participants, arranging student teaching placement and supervision, coordination with other components of the College. The salary of \$54,390 is competitive for the requirements in this area.

SUBTOTAL PERSONNEL = \$54,390.00

**FRINGE BENEFITS**

Sitting Bull College calculates its fringe benefits at 25% of gross salary. Fringe includes Unemployment Insurance, FICA, Medicare, SUTA, Workers Compensation, Life and Disability, Health Insurance, and Retirement. Based on salaries of \$54,390.00, the amount needed for fringe benefits in this grant is \$13,560.00.

SUBTOTAL FRINGE BENEFITS = \$13,600.

**TRAVEL**

Out of State Travel

Projects Director's Workshops

Travel to Washington, DC (1 individuals @ \$800) =	\$ 800.00
Meals (1 individuals x 4 days x \$60/day) =	240.00
Lodging (1 individuals x 4 days x \$125/day) =	500.00
Total Cost =	\$1,540.00

Local Travel

Local Travel – 590.7 miles round for one complete round of visits to the 10 schools. At \$.54 per mile, the cost of one round trip is \$320. The project anticipates the project director making 2 site visits per month to each site for the 9 month period of each year for placement and supervision of student teachers.

Total Cost Local Travel =	\$5,760.00
---------------------------	------------

SUBTOTAL TRAVEL = \$7,300.00

**SUPPLIES**

Library Material	\$ 500.00
Educational Supplies	2,000.00
General Office	500.00

SUBTOTAL SUPPLIES = \$3,000.00

**CONTRACTUAL**

External Evaluator	\$5,000.00
--------------------	------------

SUBTOTAL CONTRACTUAL = \$ 5,000.00

TOTAL DIRECT COST \$83,290.00

**INDIRECT COST**

Indirect cost is calculated according to the approved Indirect Cost Rate agreement allowable rate of 21.7% for a total of \$14,195.00.

SUBTOTAL INDIRECT COST = \$18,073.00

**TRAINING COST**

Student Stipends

Based on 10 Students at \$1,775.00 per month for 11 months for year one of the project would be \$195,250.00. Assuming that 7 of the participants have an average of two children, at \$275.00 an additional for 11 months, cost for dependants is \$42,300.00. Total Stipends for year one is \$237,600.

SUBTOTAL TRAINING STIPENDS = \$237,600.00

**TOTAL YEAR ONE REQUEST = \$338,963.00**

**BUDGET NARRATIVE  
YEAR TWO**

**PERSONNEL**

1. Project Director/Instructor- The salary of \$54,390 x \$1,200 annual increase for a total of \$55,590.00. 100% time allocation for a 12-month contract.

SUBTOTAL PERSONNEL = \$55,590.00

**FRINGE BENEFITS**

Sitting Bull College calculates its fringe benefits at 25% of gross salary. Fringe includes Unemployment Insurance, FICA, Medicare, SUTA, Workers Compensation, Life and Disability, Health Insurance, and Retirement. Based on salaries of \$55,590.00, the amount needed for fringe benefits in this grant is \$13,900.00.

SUBTOTAL FRINGE BENEFITS = \$13,900.00

**TRAVEL**

Out of State Travel

Projects Director's Workshops

Travel to Washington, DC (1 individuals @ \$800) =	\$ 800.00
Meals (1 individuals x 4 days x \$60/day) =	240.00
Lodging (1 individuals x 4 days x \$125/day) =	500.00
Total Cost =	\$1,540.00

Local Travel – 590.7 miles round for one complete round of visits to the 10 schools. At \$.54 per mile, the cost of one round trip is \$320. The project anticipates the project director making 2 site visits per month to each site for the 9 month period of each year for placement and supervision of student teachers.

Total Cost Local Travel = \$5,760.00

SUBTOTAL TRAVEL = \$7,300.00

**SUPPLIES**

Library Material	\$ 500.00
Educational Supplies	2,000.00
General Office	500.00

SUBTOTAL SUPPLIES = \$3,000.00

**CONTRACTUAL**

External Evaluator \$5,000.00

SUBTOTAL CONTRACTUAL = \$ 5,000.00

TOTAL DIRECT COST \$84,790.00

**INDIRECT COST**

Indirect cost is calculated according to the approved Sitting Bull College Indirect Cost Rate agreement allowable rate of 21.7% for a total of \$18,399.00.

SUBTOTAL INDIRECT COST = \$18,399.00

**TRAINING COST**Student Stipends

Based on 10 Students at \$1,775.00 per month for 11 months for year one of the project would be \$195,250.00. Assuming that 7 of the participants have an average of two children, at \$275.00 an additional for 11 months, cost for dependants is \$42,300.00. Total Stipends for year one is \$237,600.

SUBTOTAL TRAINING STIPENDS = \$237,600.00

**TOTAL YEAR TWO REQUEST = \$340,789.00**

**BUDGET NARRATIVE  
YEAR THREE**

**PERSONNEL**

1. Project Director/Instructor- The salary of \$55,590.00 with a \$1,500 annual increase for a total of \$57,090.00. 100% time allocation for a 12-month contract.

SUBTOTAL PERSONNEL = \$57,090.00

**FRINGE BENEFITS**

Sitting Bull College calculates its fringe benefits at 25% of gross salary. Fringe includes Unemployment Insurance, FICA, Medicare, SUTA, Workers Compensation, Life and Disability, Health Insurance, and Retirement. Based on salaries of \$57,090.00, the amount needed for fringe benefits in this grant is \$14,273.00.

