(a) Need for Project 10

(1) Involves, coordinates with or encourages Tribal economic development plans. 5

Oglala Lakota College has been involved with Tribal planning and the support of economic development plans since its beginning in 1971. Some of the key plans included: Oglala Oyate Woitancan (Power to the People) Economic Development Plan in 1999 that was to run for 30 years and resulted in the Pine Ridge Reservation being declared an Empowerment Zone.

OLC has aligned its programs to provide educated workers in all areas for the Tribe and Lakota Country. In May 2011 the Tribal Council held Strategic Planning Sessions that included the goal of developing a Pine Ridge Vocational Institute. The OLC Vocational Education Department is the only part of this actually functioning. A high school operated by Oglala County Schools began this year and we are in the process of coordinating with them.

In 2012 the Oglala Sioux Tribe adopted the Oyate Omniciye/Oglala Lakota Plan and Implementation Workbook developed through a HUD/DOT/EPA Partnership for Sustainable Communities grant to Thunder Valley Community Development Corporation in collaboration with a consortium of over 10 Reservation entities. There are 12 Initiatives in the Plan which also includes an Implementation Workbook. The three initiatives that affect OLC the most are: 1. Education, Training and Outreach – teach culture, build capacity and share information through training, media and community events. 2. Economy—increase access to funds and financing needed to build homes and businesses, encourage entrepreneurship and responsible tourism and build workforce capacity. 3. Communication—communicate better through a well-connected network of people and a well-managed high-speed network of data transmission.

In 2014 the Tribe, Thunder Valley CDC, Oglala Sioux (Lakota) Housing and Oglala Lakota College worked together to submit a Promise Zone application for the Tribe. The Pine
Ridge Indian Reservation was selected as a Promise Zone to run from 2015-2024. The Goals and Activities developed the Initiatives from the Oyate Omnicie Plan. Selected goals that OLC is involved in are:

**Goal 1 create jobs:** Implement creative workforce development strategies for present and future jobs. Create worker owned and cooperative enterprises to increase community wealth. **Goal 2 increase economic activity:** Build and establish workforce housing including middle income housing and a real estate market. OLC Construction Trades students have built 4 houses for the Oglala Sioux (Lakota) Housing and developed prototype starter home for young couples. Increase involvement and economic impact of anchor institutions/build the capacity of local enterprises and contractors. **Goal 3 Improve educational opportunities:** Increase access, success and relevance of postsecondary education to provide educated workers for jobs needed on the Reservation.

In Fall 2015 the Tribal Council held a planning retreat the become **The Change Council**. Goal 5 was to have OLC focus on meeting local employment needs. As a result OLC did the Pine Ridge Reservation Occupational Survey (3/16) which was the first comprehensive employment for the Reservation since 1978. The results of that study were used to focus OLC curricula and meet tribal needs.

In August 2016 the Tribe did an update of their **Comprehensive Economic Development Plan** with assistance from OLC. The **Overall goal** of the Plan is to develop business infrastructure and encourage economic development as we endeavor to preserve our culture and enhance our quality of life. Goal 1 Strengthen business environment by enacting legislation to enhance business development which will strengthen the districts and communities. Goal 2 Improve economic conditions and opportunities for districts. Goal 3 Strengthen the
structure of the Tribal government for effectiveness. Goal 4 Generate wealth and attract investments to the Reservation.

OLC's entire mission is to provide educated and skilled workers for the Tribe and to preserve and teach the Lakota language and culture which are goals which run through all Tribal development plans. OLC contributes to the Tribe's goals through the Master’s in Lakota Leadership and Management, AA in Business, Bachelor of Arts in Business Administration with emphasis in Accounting, Entrepreneurship or Tribal Management. The WK21-26 job areas were selected as key pieces since the Tribe and businesses need workers in programs who can operate computers, do reports, gather and organize data etc. (Office Technology) and one of the major sources of work on the Reservation is construction (Construction Trades and Electrical Technology). Another major need is Bus Driver/Mechanics for the schools, OST Transportation, and construction contractors (Automotive Technology with Commercial Drivers License).

WK21-26 is an exemplary part tribal economic development plans in terms of raising the academic standards, supplying educated workers for new job areas, integrating Lakota values and meeting the needs the Reservation.

Lakota Funds (LF) began in 1986 began as a result of an Economic Development Conference at Oglala Lakota College and with a planning group organized by OLC. Since then LF has given over $6 million in loans, helped create 450 businesses, and provided training for 1,600 Lakota artisans and 1,200 entrepreneurs. OLC collaborated with them and set up the Entrepreneurship certificate and degree in the Applied Science Department through NACTEP and then moved it into the OLC Business Department. Our construction trades students participate in the LF internship program which places students with contractors and Oglala Sioux (Lakota) Housing.
(2) Need for the activities to be carried out as evidenced by local labor market demand or occupational trends data, Tribal economic development plans, or recommendations from accrediting agencies.

Construction Trades and Electrical Technology: There is a constant need for graduates skilled in this area especially on the Pine Ridge Reservation. Oglala Sioux (Lakota) Housing has a need for carpenters and electricians to help take care of their 1,328 low rent units. They have 70 workers in their Maintenance and Modernization Department to take care of maintenance as well as do major renovations. Thunder Valley CDC has their own construction company and has partnered with OLC in the past. They are looking at another collaboration to help finish their 21 units. Contractors coming on the Reservations must follow TERO procedures but have a hard time finding qualified workers. Most are hired as laborers.

Office Technology: Including the Oglala Sioux Tribe, Bureau of Indian Affairs, 24 Schools, Oglala Lakota College, local businesses and non-profit organizations there is an abundance of office worker positions available.

Automotive Technology: The Oglala Sioux Tribe Transportation Program, Pine Ridge Reservation Head Start, 24 Schools are always looking for bus driver/mechanics. There are also many auto repair businesses near the reservation and in Rapid City, SD.

The Oglala Lakota College Pine Ridge Reservation Occupational Survey done in 2016 showed 4,457 jobs on the Reservation of which 1,307 required only a GED but gave preference to AA/AAS. There also many jobs on Cheyenne River Reservation and in Rapid City, SD where OLC has college Centers with the same parameters.

