Tribal Colleges Equity Grants Program
TCEG

FY 2007 Award Program Summary

October 2007

U. S. Department of Agriculture

Cooperative State Research, Education, and Extension Service
Tribal Colleges Equity Grants Program – TCEG Program Summary, 2007

Authority for this program is contained in the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note) as amended by the Agricultural Research, Extension, and Education Reform Act of 1998 (7 U.S.C. 7601 note). The U.S. Department of Agriculture (USDA), through the Cooperative State Research, Education, and Extension Service (CSREES), will award grants to the thirty-three 1994 Land-Grant Institutions as defined in section 532 of the Equity and Educational Land-Grant Status Act of 1994, as amended. This Act, as amended in Section 533(a), requires that each 1994 Land-Grant Institution be accredited or making progress towards accreditation and be recognized as a legal entity.

The purpose of the Tribal Colleges Education Equity Grants Program, (TCEG), is to enhance educational opportunities for Native Americans by strengthening instructional programs in the food and agricultural sciences at the thirty-three Tribal Land-Grant Institutions. Appropriations are awarded equally among the institutions upon approval of an electronic application that includes a Stakeholder Input Plan and a Project Narrative related to the institution’s long-range goals. TCEG funds projects under the following target areas:

- Curricula Design and Materials Development – promotes new and improved curricula and materials for courses offered for college credit;
- Faculty Development and Preparation for Teaching – promotes development of college faculty teaching competencies, subject matter expertise and skill in recruiting and advising students;
- Instruction Delivery Systems – encourages the use of alternative methods of delivering instruction to enhance the quality, effectiveness, and cost efficiency of teaching programs;
- Student Experiential Learning – further develops scientific and professional competencies by providing students with opportunities to solve complex problems in the context of real-life situations;
- Equipment and Instrumentation for Teaching – provides teachers and students with suitable, state-of-the-art equipment and instruments;
- Student Recruitment and Retention – provides resources to prepare and attract new students into food and agricultural science programs and to upgrade science and math skills to ensure that students have an opportunity to transfer into four-year institutions or graduate with a four-year degree.

Since its inception in 1994, the Program has awarded approximately $21,721,071 to the Land Grant Tribal Colleges with the intent of maximizing the development, creation, implementation, and positive impact of educational instruction and programming in the food and agricultural sciences. Recognizing that strengthening instructional programs is an ongoing process, the TCEG program is designed to fund subsequent phases of previously funded projects in order to strengthen institutional capacity. Institutions are encouraged to build on a theme over several award years to achieve institutional long-range goals.
FY 2007 Program:

Now in its thirteenth year, the Program has redirected its efforts to make significant changes in Native American education in agriculture and food sciences. In FY 2007, a total of $3,342,000 was available to support projects, equally divided among eligible 1994 Land-Grant Institutions. In FY 2006, TCEG migrated to a four-year continuation award process and awards were made for a four-year period. FY 2007 represents the second year of these awards and applications are designed to build on first year activities and impacts. TCEG requires that applicants submit an updated Stakeholder Input Plan to ensure that project goals and objectives have sufficient ground-truth and support.

A total of 31 Tribal Colleges submitted an application this year and each received an award for $107,806. Although non-competitive, proposals were evaluated by a three-member peer review panel in June 2007. The panel was comprised of representatives from the federal government familiar with the Tribal Land-Grants. The panel provided key commentary and suggested changes to enhance the positive impact of the TCEG projects. The following table provides the Institution name, Project Title and Project Director for FY 2007.
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Individual Tribal College Award Summaries:

Bay Mills Community College  
Award Number: 2006 - 38421- 66911  
Award Amount: $107,806  
Project Director: Steve Yanni

Expanding the Equity of Knowledge:  
Overall project goal focuses on the need to strengthen student recruitment and retention programs in order to secure the future strength of the Nation's scientific and professional work force by attracting and preparing academically outstanding students for careers as food and agricultural scientists and professionals. It is particularly important to augment the racial, ethnic, and gender diversity of students in the food and agricultural sciences in order to achieve more effective use of the Nation's intellectual resources.

