Final Report for

Technical Assistance and Education for the

Native American Nations

In Kansas, Nebraska and South Dakota
Final Report for

Technical Assistance and Education for the Native American Nations
In Kansas, Nebraska and South Dakota

Submitted to
Midwest Technology Assistance Center
Kent Smothers
Illinois State Water Survey
2204 Griffith Dr.
Champaign, IL 61820-7495

by
Bruce I. Dvorak, and
DeLynn Hay
University of Nebraska-Lincoln

and

Bill Welton
Haskell Indian Nations University

Dec. 18, 2000
Introduction

American Indian tribes were sovereign nations prior to the U.S. Constitution. Relative to environmental issues, in order to validate sovereignty tribes must be able to command a working knowledge of their human and natural resources respective to technological advances. Many Great Plains tribes have developed regulatory expertise, experienced staff, and public support for many Clean Water Act programs as they have undergone the process of establishing viable environmental program. Presently, most Great Plains tribes are just beginning to develop similar expertise, experience, and public support related to the Safe Drinking Water Act and drinking water issues. This project was to help improve the capacity of five tribal colleges to provide drinking water related educational programs and technical assistance to their local communities. Accordingly, the University of Nebraska-Lincoln (UNL) collaborated with Haskell Indian Nations University and four other tribal colleges (all 1994 Land Grant Universities). This project helped the tribal colleges enhance their extension service capabilities.

Specific Objectives

The project had five specific objectives:

1. Finalize the contracts and agreements with the four Tribal Colleges that collaborated with the University of Nebraska-Lincoln and Haskell Indian Nations University. The four tribal colleges were Nebraska Indian Community College (Omaha and Santee Sioux Tribes), Sinte Gleska University (Rosebud Sioux Tribe), Oglalala Lakota College (Oglala Sioux Tribe), and Little Priest Tribal College (Winnebago Tribe).

2. Identify the most significant drinking water issues from communications with the appropriate tribal Department of Natural Resources (or equivalent tribal agency) for each of the partner colleges.

3. Prepare and hold an initial “Workshop Preparation Seminar” during which UNL and Haskell University will help the participants from the other tribal colleges prepare individualized workshops to be presented concerning drinking water issues.

4. Form of an advisory committee that will help identify the appropriate content for the workshops.

5. Present at least ten educational activities concerning drinking water issues to tribal members. Haskell University and the four other tribal colleges each presented at least two workshops at or near their college campus. The target audience was employees of tribal regulatory agencies, drinking water treatment and distribution personnel, tribal officials, tribal college students, secondary school teachers, and other interested tribal members.

A brief description of how each of the above five objectives was achieved is described subsequently.

Description of Project Planning

In order to achieve the first three project objectives, a significant effort was placed in planning the specifics of the project. During the late spring and early summer of 1999, the project Principal Investigators (Dvorak, Hay, and Welton) contacted faculty contacts at the other four tribal colleges to help them prepare for the project. The project Principal Investigators met on July 29th and created a draft schedule for the Workshop Preparation Seminar (attached). This “Workshop Preparation Seminar” was held on October 22-23. This meeting was attended by representatives of Ogalalala Lakota College, Sinte Gleska University and Haskell Indian Nations University. It helped prepare the tribal college faculty to prepare the content for the educational activities that they
presented. During the summer of 1999, the University of Nebraska personnel have prepared additional material relating to municipal water distribution and supply systems for the seminar.