The number of construction jobs is expected to grow by 11 percent over the next 10 years. KELOLAND’s Whitney Fowkes finds out why that is both a good and bad thing. There is
a big demand for construction workers right now, but the number of people looking for those jobs isn’t meeting that need. 2019

Pine Ridge Reservation Occupational Survey (OLC 2016)

<table>
<thead>
<tr>
<th></th>
<th>OST</th>
<th>IHS/BIA</th>
<th>Schools</th>
<th>OSLH</th>
<th>OLC/HS</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction and Electrical</td>
<td>18</td>
<td>15</td>
<td>45</td>
<td>60</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Office Tech</td>
<td>219</td>
<td>20</td>
<td>45</td>
<td>35</td>
<td>25</td>
<td>344</td>
</tr>
<tr>
<td>Automotive</td>
<td>41</td>
<td>10</td>
<td>124</td>
<td>16</td>
<td>20</td>
<td>211</td>
</tr>
</tbody>
</table>

The number of construction and electrical workers needed by contractors is hard to calculate but ongoing contact with the OST TERO Office contractors shows a constant demand.

The Occupational Survey was done for the Pine Ridge Reservation but the needs and economic conditions are similar on the Cheyenne River Reservation.

(b) Quality of Project Design 40

(1) Activities will create opportunities for students to achieve a recognized postsecondary credential; become employed in a high-skill, high-wage, and in-demand industry sectors or occupations or both. 20

The Applied Science Department was split into the Vocational Education Department and the Business/Tribal Management Department in 2007. In 2008 Information Technology degrees were moved into the Math and Science Department. The Entrepreneurship program was moved into the Business Department in 2009. The Vocational Education Department was then free to focus on career and technical education for high demand jobs on the Reservation in construction trades, electrical technology, office technology, and automotive technology. The Vocational Education Department is constantly evolving to deal with Tribal development plans...
and Reservation realities. WK21-26 helps students complete hands-on degrees that demand on
site presence and internships. As a response to COVID we have had to adapt to distance learning
in terms of smaller projects students do at home. When the threat is over we will be go back to
house construction, on site automotive and office tech internships.

Over the past few years OLC has phased out our 1- year certificates in favor of AAS
degrees. This was done at the suggestion of faculty and employers. One year was not enough to
overcome academic deficiencies, include work ethic and cultural courses, and provide the skills
and certification for the jobs that the graduates were pursuing. The OLC Vocational Education
Department emphasizes degrees in the areas where jobs are available on the Reservations and in
areas adjacent to the Reservation especially Rapid City which has a large population of Lakota
people from Pine Ridge and Cheyenne River who move for housing and jobs.

OLC has other alternatives for students and WK21-26 will upgrade and expand the
counseling and placement activities to make students aware of the opportunities. Some
examples of possible progressions include: AAS General Construction (Voc Ed Department).
Begin work as a carpenter and enroll in the OLC Business Department to become a Project
Manager or business owner. AAS Electrical Technology/South Dakota Electrical Commission
Apprentice: Begin work as an apprentice then Journeyman then Contractor through SDEC or
transfer to SD School of Mines for an Electrical Engineering degree or to OLC Business
Department for Entrepreneurship courses.

AAS Automotive Technology: Association for Service Excellence Certificate/
Commercial Driver’s License: Begin work as a Bus Driver/Mechanic for Head Start, OST
Transportation, Schools, Truck Driver/Mechanic for OST Roads or Contractors, or Service
Technician at commercial garage and enroll in OLC Business Department to eventually be a
manager or business owner. AAS Office Technology: Begin work as bookkeeper, administrative assistant, records manager, data coordinator etc. for the Tribe, business, or non-profit and enroll in BA in Business (OLC) Accounting, Entrepreneurship or Tribal Management or BA in Information Technology (OLC). Many of our Office Technology students have entry level jobs with the Tribe or Reservation organizations and are looking to upgrade skills and position.

One of the major focuses of WK21-26 will be to recruit people already working at entry levels in all the areas and help them not only increase their competence but also move up the career ladder to increase their wages. This will free up entry level positions for unemployed people and increase the competence and performance of all reservation organizations and businesses. An example is a collaboration with Oglala Sioux (Lakota) Housing to enroll their Maintenance/Modernization workers many of whom only have a GED or High School diploma.

The Goal WK21-26 is to expand and upgrade the Career and Technical Education program of Oglala Lakota College to meet the needs of the 42,000 + Lakota people in Western South Dakota to provide the industry-recognized credentials and skills to begin or upgrade their careers into high skilled, high wage and high demand jobs and to counsel, advise and prepare them to reach whatever potential they aspire to in terms of demands for educated employees in career and technical areas.

The Objectives are:

1. By 9/30/26 graduate 50 participants with an AAS in General Construction and place them in employment (with Oglala Sioux Lakota Housing, local contractors or off reservation contractors doing business on the Reservation), military service or further education.
2. By 9/30/26 graduate 15 participants with an AAS in Electrical Technology and place them in employment (with Oglala Sioux Lakota Housing, local contractors or off reservation contractors doing business on the Reservation), military service or further education.

3. By 9/30/26 graduate 20 participants with an AAS in Office Technology and place them in employment (with the Oglala Sioux Tribe, local organizations or businesses), military service or further education.

4. By 9/30/26 graduate 20 participants with an AAS in Automotive Technology and place them in employment (with the OST Transportation Department, OLC Head Start, OST Roads, the schools, contractors or commercial garages), military service or further education.

Besides the scaffolding from entry level positions with the AAS to Bachelor’s etc. we are exploring funding to develop a training center for jobs that are in demand including Certified Nursing Assistant, Commercial Driver’s License, Emergency Medical Technician, Medical Coding, Food Handling, etc. Other departments provide opportunities in other CTE areas e.g. Math and Science Department including an AAS and BS in Information Technology and AAs in Pre-Engineering and Science, Engineering and Math; Business Department: AA in General Business and BA's Business Administration with emphasis areas in Accounting, Entrepreneurship, Management and Tribal Management; Nursing Department: AA in Nursing including CNA and RN.

(2) Address the needs of the target population or other identified needs, as evidenced by description of activities that align with the target population's needs. 10

WK21-26 will assist OLC to meet the needs of the target population who are residents of the Pine Ridge and Cheyenne River Indian Reservations and nearby areas including Rapid City, SD. We will recruit and retain more students, align the curriculum with employer needs,
graduate qualified and skilled workers, and develop ongoing agreements with employers such as the Oglala Sioux Tribe, Oglala Sioux (Lakota) Housing, Indian Health Service, the 24 schools, and private contractors.