Blackfeet Community College  
Award Number: 2006 - 38421- 66916  
Award Amount: $107,806  
Project Director: Terry Tatsey

Spirit of the Land on Triple Divide:  
Blackfeet Community College intends to incorporate the culture and history of the Blackfeet as an integral part of its curriculum in educational, natural resource management, Environment Science and proposed Agriculture degrees courses. These degree programs will help students understand the broad scope of natural resources and agriculture and the important functions they play in everyday life. Students will be recruited for two degree options in Environmental Sciences that are similar in knowledge, skills, abilities, human requirements, ecological factors, and Blackfeet culture. They will also be exposed to comprehensive knowledge and skills to make better management decisions upon completion of these programs of study.

Cankdeska Cikina Community College  
Award Number: 2006 – 38421 - 66903  
Award Amount: $107,806  
Project Director: James Garrett

Enhancement of Agriculture and Natural Resources at the Spirit Lake Dakota Nation:  
Cankdeska Cikina Community College plans to enhance its ability to meet the needs of the students seeking degrees in agriculture and natural resource management fields. Additional students will be recruited and the project staff plans to refine and expand student retention efforts. Students will be provided with experiential and service-based learning opportunities as well as opportunities to participate in the construction and utilization of an outdoor learning laboratory. The needs of the tribal students seeking agriculture and natural resources management degrees will be addressed by the program staff through providing opportunities to develop relevant skills. A native plant resource guidebook, currently being developed, that will eventually be used as a textbook to teach an ethno-botany course will continue to be a priority of this project, which is important to the Dakota of the Spirit Lake Nation.
Enhancing Agricultural & Natural Resource Science Educational Opportunities on the Northern Cheyenne Reservation:
Dull Knife Memorial College plans to address ongoing and continued educational offerings related to multi-disciplinary and problem-based focus projects. These projects are relevant to the multiple disciplines in the food and agricultural sciences. The inclusion of bolstered and continued support for the current collaborative research and applied research projects is currently underway. Capacity building and leveraging of funding for various new ideas and approaches as identified by students and stakeholders will be a continued effort through this project.

College of Menominee Nation
Award Number: 2006 – 38421 - 66920
Award Amount: $ 107,806
Project Director: William Van Lopik

Advancing Sustainable Development:
The College of the Menominee Nation plans to enhance educational opportunities in the realm of sustainable development. This project continues the Menominee sustainable development tradition by incrementally building both the substantive body of natural conservation knowledge and the structural mechanisms necessary to convey and enact this knowledge. The staff of this project plan to enrich existing curriculum by integrating concepts and instituting new course materials in sustainable development. The institution of a new forestry curriculum will take particular priority. Faculty will be trained to develop sustainable development subject and course materials, especially through experiential learning techniques. Project staff will also focus on Native American student recruitment and retention within the area of sustainable development.

Dine’ College
Award Number: 2006-38421-66929
Award Amount: $ 107,806
Project Director: Marnie Kay Carroll

Increase Capacity & Quality of Education in Environmental Science & Agriculture for the Benefit of the Navajo People Through Collaboration:
Dine College plans to increase the enrollment in the Environmental Science program by bringing “online” the third largest campus in Tuba City, Arizona. Through new articulation agreements and research collaborations with Northern Arizona University (NAU) and New Mexico State University (NMSU), the capacity of the program will be enhanced through the involvement of graduate students. Collaboration with NMSU is anticipated to improve extension course delivery in the areas of agriculture, conservation management and equine management. Furthermore, culturally relevant materials will be shared with a wider audience. Workforce development, in the form of certifications and student placements with environmentally related agencies, will provide added employment for Navajo people on the reservation. Finally, laboratory infrastructure, instructional television capability and computer software will be enhanced at three campuses improving distance education on the reservation.

Fond du Lac Tribal and Community College
Award Number: 2006 – 38421 – 66909
Award Amount: $ 107,806
Project Director: Peggy Hiestand-Harri

Enhancing Educational Programs through Nutrition and Gardening:
The Fond du Lac Tribal and Community College, a two year tribal college, plans to enhance the current Associate of Science degree in Nutrition through the development of a certificate program
The certificate in diabetes prevention will be offered as a correspondence course to make this program more accessible. The project staff also plans to expand the Gitigaan Gardening Program to encourage healthy foods and foster self-sufficiency for future generations. A Diabetes Resource Center will be developed that will specialize in training diabetes prevention activities to community organizations. The project will support the Ojibwa’s culture through the promotion and education concerning cultural food systems and preservation.