During the October 23rd meeting, the tribal faculty members ranked the topics of most interest to them. Rankings for the topics are the sum of the ranks assigned by the priorities of the TC’s present (based on their perception of tribal needs and based on their conversations with tribal environmental agencies). Four points were awarded for a first priority, three for a second priority, two for a third priority and one for a fourth priority topic. The tally is given below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Training for Utilities / Water resource departments on Safe Drinking Water Act</td>
</tr>
<tr>
<td>7</td>
<td>Youth Education on drinking water issues</td>
</tr>
<tr>
<td>6</td>
<td>Lab Tech Training (bacteria, nitrates, etc.)</td>
</tr>
<tr>
<td>4</td>
<td>Rapid Bio-assessment Protocols (RBP)</td>
</tr>
<tr>
<td>4</td>
<td>Surface Water / Ground Water interactions</td>
</tr>
<tr>
<td>3</td>
<td>Private Well contamination (nitrate, benzene, carbon tetrachloride, bacteria, etc.)</td>
</tr>
<tr>
<td>3</td>
<td>Well head / Source water protection (abandoned wells)</td>
</tr>
<tr>
<td>2</td>
<td>Stream Segments (Inventory of uses)</td>
</tr>
<tr>
<td>2</td>
<td>Drinking Water Operator Certification</td>
</tr>
</tbody>
</table>

The UNL PIs made a total of three trips to northern Nebraska during December 1999 to work with the faculty from Nebraska Indian Community College (NICC) and Little Priest Tribal College (LPTC) to bring them into then project. The trips involved meetings with both tribal college faculty and members of the tribal Department of Natural Resources at each location.

Advisory Committee

The US Environmental Protection Agency (EPA) Regions, Indian Health Service (IHS), Bureau of Reclamation, and other agencies have on-going initiatives to provide tribes with education and technical assistance for some issues. In order to avoid duplicating these initiatives during this project, an advisory committee was formed, individually discussed issues with Dr. Bruce Dvorak, and met by conference call in October of 1999. From these conversations, it was learned that the best way this could dovetail with the efforts of the efforts of the other agencies would be to help local tribal colleges expand their ability to provide drinking water related educational programs and technical assistance to their local communities. Also, several educational resources were suggested by the advisory committee that were later used by the tribal colleges. The advisory committee consisted of the following individuals:

- Gary Carlson, US EPA, Region 8
- Kim Olson, US EPA Region 7
- Kent Smothers, Midwest Technology Assistance Center
- Wes Martel, Shoshone Business Council
- Woody Corbin, Mni Sose Intertribal Water Rights Coalition
- Ronald Eggers, Bureau of Reclamation
- Doug Jensen, Indian Health Services

Description of Activities

A total of eleven educational activities were completed for this project. The educational activity topics were selected by the Tribal Colleges are listed in Table 1. A brief description of each activity is given subsequently.
Table 1. Educational Activities Presented.

<table>
<thead>
<tr>
<th>Workshop Topic</th>
<th>Date</th>
<th>Tribal College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Technician Training (Horton, KS)</td>
<td>12/20/00</td>
<td>Haskell Indian Nations Univ.</td>
</tr>
<tr>
<td>Independent Study Courses</td>
<td>Fall ‘99</td>
<td>Oglala Lakota College</td>
</tr>
<tr>
<td>Lab Tech Training – Needs Assessment</td>
<td>1/26/00</td>
<td>Sinte Gleska University</td>
</tr>
<tr>
<td>Lab Tech Training – Needs Assessment</td>
<td>1/26/00</td>
<td>Oglala Lakota College</td>
</tr>
<tr>
<td>Lab Technical Training on Microbiological Techniques</td>
<td>3/27/00</td>
<td>Nebraska Indian Comm. College</td>
</tr>
<tr>
<td>Lab Technical Training on Pesticides</td>
<td>4/20/00</td>
<td>Little Priest Tribal College</td>
</tr>
<tr>
<td>Introduction to Public Health and Drinking Water and Drinking Water Regulations for the Native American Nations</td>
<td>4/22/00</td>
<td>Sinte Gleska University</td>
</tr>
<tr>
<td>Youth Education (Project WET Training for Teachers)</td>
<td>6/13/00</td>
<td>Sinte Gleska University</td>
</tr>
<tr>
<td>Youth Education (Project WET Training)</td>
<td>7/31/00</td>
<td>Haskell Indian Nations Univ.</td>
</tr>
<tr>
<td>Youth Education (Project WET Training)</td>
<td>10/24/00</td>
<td>Haskell Indian Nations Univ.</td>
</tr>
<tr>
<td>Youth Education (Project WET Training for Teachers)</td>
<td>11/15/00</td>
<td>Nebraska Indian Comm. College</td>
</tr>
<tr>
<td>Youth Education</td>
<td>12/13/00</td>
<td>Little Priest Tribal College</td>
</tr>
</tbody>
</table>