WK21-26 will meet the need for: Office Technology graduates with Associates of Applied Science degrees to fill positions in the Tribe, non-profit organizations, businesses and 24 schools; Construction Trades and Electrical Technology graduates with Associate of Applied Science degrees to fill positions at Oglala Sioux (Lakota) Housing, and contractors on and near the Reservation; Automotive Technology graduates with Associate of Applied Science degrees to fill mechanics positions with the Bureau of Indian Affairs, Oglala Sioux Tribe, 10 Head Start Centers, 24 schools and businesses near the Reservation. We selected these areas based on the needs identified through the Tribe, SD Department of Labor and local surveys.

By including the Commercial Driver’s License preparation in the Automotive Technology curriculum and offering it to GED students we will begin to meet the need for drivers for Head Start, the schools, OST Roads Department, OST Solid Waste and construction contractors.

WK21-26 itself will focus on upgrading and expanding the core degree programs. Our enrollment in these areas in Fall 2020 is: Automotive 20, Electrical Technology 13, General Construction 28 and Office Technology 20. The focus of all OLC programs for the last four years has been recruitment, retention, persistence and completion. We have implemented an enrollment and retention plan, a student alert system, better advising, more effective scheduling and faculty development. In preparation for the 2017 Higher Learning Commission visit report we upgraded assessment systems especially for co-curricular programs, reviewed the curriculum, evaluated faculty qualifications and reached out to employers of our graduates.
through surveys, interviews and phone calls.

WK21-26 will meet the needs of our students by overcoming the barriers of rural isolation, cultural dissonance, poverty and lack of academic preparation.

**Rural Isolation:** OLC serves an area of over 10,000 square miles in western SD that is rural and isolated. Many students cannot leave the Reservation due to their families. OLC brings the classes to the students at Instructional Centers where faculty travel to teach. OLC has developed a variety of delivery methods that include Zoom distance learning, On-line Moodle internet, intensive seminars, internships, etc. to overcome the distances. Dorms are not the answer since many of the students are heads of families and are tied closely to their communities both economically and culturally. This is also the reason they do not leave the Reservation.

General Construction, Electrical Technology and Automotive Technology programs are centralized at Piya Wiconi and Kyle due to the construction jack, electrical lab and automotive shop. In 2014 we set up a system of vans to bring students from outlying Centers. We also have a dorm in Kyle that students can use. If we can get an agreement with Oglala Sioux (Lakota Housing) we could provide on-the-job training on the western end of the Reservation for Pine Ridge Village, White Clay District, etc.

As part of the response to COVID which has hit the Pine Ridge and Cheyenne River Reservations extremely causing numerous lockdowns OLC has been on zoom learning since March 2020. We have provided financial assistance, laptops, connectivity and distance learning orientation to students, distance learning training and incentives to faculty, and revised course syllabi to facilitate distance learning. OLC has also installed 27 smart (zoom) classrooms throughout our college centers to make distance instruction more user friendly for faculty and students and these will be fully utilized when the lockdowns end.
WK21-26 will help us improve the system to increase recruitment of non-traditional students i.e. enroll laborers for Oglala Sioux (Lakota) Housing to become Carpenters or Electricians. We will upgrade and expand our partnerships with local schools to promote improvement in academic skills, enrollment in career and technical programs, and early entry.

We will improve the system of recruitment by doing a variety of recruiting activities on KILI Radio, posters at all the College Centers, Career Days at the local high schools, advising week, and in the college classroom by instructors, and at area powwows especially Oglala Nation Powwow in August.

**Poverty and the Problems Associated With Poverty:** In the first and third poorest areas in America (US Census Report 2016) OLC has Counselors to assist mostly 1st Generation students with the FAFSA financial aid procedures. OLC also gives out over $3 million dollars a year from its own scholarship endowment and programs. The stipends provided by WK21-26 make it possible for our Construction, Electrical and Automotive students to attend since they have to be in class four days a week and cannot really work during the semester. Many students are single parents, both male and female, and have a need for day care. We collaborate with the OST Day Care and OLC Head Start Program in each community to provide this service. In 2017 we found that many of students came to school hungry and instituted a meals program.

We know that many of our students fail not only because of academic achievement but because of drug and alcohol issues, other health problems, family problems and lack of financial literacy. Many of our students come back from off reservation institutions, either universities, colleges or vocational schools, on probation for financial aid or owing large loans. WK21-26 will allow us to free up resources for holistic support. We recently completed a SAMSHA Campus Suicide Prevention grant and set up Crisis Groups and procedures at each Center.
Through a grant from the American Indian College Fund we recently began a mental health program for students to address stress, substance abuse, and other issues that were identified before COVID but have intensified during COVID.

**Cultural Dissonance:** One key issue from all employers, not just those of OLC graduates, is work ethic, both getting to work and working hard. WK21-26’s target students are Lakota people who want to be carpenters, electricians, administrative assistants, auto mechanics, bus drivers, accounting techs, etc. We will help them balance the skills and qualities needed to be successful in the world of work with Lakota language and culture. We will address cultural needs through requiring at least 3 credits of Lakota culture and language and integrating culture, language and Reservation realities into all classes. We will emphasize that the values of Lakota culture align with values needed to be successful in whatever they do.

We will assure that our Ethics in the Workplace emphasizes basic employment realities and provides solutions to Reservation issues e.g. extended families, substance abuse, child care, role models, etc. Most of our faculty and staff came through and overcame the same obstacles our students have to. Many of them did this through a reliance on the Lakota cultural values.

**Low Academic Achievement:** OLC established our Foundational Studies Department years ago to deal with low math and reading skills of incoming students. In 2017 over 65% of our incoming freshmen had to take foundational math or reading based on the Accuplacer test. We have set up summer academies for high school students, have a Student Support Services program with tutors and peer counselors, have Counselors and Tutors at each Center. Our institution is a teaching school so our faculty focus on students. Small class size and a welcoming and culturally appropriate atmosphere also contribute.

We will include the WK21-26 faculty and staff in our professional development in terms
of learning styles of Indian students, assessment, integration of Lakota language and culture and collaboration with local employers. We will provide training for Instructional Center Counselors and Instructional Center Tutors in the realities of recruiting and retaining career and technical education students and in ways to collaborate with reservation high schools to upgrade reading and math skills and recruit students into the career and technical education fields.