**Fort Belknap College**

**Fort Berthold Community College**

Promoting Faculty Excellence in Natural Resources Education:

Fort Belknap College plans to develop agricultural and natural resources faculty through improving teaching preparation techniques. The quality of instruction will be enhanced and maintained in the Natural Resources Program at Fort Belknap College. The project will support the continued delivery of high-quality instruction, advising, and program administration. It will also provide professional development opportunities that will increase the teaching competencies, content knowledge and professional credentials among the program faculty.

Fort Berthold Community College plans to establish a curriculum in equine science and intends to develop a 6000 word dictionary and common phrases in the Hidatsa language, which will be usable by all facets of the college's curriculum. Recruitment of students for agricultural Science programs and FBCC is a primary goal. The initiation of water conservation practices, improved seed varieties, development of a seed bank for indigenous seeds, continued the expansion of individual and community segment gardens, and use GPS/GIS and other technologies will occur to provide instruction and research data. This action will improve gardening, farming, and conservation practices on the Fort Berthold Indian Reservation.

Fort Peck Community College plans to promote the development of college faculty teaching competencies, subject matter expertise, or skill in recruiting and advising students. This will be completed, in collaboration with Montana State University-Bozeman, by expanding agricultural science courses at FPCC and curriculum utilizing distance learning as well as a hands-on learning. Due to a lack of agriculture instructors available in remote areas, such as the Fort Peck Indian Reservation, FPCC has found it necessary to develop capacity within the institution. The proposed outcome of this project is for Fort Peck Community College staff to strengthen course offerings and educational opportunities in agricultural science education within the institution to accommodate the needs of traditional and nontraditional students in agricultural sciences.
Nutrition & Exercise: What Every Health, Sport and Science Educator Should Know:
Haskell Indian Nations University intends to continue to develop the faculty through providing updated information in the fields of nutrition, fitness, and sports. It also plans to move toward a better and modern way to deliver curriculum and course materials to students. The participants will learn to use visual aid materials to enhance the learning experience through the use of computers, modems, and new software as well as how to develop specific training/teaching aids to utilize in the classroom. The faculty will learn, understand and be able to use modems, techniques and the technology offered them during this training with the help of professionals and consultants throughout the year.

Institute of American Indian Arts Indigenous Food and Agricultural Science Program:
This project involves the establishment of new food, agriculture, traditional arts and ecology courses, along with experiential-learning activities, and instructional and recruitment materials in support of the curriculum. This second year of the project will involve the delivery of new curriculum, a related speaker series, the development of internships with targeted local groups, and the implementation of an on-campus garden and trail dedicated to traditional indigenous agricultural methods. This project also aims to develop learning techniques to support indigenous people in reestablishing tribal heritage inclusive of its traditions of food, science, art and agriculture. The project will also contribute to the overall advancement of food and agricultural science education, for it will develop a unique and replicable model that integrates traditional arts and culture into science education.

Education Equity Grant:
Lac Courte Oreilles Ojibwa Community College (LCOOCC) plans to provide students and the local tribal population with opportunities that support the development of a sustainable community. These activities will involve food production, renewable energy production, and natural resource management practices. Participants will increase their understanding of the educational requirements and career opportunities in agriculture management, natural resources management, and food and nutrition sciences. The project will direct its efforts towards middle and high school students. There will be specific emphasis placed on the recruitment and retention of students for the Agriculture & Natural Resources Management and Food & Nutrition Sciences departments.

Development and Improvement of Environmental Science Program:
Leech Lake Tribal College (LLTC) plans to strengthen three areas identified in the science department strategic plan. The first area is improvement of science classes and labs with equipment that will provide a quality learning environment. By having the classrooms and labs well equipped,
LLTC will be able to provide quality learning for the students. The second area is maintaining and improving the diversity of courses offered through the science department by paying a partial salary of an instructor. Offering a diverse selection of science courses will enable LLTC to meet the demand of science students and create a Liberal Education degree that focuses on STEM programs. A diverse course selection will also increase student interest and provide the ground work for the STEM degrees. Finally, the project will strengthen the area of faculty development within the science program, which will prepare teaching staff to use the tools and equipment that are available within the college facilities.