Lab technician training with HINU was accomplished on Monday, December 20, 1999, at the Kickapoo water treatment facility near Horton, KS. The training was provided by Tom Shuerman of UNL with help from Brenda Branden of Haskell. Water plant personnel present were Paul Cadue and Meryl, as well as Ron Heineken, who is the Environmental Director for the tribe. Jar testing to estimate lime and alum doses was the major focus of the workshop.

Fall 1999. Independent Study Courses. Mr. John Williams of Ogalala Lakota College taught two individualized courses. One was for Micheal Catches, Sr. and Dusty Hankins concerning the White Clay Creek Clean-up on the Pine Ridge Indian Reservation; portions of this course related to drinking water issues. The project included extensive stream sampling. The second course was for Delinda Simmons concerning the Ogalala Sioux Tribe’s Water Quality Program; this course was to familiarize her with the important elements of the program.

On January 26th, 2000, two training need assessment actives were performance. The first was at the Oglala Sioux Tribe Environmental Health Technical Team meeting, in Kyle, SD. Ten representatives from Oglala Lakota College, Tribal utilities departments and IHS were present. The second training needs assessment was done in Rosebud, SD at the RST Water Resources Office, with local college and Tribal personnel present. A wide range of potential training topics were discussed in both meetings. These topics included: drinking water and waste water operator certification training, public education on water conservation, computer training for treatment plant operators, water sampling training on the Pine Ridge bomb range, aseptic microbiological sample collection techniques, lab QA/QC training, and others.

A lab technical training on microbiological techniques was given at the Land Resources & E.P.A. office of the Santee Sioux Tribe of Nebraska on March 27th and 28th, 2000. The training was provided by Tom Shuerman of UNL. Students present included Felix Kitto and Eugene Saul, from the Santee Land Resources & E.P.A. office, and Mark Aldrige, from the Winnebago Tribe of
Nebraska Water Resources Department. Topics discussed included: QA/QC and how these methods might catch common lab errors, and the environmental significance of microbial water quality parameters. Demonstrations and lab practicals were done for membrane filtration and presence/absence testing for total coliforms and E-Coli.

The lab technical training on pesticides was provided before the end of April, 2000. This workshop was given to Mark Aldridge and a co-worker from the Winnebago Tribe of Nebraska, Water Resources Department through Little Priest Tribal College. The training was provided by Tom Shuerman of UNL. The workshop included: an overview of EPA lab certification, a discussion of common water contaminant units and conversion between those units, the environmental significance of pesticides other regulated water contaminants, and a comparison of colorimetric and spectrophotometric equipment used to analyze for common inorganic water contaminants.

April 24-26, 2000. Sinte Gleska University. Introduction to Public Health and Drinking Water and Drinking Water Regulations for the Native American Nations. Two members of the Rosebud Sioux Tribal Water Resources Office (Brian Dillon and Young Colombe) were sent to participate in a training session held at the Ramkota Conferencing Center in Rapid City, South Dakota. This session was put on by US EPA Region VIII (Contact person: Gary Carlson). A schedule of sessions is attached.

June 13, 2000. Sinte Gleska University. Project WET training for Teachers and tribal members in Rosebud area. Workshop was presented by Terry Lewis of the South Dakota Discovery Center in Pierre, South Dakota in conjunction with Sinte Gleska University. Attendance of 10 people. See Attachment E for a typical agenda and list of participants.