WK21-26 will provide an understanding of the educational needs of American Indian students in terms of career and technical education by continuing to collaborate with the Reservation high schools, especially Pine Ridge (450 students) and Little Wound (400 students).

(3) Coordinate with similar or related efforts, and with Community, State and Federal resources where such opportunities and resources exist. 5

We will continue to coordinate with the Oglala Sioux Tribe and their Office of Economic and Business Development to assure that we are providing educated workers for the projects involved in the Comprehensive Economic Development Strategic Plan which OLC helped develop. There is a letter from the OST President in Other Attachments: letters.pdf.

OLC’s Board of Trustees is comprised of 9 representatives elected from the 9 districts of the Reservation and representatives of the Oglala Sioux Tribal President, OST Education Committee of Tribal Council, Student Senate and Council of Elders. There are Local Boards at each Instructional Center on Pine Ridge and student organizations at all 11 Instructional Centers. The Board of Trustees, Local Boards and student organizations keep us in contact with all the communities of the Reservation. All BOT members are members of the Oglala Sioux Tribe.

We will work closely with The Lakota Funds and Pine Ridge Area Chamber of Commerce to use their resources to keep us in touch with reservation entrepreneurs and business
owners in terms of labor needs. We will encourage Construction Trades, Automotive Technology and Electrical Technology graduates to look at starting small businesses through our Business Department.

WK21-26 will work closely with the Oglala Sioux Tribe Tribal Employment Rights Office to keep in touch with on and off Reservation employers and what they need. The TERO office will give us contacts with contractors who come on the Reservation for major construction projects. We have letters of support and commitment from groups in Other Attachments: letters.pdf. We already have working agreements and relationships with most of these groups and if WK21-26 is funded we will develop specific Memoranda of Agreement if they are needed.

We will continue to collaborate with the State of South Dakota Department of Education to obtain Perkins Vocational Education Program supplemental funding.

We will sign a training agreement with Oglala Sioux (Lakota) Housing. OS(L)H has over 70 positions for carpenters and electrical personnel to maintain 1,300 houses and renovate/construct new ones. OS(L)H has offered OLC classroom space in their new Johnson Holy Rock Administration Building in Pine Ridge, SD. We will look at alternative scheduling to accommodate these employees for classes and place them in apprenticeship programs. We will coordinate with Pine Ridge Area Chamber of Commerce and OST Tribal Employment Rights Office dealing with off reservation contractors who come on to the reservation to work.

We will continue to work with Thunder Valley Community CDC on the construction of their model community and coordinate with their work development program.

In the area of Office Technology WK21-26 will assist us to meet the ever expanding needs of the Oglala Sioux Tribe, Bureau of Indian Affairs, Indian Health Service, and reservation non-profits and businesses. We will look at signing training agreements with all these entities to
enroll office workers in the program and develop a career ladder whereby not only can their skills be enhanced but they can progress in pay and position.

(4) Training or professional development services to be provided are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services

We address incoming learning gaps as discussed earlier through assessment using the Accuplacer and support through Foundational Studies courses, Instructional Center Tutors and Counselors, and Student Support Services. We continuously review our curriculum to assure we are addressing learning gaps in the professional areas. The complete Degree Status Sheets and Course Descriptions are in Other Attachments: deg-course.pdf.

The AAS degrees are 60-66 credits and designed for 4 semesters or 2 years. A core of 12 credits includes Ethics in the Workplace, Math, Computer Basics and Lakota Language I.

The degrees include 48 or more credits of professional requirements and internships. Each of our Degrees has been developed by looking at the technical skill proficiencies laid out in the South Dakota state standards and are constantly reviewed for meeting industry-recognized standards. WK21-26 will allow us to align our degrees more closely to the employer expectations on the Reservations and Rapid City, SD.

Our Enrollment and Retention Office works with local high schools to upgrade the reading and math skills of students. One way we do this is to give the Accuplacer Entrance Test to 9th or 10th graders and let students know what levels they will need to enter our programs without having to take remedial courses. We also do summer basic training institutes for high school students wanting to attend OLC.
Instructors will utilize our Student Management System on Jenzabar to keep track of not only student courses but also skill and proficiency levels, financial needs, etc. Much of the information from the Student Management System will be used to record assessment artifacts in each program area, results of assessments, and samples of knowledge and proficiencies. We utilize and Early Alert System which monitors attendance and academic performance and provides follow-up and assistance as needed.

We will implement the WK21-26 Evaluation Plan described in section (h) for continuous review of performance and utilize feedback from staff, faculty, student and employer surveys to identify training needs in program areas. We will review student assessments and Student Profiles each semester to identify individual training needs. We will review the Student Evaluation of Instructor/Courses to identify training needs of faculty.

(c) Adequacy of resources

(1) Support including facilities, equipment, supplies, and other resources from OLC or other Tribal entities

Since 1971 OLC has learned to deal with the needs and issues of the Reservations, Tribes and students. OLC has over 22 degree programs from associates to Masters and General Equivalency Diploma preparation. At the request of the Oglala Sioux Tribe in 2005 we took over operation of the Head Start Program and have 500 students from 0 to 5. One of the goals of the College and WK21-26 is to develop latticing which will allow students to make good decisions on their education plans and progress as they wish e.g. AAS in Office Technology to Bachelor’s in Information Technology or Business.

We have learned to help students be successful through presence in the communities, integration of Lakota culture, faculty focused on teaching, small class size, and student
academic, financial, and career counseling. We have a transportation program from the smaller Centers to larger Centers. We will use this network to assist students to come from other Districts to Piya Wiconi for Construction Trades and Electrical courses and Kyle for the Automotive Technology courses. We are looking at an agreement with Oglala Sioux (Lakota) Housing to set up onsite classes for Construction Trades for their employees and students living on the western side of the Reservation.

Oglala Lakota College provides 9 Instructional Centers on the Pine Ridge Reservation, 1 in Rapid City and 1 in Eagle Butte, SD. We have high-speed Internet capabilities, classrooms, computer labs, 27 smart classrooms set up as zoom rooms modeled on the recently constructed state of the art Black Hills Energy Teleconferencing Center, study areas and small libraries at each Center. There is at least one full-time Counselor and one full-time Tutor at each Center and the services of peer counselors and tutors under the Student Support Services grant are available for students who need them. Over the past year we have added 27 smart classrooms (zoom rooms) that allow students to take classes from just about anywhere. Due to COVID we have

The Applied Science Building at Piya Wiconi provides fully-equipped carpentry and electrical lab classrooms. There are also two construction jacks on campus where our Construction Trades and Electrical Technology students build houses. The Woksape Tipi Learning Resource Center provides a full-service library with electronic and hard copy collections of books and reference materials. The Automotive Technology Building has fully equipped automotive garage facilities and classroom space.