Little Big Horn College  
Award Number: 2006 – 38421 – 66917  
Award Amount: $107,806  
Project Director: Valerie Scott-Small

Building Agricultural Community Capacity Through Education and Collaboration:
Little Big Horn College (LBHC) intends to build on the 2006 initiative that responds to needs for tribal those members that wish to manage their own land for agricultural purposes. A curriculum has been developed leading to an Associate of Science degree in Range and Animal Sciences. One new faculty that specializes in agriculture to provide a quality education for our students at LBHC will be hired. Community needs and capacity are currently being identified and evaluated through an economic impact study, which will allow a refinement of educational needs. Project personnel plan to develop and implement an internship and scholarships for incoming and current LBHC students majoring in Agriculture. A memorandum of understanding was recently signed by the Tribe, LBHC, and the current project director for the purposes of conducting research and developing an Integrated Weed Management plan. This action demonstrates the effectiveness of collaborative efforts and the benefits to students in addressing local issues relative to land tenure on the Crow Indian Reservation.

Little Priest Tribal College  
Award Number: 2006 – 38421 – 66931  
Award Amount: $107,806  
Project Director: H. Al Martyn

Cultural Standards Curriculum Development Project:
Little Priest Tribal College plans to launch a new teaching and learning model for students that emphasizes science and math courses. The classes taken by students will transfer to food and agricultural baccalaureate degree programs at four-year institutions. New curriculum will be developed that reflects the “Native Ways of Being”. Production and enhancement of experiential learning as well as research based teaching methodologies will take priority. A set of cultural standards will also be integrated into the new curriculum design. The project plans to increase course retention rates of students in math and science classes from 40 percent to 70 percent over four years.

Navajo Technical College  
Award Number: 2006 – 38421 – 66919  
Award Amount: $107,806  
Project Director: Lawrence Isaac

Student Recruitment & Retention in Agriculture and Food Science:
Navajo Technical College plans to recruit, enroll, train, and educate 120 students in agriculture and food science programs by May 2010. Students will come from within the Navajo Nation, other tribal reservations, and towns that border the area. There will be particular focus on student outreach, recruitment, and retention. This endeavor will include directing efforts to improve student financial support, student assessment as well as the development of individualized employability and education plans. Currently, the project is included in the overall Strategic Plan for the Navajo
Technical College as well as the North Central Association accreditation efforts under student recruitment and retention.

**Nebraska Indian Community College**  
Award Number: 2006 – 38421 – 66924  
Award Amount: $107,806  
Project Director: Ardis Eschenberg

**NICC-Native Road Educational Model:**  
Nebraska Indian Community College (NICC) intends to address a serious gap in the lack of quality programming and instruction for the Food and Agricultural Sciences Curriculum for Native Americans on two Indian Reservations in Nebraska. The implementation of an innovative and comprehensive Native Foods and Tribal Agri-Business Associate Degree is planned to rectify this problem. A Native Foods Certificate program that will target Native American nutritional needs will be developed with as a unique applied knowledge curriculum. Marketing strategies will be established to continue efforts to recruit and retain Native American students. NICC also plans to expand retention counseling for currently enrolled students.

**Northwest Indian College**  
Award Number: 2006 – 38421 - 66922  
Award Amount: $107,806  
Project Director: Ted Williams

**Four-Year Science Classes Development Project:**  
Northwest Indian College (NWI) will focus on implanting a four year degree program in environmental sciences that highlights the ancestral codependence of the Salish Bio-Region (Puget Sound/Georgia Basin) people and their natural resources. The creation of four-year environmental science programs that meet the needs of Native communities is crucial to their future well-being. This project will develop a place-based, experiential bachelor program that builds on educational practices that integrate quality science education, with Indian identities. Courses teaching the biology and sustainable resource management of organisms traditionally used by Salish people, including fishery management, shellfish-gathering, birds and mammals, forestry, red cedar architecture and basketry, native plants, cultivation of camas lilies, bracken fern and nettles, and yellow cedar “woodworks” will be at the core of this program.