July 31, 2000. Haskell Indian Nations University. Held at Prairie Band Potawatomi; approximately 20 participants, high school thru adult ages; facilitated by Kansas Advisory Council on Environmental Education (KACEE); full Project WET activities. A total of 18 youth and adults attended. See Attachment D for an announcement.

October, 24th, 2000. Haskell Indian Nations University. Held at Prairie Band Potawatomi; approximately 12 participants, elementary age youth; facilitated by KACEE; Water Carnival activities (modification of Project WET) due to younger age of participants.

November 15, 2000. Nebraska Indian Community College. Project WET training. Workshop was held at in Macy, Nebraska. A total of 12 native americans who are undergoing teacher training attended. Nebraska Indian Community College in conjunction with the UNL Extension Service presented the workshop. See Attachment F for a program.

December 13, 2000. Little Priest Tribal College. Educational Activity for Youth concerning drinking water. Workshop was held at in Winnebago, Nebraska. A total of 18 native americans attended. Little Priest Tribal College in conjunction with the Midwest Assistance Program presented the activity. See Attachment G for a program.

December 16, 2000. Haskell Indian Nations University. To be held at Heart of America Indian Center; 30-50 participants anticipated, entire families; to be facilitated by KACEE; full Project Wet activities; this workshop was postponed to January 13, 2001, due to severe winter storm impacts (ice & snow) on Kansas City area during the week prior to 12/16 & likelihood of continued bad weather for the weekend.
Also, on Feb. 29, 2000, Dr. Bruce Dvorak, Brenda Branden, and Wendy Griswald gave a presentation on this project at the Midwest Workshop for Small Public Water Systems on February 29th in St. Louis, MO.

Disbursement of Grant Money to Tribal Colleges

The original MTAC grant (spring 1999) was awarded jointly to the University of Nebraska-Lincoln (UNL) and Haskell Indian Nations University. UNL was granted $24,639 and the other $25,000 was to go to Haskell Indian Nations University, both to help reimburse Haskell for their project costs and to give each of the other four tribal colleges funds to pay for their part of the project. During the early fall of 1999, events in the sponsored programs office at Haskell Indian Nations University lead to the need for another method of distributing the funds to the tribal colleges. These events at Haskell delayed getting funds to the other tribal colleges and the faculty at several colleges stopped working on the project for six months until MTAC, UNL and Haskell made arrangements to route these funds through UNL. Thus, UNL distributed the $25,000 that was to pass to Haskell. The funds were distributed as listed in Table 2.

Table 2. Funds Distributed to Tribal Colleges.

<table>
<thead>
<tr>
<th>Tribal College</th>
<th>Funds Distributed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haskell Indian Nations Univ.¹</td>
<td>$5,500</td>
</tr>
<tr>
<td>Little Priest Tribal College</td>
<td>$4,000</td>
</tr>
<tr>
<td>Nebraska Indian Comm. College</td>
<td>$4,000</td>
</tr>
<tr>
<td>Oglala Lakota College</td>
<td>$4,000</td>
</tr>
<tr>
<td>Sinte Gleska University</td>
<td>$4,000</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$21,500</strong></td>
</tr>
</tbody>
</table>

¹ – Funds were sent through the Prairie Band Potawatomi due to problems in the Haskell Sponsored Programs office.

Table 2 outlines the funds directly distributed to the tribal colleges. UNL has spent over $5,000 of the grant to directly cover the additional costs to cover materials for educational activities (purchased directly by UNL), travel by Tribal College staff directly reimbursed by UNL, and to cover the expenses of non-tribal college instructors (South Dakota Discovery Center and Midwest Assistance Program).