Oglala Lakota College also provides the majority of equipment and supplies necessary for administration and instruction. We have put a nominal amount in the WK21-26 budget for office supplies and supplies needed for students hands-on work.
The Oglala Sioux Tribe provides the Piya Wiconi Building (26,000 square feet) and 160 acre main campus for $1 a year lease. The Oglala Sioux Tribe also provides two to five acre leases for free for the 9 Instructional Centers on the Reservation. The Tribal Offices at Pine Ridge provide many places for Office Technology Internships.

**2) Budget is adequate and costs are reasonable in relation to objectives. 5**

We have done our best to keep the costs of WK21-26 outlined in the Budget Narrative Attachment both adequate and reasonable in relation to the objectives and design. The budget gives OLC increased faculty to focus on the quality programs to meet the needs of the Reservation in a rural area and with a population of people in poverty. We know from experience that career and technical education programs take a lot of faculty time to provide hands-on instruction and monitor internships.

The funds for student support when joined with federal financial aid programs, OLC scholarships and collaborator funding are adequate to attract and maintain quality students from poverty backgrounds to achieve degrees. We included required travel to the Directors' conference for two NACTEP staff. OLC's budget will provide the majority of travel funds for staff and faculty which is a formidable amount given the 3,468 square miles of the Pine Ridge Reservation, distance of 100+ miles to Rapid City and 4,000+ square miles of the Cheyenne River Reservation.

The decentralized and reservation-based design of WK21-26 is the most reasonable and cost effective model for dealing with the size and realities of the OLC's service area of over 10,000 square miles. WK21-26 will allow OLC to upgrade our hands-on model and incorporate the latest in effective practices in career and technical education into our program.
The majority of our students are from the Reservations and over 80% of them remain to work on the Reservation. The costs are reasonable in relation to the results since it would cost at least twice as much to send students away to get a Degree. The costs are even more reasonable since based on normal attrition rates for Lakota students going off the Reservation since less than 10% of the participants would graduate based on Bureau of Indian Affairs statistics.

(3) Relevance and demonstrated commitment of the OLC, education providers, local employers, or Tribal entities to be served by the project e.g. MOUs, letters of support and commitment, or commitments to employ project participants

Oglala Lakota College has shown our commitment through President Shortbull endorsing this proposal as the AOR. We also have listed the contributions of OLC in the Adequacy of Resources showing what OLC has committed to WK21-26.

Oglala Lakota College has a letter of commitment from the Oglala Sioux Tribal President who has assured us that the OST Human Services, TERO, Economic Development and other departments will continue to work with and seek to hire our graduates. We will continue work closely with the Oglala Sioux Tribe Tribal Employment Rights Office to assure that our graduates meet the requirements of employers especially construction contractors. See

We will continue to work with the Pine Ridge Area Chamber of Commerce a group of Reservation entrepreneurs and businesses. PRACC will give us input on what skills and knowledge their members want in employees, provide mentorships and internships, and work with us on obtaining further training and technical assistance funds for entrepreneurs. We have a letter from Ivan Sorbel, Executive Director of PRACC in Other Attachments: letters.pdf.

We will continue to collaborate with Oglala Sioux (Lakota Housing) which will be a major employer of Construction Trades graduates. We will explore training for their 70
construction trades employees, work on projects with them, and work with them on developing a career ladder aligned with the Associated General Contractors and SD Electrical Commission.

We have a letter from [redacted], CEO, in Other Attachments: letters.pdf.

We also have a letter of commitment from Lakota Funds to keep working with us in their Construction Internship program (letters.pdf).

(4) Use instructors who are licensed or certified to teach in the field in which they will provide instruction.

[redacted] Office Technology Instructor, has a BA in Accounting from Oglala Lakota College and a Masters in Education (Curriculum and Instruction) from American Intercontinental University (Atlanta, GA). She has been a business manager and accountant for various reservation businesses and organizations including the Lakota Country Times newspaper (Kyle, SD), Crazy Horse School (Wanblee, SD), Cedar Pass Lodge (Interior, SD) and KC Enterprises (Kadoka, SD). Her education and experience with Curriculum Development will be a great asset in developing this new Certificate and Degree area at OLC. She was Adjunct Faculty at OLC from 2003 to 2006 and has been Full-time Faculty since 2006.

[redacted] General Construction Instructor, is a veteran of the US Army and has 20 years of carpentry, 25 years of Drywall, 10 years of painting, ten years of plumbing, 5 years of welding and 15 years supervisory experience. He has attended numerous workshops and training sessions over thirty years. He worked construction for private contractors and tribal programs for many years. He has been an Instructor at OLC since 2008 and qualifies as Master Carpenter. He is an Oglala Tribal member.

[redacted], Tribal Member, Construction Trades Instructor, has credits from 3 colleges and 3 years of teaching experience. He has 35 years experience in all fields of construction most
Automotive Technology Instructor, has an Automotive Technology Certificate from Mitchell Technology Institute and ASE Certifications in Foundation and Safety, Engine Repair, Steering and Suspension, Brakes and Electrical. He is also certified as a Master Technician and just renewed his license in 2020. He worked as a Mechanic/Servicer Technician for 26 years and has been Auto Technology Instructor at OLC since 2010.

[Redacted], Electrical Technology Instructor, has an AAS in Industrial Electronics from Western Dakota Technical Institute, was an Apprentice from 2002 to 2005 and has been a Journeyman Electrician since 2011 and renewed his license in 2020. He worked as an electrician, foreman etc. from 2002 to 2014. He has been the Electrical Technology Instructor since Fall 2016.

The most recent Higher Learning Commission Report certified our Vocational Education faculty as having the required credentials based the Commission’s criteria including education and experience.