**Oglala Lakota College**  
Award Number: 2006 – 38421 – 66908  
Award Amount: $107,806  
Project Director: Leslie Rae Henry

**Oglala Lakota College Education Equity Grant:**  
Oglala Lakota College (OLC) plans to enhance educational opportunities for Native Americans by strengthening instructional programs in the food and agricultural sciences as well as institutional capacity to reach institutional long-range goals. The General Agriculture baccalaureate program will be enhanced to strengthen Native Americans ability to compete for agricultural opportunities. The Bachelors of Science in Agriculture will be updated to include content concerning agri-business and tourism. Internet courses are also planed to be revised to meet the Moodle format requirements. Soils and bison reservation research will be incorporated into coursework and disseminated to the general public. Project staff will collaborate with other OLC departments and South Dakota State University to develop and update course content. Students will also be recruited and retained through the development of programs to assist them with tuition, fees, and internships.
Environmental Science Development and Recruitment through Community Outreach:
Saginaw Chippewa Tribal College (SCTC) plans to promote a continued development of the Environmental Science Program through laboratory renovation, curricula and faculty development, Native Studies, cross-curricular exchanges, and aggressive Native student recruitment and retention. It will also strengthen the national network of Native Studies and Environmental Science faculty through sponsoring an annual forum that promotes the exchange of methodological approaches and highlights achievements by participants of the Tribal Colleges Education Grants program. The project will also generate an open dialogue, and collaborative efforts between SCTC and the community to ensure maintenance of a dynamic environmental science program.

New Directions in Resource Education:
Salish Kootenai College (SKC) Environmental Science Program will continue to increase the number and academic quality of Native American natural resource professionals with Baccalaureate of Science degrees. This project plans to develop separate degrees within the existing Environmental Science program that will particularly focus on skills related to managing Native American lands. Through the use of appropriate marketing strategies, there will be a considerable effort directed toward the design of recruitment materials and activities for young Native American Students. The development and testing of “adaptive management” approaches to improve student communication skills in natural resources will continue to be a priority of the staff of this award.

Sinte Gleska University Land Institute:
Sinte Gleska University will develop Tribal Land Management Degree Programs and the capacity to educate tribal students about land, natural resources and the environment. Course development will focus on traditional knowledge of the land and environment, policy development to strengthen tribal management of lands and a sound ecological foundation for protection and preservation of the tribal land base and natural resources. In addition to course development, this project will train 10 students to conduct feasibility studies to examine potential projects, (i.e. free-range poultry production, restoration of indigenous plants for medicinal use, buffalo and wild game processing, etc.) and conduct six (6) focus groups consisting of tribal experts in the areas of tribal land management, land policy and environmental protection in order to determine degree program content and knowledge that will prepare students for employment in national, state and tribal positions in land, parks, environmental protection and natural resources management.

General Food and Agriculture Education:
Sisseton Wahpeton College (SWC) plans to initiate a new degree program - General Food and Agricultural Sciences. Project staff will work with experts in the field as well as tribal elders to develop the curriculum. Areas of the SWC campus will be used as living laboratories and outdoor...
classrooms as the campus is populated with native plants. Project staff plans to write and offer the curriculum to students within the first year of the grant. SWC personnel will begin to convert the campus to outdoor classrooms through planting of native plants.

### Sitting Bull College

**Award Number:** 2006 – 38421 – 66923  
**Award Amount:** $107,806  
**Project Director:** Arlyne Grey Bear

#### Enhancement of the Equine Studies Program at Sitting Bull College:
Sitting Bull College (SBC) has established an Equine Studies program in which students can earn a certificate and/or an Associates of Applied Science in Horsemanship. With the completion of the college facilities, the program plans to encourage and strengthen the cultural ties of the Lakota/Dakota people to horses. Enough horses will be purchased to meet the needs of the SBC students as well as K-12 students, who participate in riding clinics. The project will emphasize the recruitment of students. Program evaluation will center on the number of students we recruit into the program, the satisfaction of the students in the program, and the number of students who complete the program. The success of the “Enhancement of the Equine Studies Program” will be guided by the input received from the SRSR community and the Equine Advisory board.

### Southwest Indian Polytechnic Institute

**Award Number:** 2006 – 38421 – 66900  
**Award Amount:** $107,806  
**Project Director:** Angeline Barbara Sells

#### Research and Demonstration Farm - Curriculum Integration and Development:
Southwestern Indian Polytechnic Institute (SIPI) plans to expand and operationalize a demonstration and research farm on the SIPI campus. The SIPI farm is a milestone project for the Agriculture and Natural Resource curricula and will provide students with the types of hands-on learning experiences. As the farm develops, SIPI will serve as an extension showcase to professionals and non-professionals practicing sustainable agriculture. This project will address the need to integrate sustainable agriculture systems and solutions into SIPI's existing programs of study. It will also develop the necessary educational materials for the new demonstration farm as well as improve recruitment, retention and graduation of students in the Agriculture and Natural Resources program.