Attachments:
A. Project Planning Gathering Agenda (October 23, 1999)
C. Primary Tribal College Contacts
Friday, Oct. 22
7:00-9:00  Introductions, Icebreaker and Project Wet Example Problem

Saturday, Oct. 23
8:30-9:00  Medicine Wheel [George Godfrey]
9:00-9:12  Intro. to Project and Goals for Day [Bruce Dvorak]
9:12-9:20  UNL Overview [UNL Personnel]
           Break
9:30-9:45  Overview of Midwest Technical Assistance Center [Ken Smothers]
9:45-11:15 Overview of Tribal Drinking Water Issues and Concerns (15-min. presentations
           by each Tribal College Faculty member)
           Break
11:30-11:55 Project Wet Example
11:55-Noon Overview of Afternoon Session [Bruce Dvorak]

Noon-1:00  Lunch
1:00-1:10  Identify Priority Topics for discussion
1:10-3:00  Discuss Priority Topics [Moderator: Bill Welton]
           Break
3:15-3:45  Identify Resources Needed for Creating Presentations [Moderator: DeLynn
           Hay]
           Break
4:00-4:15  Create Timeline for completion of Project [Moderator: Bruce Dvorak]
4:15-4:30  Talking Circle [Bill Welton]
Attachment B.


Day: Tuesday

8:30 - 9:00.......................................................................................................................... Introductions
........................................................................................................................................... EPA /IHS Interagency Agreement
........................................................................................................................................... Participant Introductions

9:00 - 10:00..................................................................................................................... Introduction to Public Health and Drinking Water

10:00 - 10:15.................................................................................................................. Break

10:15 - 12:00 The Public Water System Supervision Program

12:00 - 1:00.................................................................................................................... Lunch

1:00 - 2:15.................................................................................................................... Preventive Activities
............................................................................................................................................... Plan Review and Design Standards
............................................................................................................................................... Operator Training and Certification
............................................................................................................................................... Technical Assistance
............................................................................................................................................... Source Water Protection
............................................................................................................................................... Sanitary Surveys
............................................................................................................................................... Enforcement

2:15 - 3:00.................................................................................................................... Break

2:30 - 3:15.................................................................................................................... Source Water Protection

3:15 - 4:00.................................................................................................................... Enforcement

4:00........................................................................................................................... Wrap-up

Day: Wednesday

8:30 - 9:00.......................................................................................................................... Review
............................................................................................................................................... The CFR

9:00 - 10:00..................................................................................................................... The Total Coliform Rule

10:00 - 10:15.................................................................................................................. Break

10:15 - 11:00.................................................................................................................... The Lead and Copper Rule

11:00 - 12:00............................................................................................................... Rads, IOCs, SOCs, VOCs, and TTHMs
............................................................................................................................................... Entry Points
............................................................................................................................................... Distribution Samples
............................................................................................................................................... Alternative Monitoring Requirements

12:00 - 1:00.................................................................................................................... Lunch

1:00 - 1:45................................................................................................................... The Surface Water Treatment Rule
............................................................................................................................................... Filtered
Day: Thursday

8:30 - 10:00................................................................. The Stage 1 D/DBPR

10:00 - 10:15................................................................ Break

10:15 - 11:00................................................................. The Stage 1 D/DBPR (continued)

11:00 - 12:00................................................................. The CCR

12:00 - 1:00................................................................. Lunch

1:00 - 3:00................................................................. Sanitary Surveys

3:00 - 3:15................................................................ Break

3:15 - 4:00................................................................. Wrap-up

................................................................. Capacity Development

................................................................. SRF/Tribal Set-Aside Funding

................................................................. IHS Construction Funding

................................................................. Useful References
Attachment C.