(d) Quality of Management Plan

(1) Management plan to achieve objectives on time and within budget including clearly defined objectives, staff responsibilities, timelines, and milestones. 10

OLC has a flat administrative structure and President [Redacted] is a hands-on manager and keeps in touch with Reservation and College programs and staff. The OLC Board of Trustees and Local Boards in each community keep OLC in touch with the students and community. The project chain of command goes from the OLC Board of Trustees to President [Redacted] to VP for Instruction [Redacted] directly to Applied Science Chair/Program Director [Redacted].
The VP for Instruction will oversee the program and assure evaluation procedures are followed, College policies are utilized, performance and fiscal reports are submitted in a timely manner and that all policies and procedures in line with necessary certifications are followed. She will coordinate between the Project Director, OLC Director of Institutional Assessment and Research, and the External Evaluator, keep on top of fiscal management, reporting and compliance and OLC’s audits are always clean.

We feel the Management Plan is the entire proposal. The time commitments are stated in d.3. and in the budget (Other Attachments budnarr.pdf). The responsibilities are detailed in the job descriptions (Other Attachments jobdes-res.pdf). The Quality of Design shows how we will meet the needs of the target population, coordinate with similar efforts and provide quality services. The Evaluation show what and how we will monitor WK21-26 and how we will use the results of real time data, semester reviews, annual report and the External Evaluation to measure progress and keep us on schedule and within budget.

At the end of each year each Department at OLC does an Institution Effectiveness Report and Institutional Effectiveness Plan for the following academic year. The Vocational Education Annual IEP for Fall 21 will be prepared in August 21 that will take into account the objectives of WK21-26. If we are funded for WK21-26 we will do a modification of the plan that specifies will include annual action plans for objectives and outcomes of WK21-26, assessment methods, results, use of results, student retention, etc. if we are funded. Also if we are funded we will do a kickoff meeting to further define objectives, staff responsibilities, timelines, and milestones according to the grant. We will revise this plan in August each year.
(2) OLC encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Oglala Lakota College has successfully addressed the challenge of employing and advancing underrepresented groups including Native Americans, women and people with disabilities. We utilize local reservation papers such as the *Lakota Country Times* and the local radio station KILI. We use our presence in the communities through Instructional Centers, students and Local Boards to encourage applications from underrepresented groups.

OLC is focused on training and educating the Native American population. We will apply the strategies learned over years to WK21-26. We have grown our own over the past 50 years educating and employing tribal members. Oglala Lakota College has many varied Federal programs and has always qualified in terms of equal opportunity in hiring. Oglala Lakota College has a legal Indian preference policy in hiring but otherwise selects personnel without regard to race, color, national origin, gender, age or handicapping condition. Our Human Resources Director has been appointed the Equal Opportunity Coordinator for the College.

### OLC Employees 2019-20

<table>
<thead>
<tr>
<th>Employees</th>
<th>American Indian</th>
<th>Non-Indian</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Part-Time</td>
<td>35</td>
<td>47</td>
</tr>
<tr>
<td>Administrators</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Staff Only</td>
<td>73</td>
<td>76</td>
</tr>
</tbody>
</table>
OLC employment and contracting follow the requirements of the provisions of section 7(b) of the Indian Self-Determination and Education Assistance Act (Pub. L. 93–638) requiring Indian preference in training, employment and contracting.

(3) **Time commitments of project director and other key project personnel are appropriate and adequate to meet the objectives of the project.**

We are aware from experience that career and technical education programs take more attention from staff and faculty. The grant will fund the Project Director and Administrative Assistant for 50% but OLC will pick up the balance so that the Project Director and Administrative Assistant actually work 80 to 90% on WK21-26. All the Instructors are 100%.

(4) **Qualification including relevant training, expertise, and experience of project director, key personnel, and consultants.**

OLC is a small tribal institution with a flat administrative structure. The President and VP for Instruction will be hands on with Wowasi Kili21-26. President of OLC, has a Masters in Public Administration from the University of South Dakota, has been a South Dakota State Legislator, adjunct faculty member at OLC and President of OLC from 1975 to 1979. He returned as President in 1995 and is still here. He is an Oglala tribal member. He assures that OLC Board input is given in all areas to keep the program in touch with reservation and tribal needs.

VP for Instruction, is a member of the Oglala Sioux Tribe and former Chair of the OLC Graduate Studies Department. She has a Bachelor’s and Master’s from OLC and PhD from South Dakota State University. She supervises the Voc Ed Department Chair/NACTEP Director. VP for Business, a former Business Department Chair at OLC. She has a Masters in Business, Chadron State College, NE.
Wowasi Kili (Woe’ wah shee Kee lee’) 21-26 (Good Work) Oglala Lakota College
NACTEP ED-GRANTS-113020-001/ CFDA 84.101A due 1/29/21

, Student Support Coordinator, is a member of the Oglala Sioux Tribe, is a former Associate Executive Director of the Oglala Sioux Tribe and has an AAS in Entrepreneurship and BS in Business from OLC and an MLS in Indigenous Peoples' Law from the U of Oklahoma.

, Registrar, is a member of the Oglala Sioux Tribe and has a BS from in Business and MA in Lakota Leadership and Management from Oglala Lakota College.

NACTEP Program Director, has been Vocational Education Department Chair since January 2020. She has an AAS in A/E Technology from SW Tennessee Community College, a BS in Construction Engineering Technology from Southern Mississippi University and an MS in Construction Engineering and Management from the South Dakota School of Mines and Technology. She has also been a construction worker and quality control inspector.

Administrative Assistant, has AAs in Tribal Law and Lakota Studies and BA in Tribal Law from OLC. He was an Assistant in the OLC Archives and the OLC Bookstore. He has special skills in Jenzabar, Google, Zoom, Social Media, Microsoft Excel, Power Point and Google Drive.

The External Evaluator, has a Masters in Vocational Education from Chadron State College (NE), and has been the, Oglala Sioux Tribal Executive Director, CEO of the Oglala Sioux (Lakota) Housing, and a high school vocational education teacher and Principal. The full resumes for all Wowasi Kili21-26 Staff and Instructors are contained in Other Attachments: jobdesc-resumes.pdf. All of the above except are tribal members.

(e) Quality of Project Evaluation

(1) Methods of evaluation are thorough, feasible, and include use of objective performance measures that are clearly related to the outcomes of the project and the GPRA
We will contract an External Evaluator, [INSERT NAME], to conduct an evaluation to assure that Wowasi Kili 21-26 is of high quality and achieves the goals and purposes of section 116(e) of the Act. We will also have Wowasi Kili 21-26 staff and the OLC Institutional Assessment and Research Office collect and provide ongoing evaluation data.

The evaluation will be appropriate to the goals of Wowasi Kili 21-26 and will include objective performance measures related to Project Outcomes and GPRA. It will be formative to give us information on progress and help to make corrections and improvements when needed and summative to show the outcomes.