### Stone Child College

**Award Number:** 2006 – 38421 – 66912  
**Award Amount:** $107,806  
**Project Director:** Douglas Crebs

#### Natural Resources Recruitment and Retention Project:
This project will recruit, train, retain, and provide financial support for 14 full-time students pursuing an Associate of Science degree in Natural Resource Management. The activities will include creating promotional material, marketing, recruitment, student orientation, academic counseling instruction, research, experiential learning, and evaluation. Students will have the opportunity to develop a knowledge base sufficient to enable graduates to obtain employment; develop foundational knowledge to transfer and complete a four-year Natural Science program; increase their understanding in physical, chemical and ecological principals; and lean to use Global Information Systems and Global Positioning Systems.
Tohono O'odham Community College

**Award Number:** 2006 – 38421 – 66934  
**Award Amount:** $ 107,806  
**Project Director:** Paul Buseck

**Everything in the Desert Connects-II Education 2007:**

Tohono O'odham Community College (TOCC) is three years into the development of the Tohono O'odham Agriculture and Natural Resources (TOANR) program. Six courses have been developed and are currently being taught. Seven more courses will be developed in order to provide an Associates of Science or and Associates of Applied Science in TOANR. Curriculum will be developed according to transfer requirements of four-year universities and the cultural requirements of TOCC. Place-based curricula will be developed in collaboration with Tohono O'odham consultants with expertise in the areas of soils, plants, agriculture, wildlife, culture, language, and computers. This coursework will also put Tohono O'odham and Western epistemologies on an equal footing through co-articulation of knowledge.

Turtle Mountain Community College

**Award Number:** 2006 – 38421 – 66902  
**Award Amount:** $ 107,806  
**Project Director:** Shane Martin

**Turtle Mountain Community College Tribal College Educational Equity Grant:**

Turtle Mountain Community College (TMCC), with the collaboration of North Dakota State University (NDSU), plans to promote a recently started Certificate in Equine Science that will foster student interest towards a four-year degree in the areas of Animal Science. The grant will also strengthen existing General Ag-related courses in Fish and Wildlife, Forestry, Nutrition and General Agriculture at TMCC. Project staff will continue efforts to advertise, develop articulation agreements with Ag-related High Schools, develop additional workshops, and offer further Continuing Education Units as outreach to the Turtle Mountain Community. The project will also focus attention on marketing, recruiting, and retaining students and staff. The needs of the tribal community will be included in curriculum development, faculty enhancement, student learning, instructional delivery, and agricultural disciplines.

United Tribes Technical College

**Award Number:** 2006 – 38421 – 66904  
**Award Amount:** $ 107,806  
**Project Director:** Annette Broyles

**Nutrition and Culinary Arts Program:**

The United Tribes Technical College (UTTC) plans to continue the development the two-year Associate of Applied Science degree in Nutrition and Foodservice. In an effort to meet student needs and varied learning styles, the curriculum is divided into two tracks: nutrition/wellness or foodservice. The project will enhance current programming and allow UTTC to recruit a greater number of students. Strengthening the nutrition program through the addition of a supplemental track for students to become Diabetes Prevention Specialists is a priority. The current Nutrition and Foodservice program will be aligned with similar programs at four-year institutions to streamline the transfer process for students.
White Earth Tribal and Community College  
Award Number: 2006 – 38421 – 66932  
Award Amount: $ 107,806  
Project Director: Steven Dahlberg

Gitigan - Growth of the Environmental Science & Nutrition Education:
White Earth Tribal and Community College plans to continue the growth of the Environmental Science (ES) and Nutrition Education programs. The most pressing needs in these programs continue to be to support instructional personnel and their continued efforts to indigenize the curricula. A fundamental aspect of this latter effort is the development of curricular components designed to teach those endangered forms of knowledge that are foundational to Anishinaabeg culture. The most critical knowledge sets identified are the science of wildlife tracking within ES and wild foods for nutrition. The wildlife tracking curriculum is particularly important because it also addresses an imbalance in the ES program towards things botanical at the expense of wildlife and aquatic sciences.