

**U.S. DEPARTMENT OF EDUCATION**  
**Office of Elementary and Secondary Education**  
**WASHINGTON, DC 20202-6335**

**Indian Education Programs**  
**Application for Formula Grants to**  
**Local Educational Agencies**

**Electronic Application System for Indian Education (EASIE)**  
**Entity Name: Eagle Butte School District 20-1**

Part II **DRAFT**

Application

### 2.1.5.1 Project Director and Authorized Representative Information

Applicant Demographics:		Project Director:	
Applicant Name:	Eagle Butte School District 20-1	First Name:	Kara
Address:	Po Box 260	Last Name:	Four Bear
Address 2:		Phone:	605-964-4911 Ext: 227
City:	Eagle Butte	FAX:	605-964-4912
State:	SD	E-Mail:	Kara.FourBear@k12.sd.us
Zip:	57625		
Applicant Identification:		Authorized Representative of the Applicant Agency:	
PR Award Number:		First Name:	Keith
DUNS Number:		Last Name:	Watt
NCES Number:		Phone:	605-964-4911 Ext: 229
		FAX:	605-964-4912
		E-Mail:	<a href="mailto:Keith.Watt@k12.sd.us">Keith.Watt@k12.sd.us</a>

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## 2.2 Coordination of Service

### 2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VI Services?	Program Type
Title I	Yes	Yes	Federal
Homeless Child and Youth	Yes	Yes	Federal
Title III: English Language Acquisition	Yes	Yes	Federal
School Improvement Grants	Yes	Yes	Federal
Rural and Low-Income School Program	Yes	Yes	Federal
Impact Aid	Yes	Yes	Federal
Migrant Education	Yes	Yes	Federal

#### 2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

All Title VI activities come through the School Superintendent as Federal Programs Manager and the School Business Office. All Title program expenditures are reviewed and approved by the School Business Manager for correctness, and are reviewed to ensure that there is no supplanting within and among all other programs to benefit Native Americans (our school is 99% NA) prior to the release of funding. Our school offers a wide variety of Native American cultural opportunities and language and heritage enhancement programs, assisted through both federal and non-federal sources, including archery programs, Lakota hand games, Lakota language programs, and regional competitions.

Title I provides tutorial services for Title VI Students, while the Homeless "set-aside" assists students with incidentals. Title III identifies Title VI ELA students and offers services. School Improvement grants ensures programs exist school-wide to increase the academic achievement of Title VI students, while the Rural and Low-Income school programs ensure adequacy of instructional services, including class size reduction and professional development. The Impact Aid program compensates for federally impacted lands and the tax-base loss, thereby ensuring budgetary help for Title VI students. The Migrant Education program actively searches for Title VI migrant students so that services can be offered to improve their educational circumstances.

#### 2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	Workshops/Sessions	Use of data/data-driven decision making; school improvement planning and initiative implementation; cultural awareness education and sensitivity.
Teachers and other school professionals new to the Indian community	School-based coaching or mentoring	Use of data/data-driven decision making; school improvement planning and initiative implementation; cultural awareness education and sensitivity.
Other non-Teaching staff Support Staff	Pre-service training or orientation	Use of Data/ Data-driven decision making; school improvement planning and initiative implementation; cultural awareness education and sensitivity.

#### 2.2.4.1 -2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2021-2022
Method of Dissemination to Indian Community and Parent Committee	Public hearing for application
	Parent Committee meeting
	Within a written report
	Posted on website
	Other open meeting
	Sent home with student
	Radio Broadcast
	Newsletter
How is LEA responding to findings of previous assessment(s)?	No changes in services/programs
	Modifications to services/programs at LEA level
	Please describe :
	Modification to services/programs within project Please describe :