This evaluation process in concert with the OLC Academic Assessment Plan will be used to measure our progress toward and achievement of the goals, objectives and outcomes. OLC’s Director of Institutional Assessment and Research and the Wowasi Kili 21-26 Project Director will oversee the collection of data and coordinate with the External Evaluator. These three with assistance from WK21-26 and other OLC staff such as the Registrar and Financial Aid Officer will gather and analyze quantitative and qualitative data and prepare formative evaluation reports each semester and year and a summative report at the end of the project.

Data collection will include Student Portfolios which show student progress and assessments, as well as semester Student Satisfaction Surveys, Student Evaluation of Courses/Instructors, Partner Surveys, Employer Surveys, minutes of meetings, course revisions and syllabi, distance learning usage records, student support expenditures, hours of counseling, tutoring and advising, Apprenticeship Records and assessments.

Data collection analysis will be ongoing by all WK21-26 staff. Specific analysis will be done as part of reports by semester and by year. The External Evaluator will review the results.
informally each semester and issue a formal report with findings and recommendations each year as well as a final Summative Evaluation in Fall 2026.

The objective performance measures related to our intended outcomes, methods of evaluation we will use to get them and the qualitative and quantitative data are:

**Quantitative:** # of students enrolled, # of credits earned, Grade Point Average, # of hours completed in apprenticeships, # of Automotive Service Excellence Tests taken, # Office Technology, Electrical Technology, Automotive Technology and Office Technology degrees earned, # of CDLs and other certificates earned, amount of student stipends and financial support, # AAS graduates placed in employment or military, # of graduates continuing on to next level of education, and # of courses revised and upgraded.

**Qualitative:** student scores on Automotive Service Excellence tests, Student Satisfaction Surveys, Student Evaluations of Courses and Instructors, Instructor Reports, Project Director Instructor Observation Reports, Employer Satisfaction Surveys, and Partner Satisfaction Surveys.

The objective performance measures related to the GPRA Core Factors, the methods of evaluation we will used to get them, and the qualitative and quantitative data are:

“(b) At the postsecondary level: An increase in—

(1) The percentage of CTE concentrators who remain enrolled in postsecondary education, are in advanced training, military service, or a service program, or are employed; and

We will keep track of Students Placed in Employment, Students Already Employed Who Make Job/Salary Advancements, and we will do Follow-up Surveys of Employer Satisfaction as well as AAS Graduates Placed in Employment, Length of Time in Employment, Surveys and Focus Groups of Graduates in terms of how WK21-26 contributed to their success in
Keeping track of graduates has been difficult over the past years but we have developed a three-part system including: 1. doing an after graduation plan with students including what they are going to do and contact information (especially personal e-mail and Facebook address); 2. after graduation we try to contact them by phone, e-mail or Facebook) and if this fails we use our faculty and staff who know the community to find them; for ongoing education we use the National Student Clearinghouse subsequent enrollment. We are also enrolling in the Postsecondary Data Partnership from the Clearinghouse to get more measure outcomes.

(2) The percentage of CTE concentrators who receive a recognized postsecondary credential.”

Our Associate of Applied Science Degrees are accredited by The Higher Learning Commission of the North Central Association. We will keep track of Apprenticeship hours for Electronic Technology, ASE progress for Automotive Technology, Credits toward Associate of Applied Sciences Earned, # of AAS graduates, # of certificates earned in other areas e.g. Commercial Driver’s License.

We wrote our objectives by our 4 CTE degrees and put numbers based on previous experience. On the Program Objectives and Performance Measures Information Form we broke the Measures for each objective into graduation numbers and placement numbers.

Project-Specific Performance Measures: In addition to these measures: We will also keep track of recruitment, CTE enrollment, retention, persistence and graduation rates, work-based learning e.g. our collaboration with Lakota Funds on construction internships, and faculty participation in professional development especially distance learning and integration of math and computer science skills in all curricula.
WK21-26 will follow OLC's assessment of student achievement process as outlined in the next section to assure that our students are attaining career and technical skill proficiencies. We will explore the industry-recognized standards in each area and align our curriculum, courses and assessment to them. We will also integrate Lakota culture and language and input and feedback from reservation employers. We will continue to explore the standards set by South Dakota vocational and technical schools and apply external standards for applicable areas e.g. Association of General Contractors of SD for carpentry and general construction, SD Electrical Commission for Electrical Technology, and Automotive Service Excellence program for Automotive Technology.

WK21-26 will assure the validity of the evaluation process by having the OLC Office of Institutional Assessment and Research review the evaluation methodology of the WK21-26 staff and the External Evaluator before the project begins and each semester thereafter to make sure that we are measuring what we are supposed to. We will also use the ongoing methods of the Student Management System to make sure the data is collected and analyzed in a consistent manner.

The OLC Office of Institutional Assessment and Research does reviews of the validity of instructor assessments in terms of making sure they measure what they are supposed to in terms of both Lakota student learning styles and making sure the knowledge and skills are relevant to current work environments.

A good deal of the data collected will be already in our Jenzabar Student Management System but the WK21-26 Program Director and Administrative Assistant will prepare a semester report that will be available electronically. The Semester Report will include: Enrollment, Accuplacer Test Results, Student Transcript Summaries by Area, Grade Point Averages, Student
Evaluations of Instructors and Courses, Summaries of Student Assessments by Course. The Individual Student Data will be contained in a Student Portfolio accessible only to the student and authorized WK21-26 and OLC personnel. The Annual Performance Reports and Annual External Evaluation Reports will be available electronically to all stakeholders upon their approval by the OLC administration and submission to the Department of Education.

The program reports, internal evaluations and external evaluations will provide accurate descriptions of performance and unbiased, unprejudiced and impartial data results as monitored by the OLC Office of Assessment and Research. The Higher Learning Commission of the North Central Association requires an Assessment Plan and monitors OLC's compliance with it.

At the program kickoff meeting upon funding the WK21-26 staff, OLC Office of Institutional Assessment and Research, the VP for Instruction and the External Evaluator will meet to refine the evaluation plan in this proposal and to agree on the methods of representing the data so that it clearly communicates an accurate picture of performance.

WK21-26 will follow the Assessment Strategy outlined by the Institutional Assessment and Research Office developed in 2016 as part of OLC's Response to The Higher Learning Commission of the North Central Association request for a focused report on the implementation of assessment at OLC.