SUBTOTAL FRINGE BENEFITS = \$14,273.00

**TRAVEL**

Out of State Travel

Projects Director's Workshops

Travel to Washington, DC (1 individuals @ \$800) =	\$ 800.00
Meals (1 individuals x 4 days x \$60/day) =	240.00
Lodging (1 individuals x 4 days x \$125/day) =	500.00
Total Cost =	\$1,540.00

Local Travel – 590.7 miles round for one complete round of visits to the 10 schools. At \$.54 per mile, the cost of one round trip is \$320. The project anticipates the project director making 2 site visits per month to each site for the 9 month period of each year for placement and supervision of student teachers.

Total Cost Local Travel =	\$5,760.00
---------------------------	------------

SUBTOTAL TRAVEL = \$7,300.00

**SUPPLIES**

Library Material	\$ 500.00
Educational Supplies	2,000.00
General Office	500.00

SUBTOTAL SUPPLIES = \$3,000.00

**CONTRACTUAL**

External Evaluator	\$5,000.00
--------------------	------------

SUBTOTAL CONTRACTUAL = \$5,000.00

TOTAL DIRECT COST \$86,663.00

**INDIRECT COST**

Indirect cost is calculated according to the approved Sitting Bull College Indirect Cost Rate agreement allowable rate of 21.7% for a total of \$15,450.00.

SUBTOTAL INDIRECT COST = \$18,805.00

**TRAINING COST**Student Stipends

Based on 10 Students at \$1,775.00 per month for 11 months for year one of the project would be \$195,250.00. Assuming that 7 of the participants have an average of two children, at \$275.00 an additional for 11 months, cost for dependants is \$42,300.00. Total Stipends for year one is \$237,600.

SUBTOTAL TRAINING STIPENDS = \$237,600.00

**TOTAL YEAR THREE REQUEST = \$343,068.00**

**BUDGET NARRATIVE  
YEAR FOUR**

**PERSONNEL**

Project Director/Instructor- The salary of \$57,090.00 with a \$1,500 annual increase for a total of \$58,590.00. 75% time allocation for a 12-month contract.

SUBTOTAL PERSONNEL = \$43,945

**FRINGE BENEFITS**

Sitting Bull College calculates its fringe benefits at 25% of gross salary. Fringe includes Unemployment Insurance, FICA, Medicare, SUTA, Workers Compensation, Life and Disability, Health Insurance, and Retirement. Based on salaries of \$43,945.00, the amount needed for fringe benefits in this grant is \$10,986.00.

SUBTOTAL FRINGE BENEFITS = \$10,986.00

**TRAVEL**

Out of State Travel

Projects Director's Workshops

Travel to Washington, DC (1 individuals @ \$800) =	\$ 800.00
Meals (1 individuals x 4 days x \$60/day) =	240.00
Lodging (1 individuals x 4 days x \$125/day) =	500.00
Total Cost =	\$1,540.00

Local Travel – 590.7 miles round for one complete round of visits to the 10 schools. At \$.54 per mile, the cost of one round trip is \$320. The project anticipates the project director making 2 site visits per month to each site for the 9 month period of each year for placement and supervision of student teachers.

Total Cost Local Travel = \$5,760.00

SUBTOTAL TRAVEL = \$7,300.00

**SUPPLIES**

General Office	500.00
----------------	--------

SUBTOTAL SUPPLIES = \$500.00

**CONTRACTUAL**

External Evaluator	\$5,000.00
--------------------	------------

SUBTOTAL CONTRACTUAL = \$ 5,000.00

TOTAL DIRECT COST \$67,731.00

**INDIRECT COST**

Indirect cost is calculated according to the approved Sitting Bull College Indirect Cost Rate agreement allowable rate of 21.7% for a total of \$14,697.00.

SUBTOTAL INDIRECT COST = \$14,697.00

**TRAINING COST**

Student Stipends

No training costs in the fourth year.

SUBTOTAL TRAINING STIPENDS = -0-

**TOTAL YEAR FOUR REQUEST = \$82,728.00**

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

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Chris"/>	<input type="text"/>	<input type="text" value="Fried"/>	<input type="text"/>

**Address:**

Street1:	<input type="text" value="9299 Highway 24"/>
Street2:	<input type="text"/>
City:	<input type="text" value="Fort Yates"/>
County:	<input type="text"/>
State:	<input type="text" value="ND: North Dakota"/>
Zip Code:	<input type="text" value="58538"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="701-854-8040"/>	<input type="text"/>

Email Address:

**2. Novice Applicant:**

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

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

Add Attachment

Delete Attachment

View Attachment

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

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

Name of Institution/Organization

Sitting Bull 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	54,390.00	55,590.00	57,090.00	43,945.00		211,015.00
2. Fringe Benefits	13,600.00	13,900.00	14,273.00	10,986.00		52,759.00
3. Travel	7,300.00	7,300.00	7,300.00	7,300.00		29,200.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	3,000.00	3,000.00	3,000.00	500.00		9,500.00
6. Contractual	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	0.00	0.00	0.00	0.00		0.00
9. Total Direct Costs (lines 1-8)	83,290.00	84,790.00	86,663.00	67,731.00		322,474.00
10. Indirect Costs*	18,073.00	18,399.00	18,805.00	14,697.00		69,974.00
11. Training Stipends	237,600.00	237,600.00	237,600.00	0.00		712,800.00
12. Total Costs (lines 9-11)	338,963.00	340,789.00	343,068.00	82,428.00		1,105,248.00

**\*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: 07/01/2016 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Department of Health and Human Services

The Indirect Cost Rate is 21.70 %.

(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 # S299B160016

Name of Institution/Organization Sitting Bull 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 B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524