### 2.2.5.1 Description of Meaningful Collaboration with Tribes

Eagle Butte School District uses a variety of methods to develop meaningful collaboration with the Cheyenne River Sioux Tribe. The Superintendent goes to the Cheyenne River Sioux Tribe Education Committee (TEC) monthly meetings. At these meetings, the school provides information on school activities, monthly board meeting reports, what is being discussed and investigated for curriculum and programs offered, the implementation of all programs, student data (achievement, behavior, social issues), listen to and discuss the tribes concerns, and collaborate with the other schools within the reservation. Additionally, the Superintendent participates in the CRST Tribal Education Department's (TED) Tri-Schools bi-weekly meetings to further collaborate with other schools and the within the reservation. We notify the TEC, TED, and stakeholders via letter, email correspondence, and newspaper ads. We also hold two (2) or more parent forums throughout the year where to seek input and disseminate information on all federal/state grants, which the Cheyenne River Sioux Tribal Council is encouraged to attend and participate in. In addition, representatives from the District schedule annual spring meeting(s) with the Cheyenne River Sioux Tribal officials to establish "meaningful Tribal consultation" and to gather input, as per Federal requirements. Also, an Indian Education Parent Committee open meeting is held to review a draft application to collect input and make application adjustments as necessary.

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## 2.3 Indian Education Project Description

### 2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: **Increase School Attendance Rate**

Objective Target Grade Levels: Elementary, Middle, and High School Grades

Services Provided

Service	Data Source
Culturally Responsive Academic Support	Attendance Data and Participation Rates
Objective: Increase Academic Achievement	
Objective Target Grade Levels: Middle and High School Grades	
Services Provided	

Culturally Responsive Academic Support	Non-Standardized Achievement Test
Culturally Responsive Academic Enrichment	Parent/Teacher/Community Stakeholder Surveys, Interviews, or Focus Groups
Objective: Increase Academic Achievement	
Objective Target Grade Levels: Elementary, Middle, and High School Grades	

## 2.4 Budget

### 2.4.1.0.1 Supplemental Information

By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards.

### 2.4.9 Budget Summary

Allocated Funds: \$	Total Admin %: 0.0% Total Admin Funds: \$0 Waiver Applied For:	Budgeted Funds: \$	Unbudgeted Funds: \$
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$	%
Personnel	Finished	\$	%
Travel	Finished	\$	%
Equipment	Finished	\$	%
Supplies	Finished	\$	%
Contractual	Finished	\$	%
Other	Finished	\$	%
Indirect Costs	Finished	\$	%
<b>Budget Total</b>		<b>\$</b>	<b>%</b>

### 2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director						\$0
Project Coordinator						\$0
other:						\$0
Teachers	2	100%		\$115,000	\$38,100	\$153,100
Counselors: Guidance	1	50%		\$30,000	\$9,100	\$39,100
<b>Category Totals</b>	<b>3</b>		<b>\$0</b>	<b>\$145,000</b>	<b>\$47,200</b>	<b>\$192,200</b>

### 2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District			\$0
Out of District			\$0
Professional Development			\$0
<b>Category Subtotals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

### 2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
<b>Category Subtotals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**2.4.4.1 Budget-Supplies**

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Consumables			\$0
Program Management			\$0
<b>Category Subtotals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**2.4.5.1 Budget-Contractual**

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Evaluations			\$0
<b>Category Subtotals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**2.4.6.1 Budget-Other**

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery			\$0
Student Activities Related to Services			\$0
Professional Development			\$0
<b>Category Subtotals</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**2.4.7.1 Budget-Indirect Costs**

2.5 %	Rate%	\$	Total
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## 2.6 GEPA Section 427

The Eagle Butte School District recognizes the importance of equitable access to, and participation in, federally assisted programs for students, teachers, and their beneficiaries with special needs. Potential barriers that can impede equitable access to and participation in these programs includes gender, race, national origin, color, disability and/or age.

Individuals who are members of special populations will be provided with equal access to enrollment and placement in educational programs available to individuals who are not members of special populations, including specific courses, apprenticeship programs, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

Descriptions of the steps the Eagle Butte School District will employ to overcome these barriers are as follows:

1. Ensuring accessibility of facilities and programs for all students by eliminating natural barriers for the enhancement of mobility and accessibility.
2. Staff Development for teaching students in the least restrictive environment.
3. Providing academic adjustments and modifications in curriculum and instruction.
4. Equipment adaptation to ensure special populations students can use equipment appropriately.
5. Providing related services such as occupational and physical therapy services, transportation, etc., to enhance participation in programs.
6. Utilizing classroom assistants and tutors to enhance inclusion practices.
7. Having psychologists provide in-service training on teaching strategies for regular classroom teachers.