OLC's Assessment strategy follows the sequence set out below: Institutional Strategic Plan based on the College's vision, mission, and purposes and taking account of internal and external conditions; setting annual department or program goals and objectives in line with the institutional strategic plan and priorities; establishing intended program outcomes; deciding on evaluation methods, which will include self-assessments and performance evaluations of departments, work teams and employees. In addition, satisfaction surveys with constituents will
also be conducted; implementing the assessment plan; that is, collecting data to conduct program reviews in academic and non-academic departments and work teams; reporting results and advancing hypotheses about the results; assessing outcomes in academic and non-academic departments and work teams through evaluation and program reviews; and making recommendations and decisions.

In addition to the above, the College and academic departments will also conduct periodic assessments of student academic achievement. Student learning outcomes will be assessed in:

1. The developmental education program is designed to ensure college-readiness of students in an open admissions College. Placement tests are conducted each semester and results are forwarded to the Institutional Assessment and Research Office.

2. Assessment of student learning in their major area of concentration: Each academic department devises an assessment plan for its programs/courses. The Plan specifies intended outcomes of knowledge, skills, and attitudes that are demonstrable and measurable.

The assessment process of students’ academic achievement will include multiple measures such as tests of academic knowledge and skills, alumni surveys, and long-term activities of graduates. All departments and work teams will follow a reporting schedule as outlined in the institutional assessment calendar.

(2) Methods of evaluation will provide performance feedback and continuous improvement toward achieving intended outcomes.

The WK21-26 team will meet monthly to review input from students and student progress. The data will be analyzed on a semester basis and appropriate changes are made for the following semester. Feedback strategies will also include reviews of participant, staff and partner
comments by phone, fax, e-mail, meeting minutes, visits, etc.; monthly Team meetings, semester
Student Satisfaction surveys, Student Course/Instructor Evaluations, attendance records, tutor
and counselor records, and advisor contact sheets.

The Monthly WK21-26 Staff meeting in January will review the results of the Fall
semester and utilize the data to make improvements for the Spring semester. There will be a
review of data from the previous semesters in August each year and plans will be adjusted for the
Fall Semester. There will be a Kick-off meeting in October each year of WK21-26 to review the
Semester Reports, Annual Performance Report data and External Evaluation data to provide
performance feedback and make changes to assure continuous improvement toward outcomes.
An annual action plan will be done to assure progress toward WK objectives and outcomes.

WK21-26 will add a "What We Have Learned" section to the Annual Report and a
section on "Effective Approaches and Strategies" to the Annual Evaluation and use these to
disseminate practices, activities and strategies to other groups. We will provide articles to the
local papers and will set up a page on the OLC website (www.olc.edu) to disseminate these
practices. We will give a presentation at the annual American Indian Higher Education
Consortium Conference where the target audience is over 32 tribal colleges. We will collaborate
with the State of South Dakota Department of Education and network with the state technical
schools to share our successful strategies on educating Native American students with them.

The External Evaluator will review enrollment, completion and placement numbers by
gender for each occupational program. He will report on the total credits, apprenticeship hours,
and artifacts demonstrating attainment of technical skills for each participant in the industry area
the student is preparing to enter. She will review the student files in the Assessment Plan to see
the artifacts and measures of skill and competency attainment.
He will make recommendations on how we should disseminate information on WK21-26 2021 activities and results. He will detail the number and percentage of students who achieve industry-recognized credentials (Commercial Driver’s License, Certified Nursing Assistant, Apprentice Electrician, Automotive Service Excellence) and certificates or degrees in Construction Trades, Electrical Technology, Office Technology or Automotive Technology. He will look at scores on internal and external assessment tests e.g. Commercial Drivers License test, Automotive ASE tests, etc. As students complete he will review OLC’s placement and follow-up records including selected interviews with graduates and employers; 524B Reports in terms of a comparison between intended and observed results; materials and processes used for dissemination including the OLC website, manuals, etc. and see who the audiences were and as far as possible what organizations and how many people were reached.

OLC has a number of institution-wide mechanisms including program reviews, accreditation self-studies, and stakeholder surveys and focus groups. The Student Evaluation of Instructors/ Courses each semester gives a qualitative review of course content and delivery. Ongoing program reviews by the OLC Institutional Assessment and Research Office maintains quality assurance. Some specific mechanisms for ensuring high-quality are: Overall Program: Institutional Assessment and Research Office Program Reviews; Department Level: Institutional Effectiveness Reports and Plans including Assessment plans for individual degree areas; Graduates: Employer Satisfaction Surveys/Graduate Satisfaction Surveys; Courses: Student Evaluation of Course/Instructor; Department Chair Evaluation of Full-time and Adjunct Faculty.

**Reports:** We will file Quarterly Federal Financial Reports at the end of each quarter, Semi-Annual Performance Reports in March each year, Annual Performance Reports including the ED524B in August each year, and the External Evaluation report in October each year.
Competitive Preferences

Promoting Science, Technology, Engineering, or Math (STEM) Education,

With a Particular Focus on Computer Science  

Our students can test out of Math 093 or must take the course based on the Accuplacer test. We then do Construction Trades Math or Occupational Math based on the degree area. All students take a computer basics course. Our Math and Science Department has IT and pre-engineering degrees that do focus on STEM. Since March 2020 all OLC's classes have been online using Zoom. The College has spent COVID money training faculty in online instruction, doing orientation of students to online instruction and assuring students have connectivity. The Voc Ed Department has developed unique at home, hands-on projects for students to learn necessary skills for the appropriate degree. The College has also installed 27 smart classrooms (Zoom rooms) that will make delivery of classes to our students more convenient and accessible when we return to in person classes. WK21-26 will continue this evolution.

Tribally controlled colleges or university that are accredited and operate CTE programs that are accredited and issue certificates for completion of CTE programs.  

Oglala Lakota College meets the definition of Tribally controlled college or university since it was originally chartered by the Oglala Sioux Tribe in 1971 and operates under its Tribal Charter last amended by OST Ordinance 02-14 (see Other Attachments tcu.pdf). OLC is accredited by The Higher Learning Commission of the North Central Association to offer certificates, associates, and bachelors degrees. Our CTE degrees are covered under this accreditation including: Associate of Applied Science in Automotive Technology, Electrical Technology, General Construction, and Office Technology.

Hecetu yelo!