Primary Tribal College Contacts

Haskell Indian Nations University:
  Bill Welton
  Natural and Social Sciences – Natural Resources
  Haskell Indian Nations University
  Lawrence, Kansas 66046
  (785) 749-8409, e-mail: bwelton@ross1.cc.haskell.edu

Nebraska Indian Community College:
  Shelly Avery
  Nebraska Indian Community College
  RR 2, Box 164
  Niobrara, Neb   68760
  (402-857-2434) e-mail: shavery@hotmail.com

Sinte Gleska University:
  Ben Whiting (605-856-4964)
  Sinte Gleska University
  P.O. Box 490
  Rosebud, South Dakota 57570

Ogalala Lakota College:
  Leslie Henry, (605-455-2321 xt225) [fax: 605-455-2411]
  Chair of Ag. Natural Resource Dept.
  Oglala Lakota College
  P.O. Box 490
  Kyle, South Dakota 57752

Little Priest Tribal College:
  Sharon Frenchman,
  Director of Community Education
  Little Priest Tribal College
  PO Box 270
  Winnebago, NE  68071
  (402) 878-2380
  FAX: 878-2355
  email: sharonf@lptc.cc.ne.us
Attachment D

Project WET Training Announcement

July 31, 2000

Haskell Indian Nations University
Project WET Workshop
For
Native American Communities

July 31, 2000
8:00 am - 5:00 pm

Prairie Band Potawatomi Tribal Gymnasium
¼ mile south of the junction of K Road & 158

Participation encouraged from:
Youth (junior high & high school)
Adults (tribal members and programs)
Lunch to be purchased by the participants
From various excellent choices!

For additional information contact Bill Welton at (785)-749-8409

Co-Sponsored by
US Environmental Protection Agency
University of Nebraska - Lincoln
Haskell Indian Nations University - Environmental Science
Prairie Band Potawatomi Nation
Haskell Indian Nations University - Extension Program
Attachment E

Project WET Training Agenda

June 13, 2000

Sinte Gleska University
PROJECT WET TEACHER TRAINING

We at the Discovery Center have learned that teachers in South Dakota are very enthusiastic about including water conservation and ecology lessons in their science curriculum. However, through working with them at the statewide water festivals and water ecology workshops, we have learned that they feel ill equipped to do so. Water is one of our state's most important natural resources. This course will provide educators with the knowledge and tools to competently, and confidently, provide water education to their students. Through participation in this course, they will become familiar with high-quality, hands-on water education curricula, become comfortable with water ecology field study and gain a strong understanding of water ecology.

GENERAL OBJECTIVES OF THE WORKSHOP

Following the completion of this workshop participants will be able to:

1. Understand and explain the concept of nonpoint source pollution, identify the factors that effect their water supply, and discover the potential teaching opportunities associated.
2. Perform and interpret water quality tests.
3. Provide age-appropriate, hands-on experiences for their students that will expand their knowledge and understanding of water using Project WET, The Watersource Book, and the Walter Walleye curricula.
4. Identify local water resource management personnel and projects which they can use to enhance their program.
5. Plan and implement a thorough water ecology/conservation curriculum for their students.
6. Demonstrate a working knowledge of water ecology.

EVALUATION PROCEDURES

The workshops will be evaluated through teacher surveys during the course. Specifically, we will measure the teacher's confidence to define water specific vocabulary, present basic water science, conduct in class water education activities and list the human threats from water pollution.

Teacher's will be encouraged to teach a hands-on water ecology unit in their classrooms. Upon the completion of this unit, they will evaluate its success and the usefulness of the Project WET workshop in developing and teaching the unit.

Additionally, the teacher's can be in contact with the workshop instructor through the e-mail on the internet or by phone. Based upon the content of this communication, the instructor can make additions and modifications to future workshops.
Each participant will have a lesson plan to include four activities from one of the curriculum guides in their curriculum including how they will assess the activities. Participants will plan a field trip to a local water source.

Day Two 8:00 - 5:00
The Field Trip
   Chemical Testing
   Participants will test water from a local creek or pond.
   Participants will make inferences and conclusions based on the data collected.

Small Group Work
   Participants will design an assessment for their unit.
   Participants will present their unit to the class and have the class complete one of the unit activities.

Presentations
   Participants will finish their lesson plans and make their class presentation.