## 2.7 Comments

Annually - Parent, guardian, stakeholder, community, and Cheyenne River Sioux Tribal official consultation will take place throughout the year in a variety of manners: open forum(s), parent committee meeting(s), parent communications, and Tribal consultation meetings.

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I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances - Non-Construction Programs and Additional Program Assurances for 84.060-Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail-in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

I certify that the Parent Committee participated in the development of the application submitted and approves the proposed application. I have uploaded the Parent Committee Approval form.

I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C.1001.

Certified by: [Keith Watt](#)  
Certified Date: [Date Entered Here](#)

Applicant Contact Name: [Kara Four Bear](#)  
Applicant Contact E-mail:  
[Kara.FourBear@k12.sd.us](mailto:Kara.FourBear@k12.sd.us)  
Applicant Contact Title: Superintendent Applicant  
Contact Telephone: (605) 964-4911

User 1: [Kara Four Bear](#)  
E-mail:  
[Kara.FourBear@k12.sd.us](mailto:Kara.FourBear@k12.sd.us)  
Title: Superintendent

User 2: Keith Watt  
E-mail: [keith.Watt@k12.sd.us](mailto:keith.Watt@k12.sd.us)  
Title: Business Manager

If you have any questions regarding your SY 2020-21 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2020), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)  
Voice: 877-457-3336 (877-HLP-EDEN)  
Fax: 888-329-3336 (888-FAX-EDEN)  
E-mail: [eden\\_OIE@ed.gov](mailto:eden_OIE@ed.gov)

Hearing impaired persons may contact the Partner Support Center via the Federal Relay Service: 800-877-0996 (Voice/TTY)/ [federalrelay@sprint.com](mailto:federalrelay@sprint.com).

If you have questions or need to make changes to SY 2019-20 or prior grants or need information after July 1, 2020, please contact the Office of Indian Education.

Office of Indian Education  
Telephone: 202-260-1454  
E-mail: [Indian.education@ed.gov](mailto:Indian.education@ed.gov)

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Form

Title VI Indian Education  
Indian Parent Committee Approval Form Sample (Insert Here)  
for Formula Grants to Local Educational Agencies

LEA Name:

City/State/Zip:

"This certifies that the Parent Committee for the above entity has participated in the development of the application for Title VI funds and approved the proposed project."

"Instructions: The written approval of the parent committee must be obtained before the EASIE Part II closes and must be uploaded into the EASIE system. Reminder: The Parent Committee Approval Forms must be signed by a majority of whose members are parents and family members of Indian Children."

"Note: Only Indian parent committee members' signatures, title, and dates required and signatures of any others in attendance at the open meeting should not sign this form. Suggested Parent Committee titles could be parent, grandparent, family member, teacher, (not paid by Title VI), high school student, or Tribal Representative."

Name	Title	LEA Name	Date
Name	Title	LEA Name	Date
Name	Title	LEA Name	Date
Name	Title	LEA Name	Date
Name	Title	LEA Name	Date

Check the type of application submitted. Check only one box.

**Regular formula grant project: The application submitted is for a regular formula grant project.**

Title I school-wide program: The application submitted will include project funds in a Title I school-wide program. The Parent Committee also certifies that it had an opportunity to review the program in a timely fashion and it is consistent with the purpose of the formula grant program for Indian students. The Parent Committee determined that including project funds within a Title I school-wide program will not diminish the availability of culturally-related activities for Indian students. The Parent Committee has determined that the program will directly enhance the educational experience of Indian students.

Integration of Services under Section 6116: The application submitted will consolidate Federal programs funded for the purpose of providing education related services to Indian students. The Federal funds identified within the budget to be consolidated are those that are allocated under a statutory or administrative formula for the purposes of providing education and related services that would be used for Indian students.