Summation and Evaluation
Evaluation Form

Date of Workshop: June 13, 2000
Location of Workshop: Rosebud Reservation, Mission, SD
Course Name: Project WET Teacher Training
Course Number:

Project WET/WOW Workshop Evaluation Form

Thank you for your interest in Project WET! Your responses to the following questions and suggestions will help us improve the quality of Project WET/WOW workshops and services.

Instructions:
Respond to all items on this form, attaching additional pages if additional space is needed.

1. Please provide us with the following information:

   Position description/Title: 9 teacher, 1 Water Resource Field Technician

   Number of students reached per year: 25, 56, 60, 55, 30, 33, 43, 15, NA

   Number of years teaching experience: 8, 26, 5, 35, 1, 30, 13, 10, NA

   School setting (check one): Urban Suburban Rural

2. a. Have you attended a water education workshop in the last five years?
   YES 1 NO 8
   b. If yes, to what extent did this workshop (the one you are currently evaluating) build on your previous water education experiences?
      Helped me show kids useful experiments.

3. a. What grade(s) do you teach? 4-6-8, 7-8, 7-8, 11-12, 1, 6, k-6, NA
   b. Were the contents of this workshop appropriate for the grade level you teach?
      YES 9 NO 8
      If no, what suggestions do you have to make them more appropriate?

4. a. What subject(s) do you teach? All, Science/math, Math/Science, Science/Social Studies, EE, 1st grade, 6th grade, k-6, NA
   b. Were the contents of this workshop appropriate for the subject you teach?
      YES 9 NO 8
      If no, what suggestions do you have to make them more appropriate?

5. Were the objectives of the workshop clearly stated?
   YES 9 NO 8

6. Were the objectives of the workshop accomplished?
   YES 9 NO 8
Please explain your responses to questions 5 and 6 if you answered no.

7. Did this workshop provide you with strategies to integrate Project WET activities into your curriculum?
   YES _9_   NO __
   Please explain your response below if you answered no.

8. Do you plan to integrate Project WET activities into your curriculum?
   YES _9_   NO __
   If no, please explain.

9. Please provide your overall comments about the Project WET Activity and Curriculum Guide (include strengths, limitations, comments about specific activities, etc.)

10. The best features of this workshop were: Great materials to implement into my classroom. There are a lot of activities that require combing math & science, so this will fit in quite well with what I teach. All the information. Experiments & testing was easy. Book. Hands-on activities. Hand on activities. The hands-on activities and guide and handouts will be very helpful. Great speaker. Hands on things, secchi disc.

11. The workshop would have been better if: If we would have had a two day workshop. We had more time. More time. We could have used 2 days. I think it was fine.

12. Any other comments, suggestions, requests, and/or concerns: This was great. Good job! This is a good deal.
Attachment F

Project WET Training Agenda

November 15, 2000

Nebraska Indian Community College
10:45am  Activity #5—Sum of the Parts (WET, p. 267)
Demonstrate nonpoint source pollution.
Correlations to Nebraska State Standards—Science: 8.1.1b, 8.2.1adef, 8.4.5c, 8.6.2d,
8.7.1a, 8.7.4ab; Social Studies: 8.3.3, 8.3.5, 8.3.6, 8.3.8, 8.3.10, 8.4.9

11:15am  Activity #6—Poison Pump (WET p. 93)
Solve a mystery about a waterborne disease.
Correlations to Nebraska State Standards—Science: 8.4.1f, 8.7.4a; Social Studies: 8.4.9

12:00pm  Hike through the Guides! This search allows you to explore the parts and pieces of the
PLT and WET Curriculum and Activity Guides. An explanation of the activity format, tables
and appendices will also be covered.

12:15pm  Working Lunch—Plan your Wisdom Walk. With a partner, choose an activity from either
of the Activity Guides and create a poster that tells about the activity. Please include the
main concepts covered on your poster. This poster will be shared with the rest of the
class.

1:15pm  Activity #7—No Bellyachers (WET, p. 85)
Show how pathogens are transmitted by water by playing a game of tag.
Correlations to Nebraska State Standards—Science: 8.1.2b, 8.7.1b

1:45pm  Share “Wisdom Walk” Posters

2:00pm  Activity #8—Reduce, Reuse, Recycle (PLT, 320)
Learn about source reduction and waste prevention.
Correlations to Nebraska State Standards—Science: 4.6.1abce; Social Studies: 8.3.5,
8.3.8; reading/Writing: 4.2.4, 4.3.1, 4.3.2

2:30pm  Activity #9—A Peek at Packaging (PLT, p. 322)
Learn about different types of packaging, the pros and cons of different types of
packaging and how packaging affects our decisions as consumers.
Correlations to Nebraska State Standards—Social Studies: 8.3.5, 8.3.8

3:00pm  Activity #10—Money Down the Drain (WET, p. 328)
Observe and calculate water waste from a dripping faucet.
Correlations to Nebraska State Standards—Math: 4.2.1, 4.2.2, 4.6.2, 8.2.1, 8.2.3, 8.2.5,
8.3.1

3:30pm  Activity #11—Poet Tree (PLT, p. 13)
Using various forms of poetry, you will express your feelings and attitudes about the
environment.
Correlations to Nebraska State Standards—Social Studies: 4.4; Reading/Writing: 4.1.2,
4.1.5, 4.2.4

4:00pm  Wrap up—Additional Resources and Evaluations

PLT and WET State Sponsors—UNL Cooperative Extension—4-H, UNL—School of Natural Resource
Sciences, Nebraska Forest Service, UNK and Bureau of Reclamation.
Attachment G

Education Event Agenda

December 13, 2000

Little Priest Tribal College
THE WORLD OF WATER IN WINNEBAGO
An Educational Event for Winnebago Youth

The Little Priest Tribal College proposes to hold a youth activity event to help local youth understand the value of water in their daily life and the importance of their participation in providing and maintaining a continuing supply of safe drinking water. The activities will help youth understand sources of water, water treatment and distribution, monitoring for water quality, ways water may become contaminated as well as job opportunities related to working with water. Key elements of the event follow.

TARGET POPULATION
Youth on the Winnebago Reservation ages 10 through 15. The participation of youth will be facilitated through the existing “Gear Up Program” that works with children in grades 5 – 8. The activity is designed to serve from 25 to 40 youth.

STAFFING
Local community leaders will be drawn from several community agencies that are involved with water supply and water quality. Staffing will be drawn from several of the following agencies:
- Village of Winnebago – water system operators
- Tribal Environmental Protection Program & Health Departments
- Whirling Thunder Wellness Center
- Indian Health Service Hospital
- Winnebago Senior Citizen Center
- Winnebago Public School – science teacher
- Little Priest Tribal College
- Winnebago Tribal Council

LOCATION
Whirling Thunder Wellness Center in the Blackhawk Community Center and the water treatment plant located across the street.

DATE
The afternoon/evening of Wednesday, December 13, 2000.

EVENT ACTIVITIES
The activities for this event will emphasize hands-on participation by the youth. Activities being planned include:
- Demonstration and experimentation with a Ground Water Model.
- Tour of wells and water treatment plant. Water taste tests.
- Student presented skits on water source and water quality.
- Food with bottled water and local public water.
- Experiences of elders in obtaining water in early days of the reservation.
- Activities with educational materials obtained from the Extension Service and the American Water Works Association.
- Video from the Native American Water Association.

PROJECTED BUDGET
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<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Food and water for participants</td>
<td>$150</td>
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<tr>
<td>Local community consultants</td>
<td>$250</td>
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<td>Water bottles &amp; other handouts</td>
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<tr>
<td>Materials preparation</td>
<td>$50</td>
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<td>Midwest Assistance Program (facilitator)</td>
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<td>Little Priest Tribal College (administration)</td>
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<tr>
<td>Total</td>
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