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UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

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PR/Award # S299A220005

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Abstract

Project Title: Wanblee Futures Program

Applicant Organization Name: Crazy Horse School

Applicant's Eligibility: "Federally supported... school for Indian students" (criterion 5)

Consortium Partner: Oglala Sioux Tribe Education Agency

Competitive Preference Priorities Met: 1 and 3

Proposed Sites: One proposed site at Crazy Horse School in Wanblee, South Dakota

Area Impacted: Pine Ridge Indian Reservation (Oglala Sioux Tribe)

Number of Indian Students to be Served: 175

Indirect Costs: Using the *de minimis* rate of up to 10%

Purpose of Project: The Wanblee Futures Program will increase the number and proportion of Indian students becoming qualified teachers on the Pine Ridge Indian Reservation. This will be accomplished by supporting their academic achievement in middle and high school, providing targeted tutoring for college placement examinations (e.g., Accuplacer), providing coaching and counseling services to promote graduation and matriculation, and implementing programming that exposes students to academic content and experiences related to the teaching profession, including credit-bearing coursework, access to dual enrollment, job shadowing, student-teaching, and related activities. The Wanblee Futures Program, in partnership with its consortium partner, will also convene gatherings and working groups comprised of area schools, colleges, and other organizations to devise methods and pathways to increase Native Americans teachers.

Evidence of Need: Unemployment rates on the reservation are more than 80%, and while Native Americans comprise 97% of the Pine Ridge Reservation population, Native Americans only account for 40% of all the jobs held on the reservation. Furthermore, the largest single profession for employment on the reservation is education, with more than 25% of all jobs in the field.

There is also a long-documented teacher shortage in South Dakota and on the reservation. This proposed project intervenes into this reality by creating a middle and high school teacher-training preparation program that gives students the opportunity to matriculate to a college-level teaching program with the academic foundations and experiences necessary to succeed.

Goals, Objectives, and Outcomes: This project has two goals: (1) improve academic outcomes for Indian students in middle and high school to prepare them for academic success in college, and (2) increase the number and percent of Indian high school graduates matriculating to a college-level teacher preparation program with the intent to teach on our reservation. Six objectives align with the goals, including: increase NWEA MAP proficiency by 2% annually; increase Accuplacer proficiency by 3% annually; increase graduation rate by 1.5% annually; increase college acceptance rate to 75% annually; increase dual enrollment participation to 20% annually; and have 50% of high school students participate in teacher training programming. The outcomes relate to each goal; the first five outcomes are the annual goals extrapolated over a five year funding period and the final outcome is to increase the exposure of students to the teaching field to half the students, with an increase in matriculation rates to a teacher training program.

Demonstrated Capacity to Improve Outcomes: Crazy Horse School has experience serving Native American children and youth for many decades and has implemented multiple federal grant opportunities and made progress toward their goals and objectives. As the largest organization in the area, we also have the best access to the target population of this proposal.

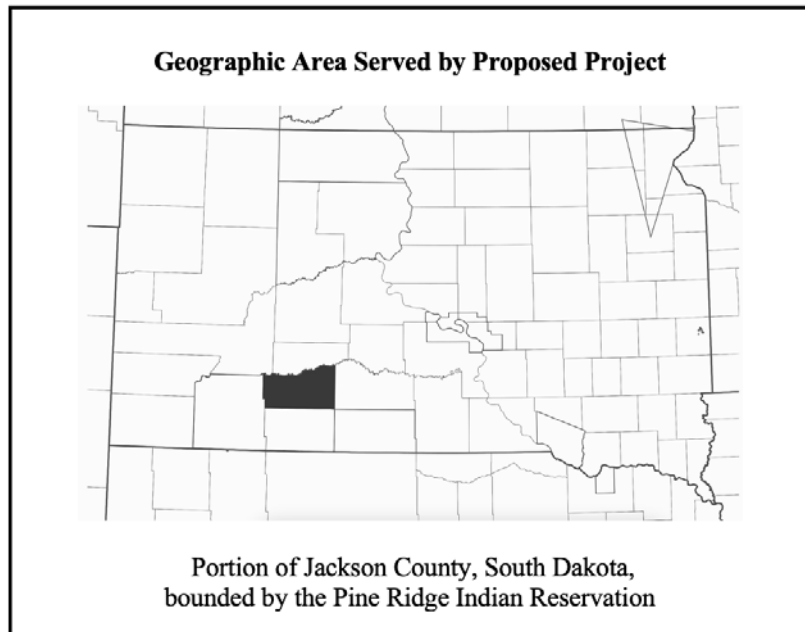
Assisting Participants to Identify and Secure Qualifying Employment: Program participants will have the requisite foundation to succeed in a college teacher training program and then possess the certification necessary for employment. Crazy Horse School experiences a teacher shortage, and these individuals will be considered for employment by the applicant.

Section A: Need for Project

Background: This grant is submitted by Crazy Horse School, a BIE-funded P.L. 100–297 tribal grant school on the Pine Ridge Indian Reservation in South Dakota, in partnership with the Oglala Sioux Tribe’s education agency. The application meets competitive preference priorities one and three as outlined in the Notice Inviting Applications for this grant program.

Geographic Area Served by Proposed Project: This project will be based at Crazy Horse School in Wanblee, South Dakota, and serve the portion of Jackson County that is within the

boundaries of the Pine Ridge Indian Reservation. (Crazy Horse is the only elementary or secondary school in this area.) This defined area is home to about 1,300 individuals, 97% of whom are Native American. Wanblee is the only community in this defined area and is home



to 975 people, according to the 2020 U.S. Census. The remaining residents live in scattered homes outside any community or town. The census also finds that 72% of residents in this area live below the federal poverty line and the annual per-capita income is only \$4,584. More than half of households have at least one child under the age of 18 living with them.

Proposed Project Prepares Personnel for Field with Demonstrated Shortage: There is a demonstrated teacher shortage in South Dakota, and this is only compounded on Indian reservations. This project addresses this need by improving academic outcomes for students in

middle and high school (thus preparing them for academic success in college) and increasing the number and percentage of high school graduates matriculating to a college-level teacher preparation program with the intent to teach on the Pine Ridge Indian Reservation.

Entering the 2021–2022 school year, South Dakota Secretary of Education Tiffany Sanderson said “every school district” in the state was reporting staff and teacher shortages. A contributing factor is the low average teacher pay, with South Dakota ranked 49th of 50 states, according to a review of data published by the Sioux Falls *Argus Leader* in October 2021. While the average starting teacher salary in South Dakota is \$49,000, at Crazy Horse School it is only \$43,000. Schools on reservations are also located in high poverty, rural communities, which makes teacher recruitment and retention difficult. Increasing the teacher pool for reservation schools is a priority for the Oglala Sioux Tribe, especially increasing the rate of Native American teachers from our own communities. In 2012, the tribe and other stakeholders gathered to create the Oyate Omniciyé: Oglala Lakota Plan, a strategic plan for the reservation. One of its main priorities is to align education to workforce needs. Nearly a quarter of all jobs on the reservation are in education (the highest of any field). Therefore, our project proposal not only meets a very real need in our community, but also aligns with tribal strategic planning efforts.

(1) Gaps Identified and Addressed by Proposed Project. Our community faces a teacher shortage. Oglala Lakota College, which operates on our reservation, has a teacher preparation program. However, the college faces the challenge that high school graduates are often not prepared for college and do not matriculate successfully. On the Pine Ridge Indian Reservation, only 28% of residents have a high school diploma and just 7% hold a bachelor's degree. In order to address this gap, we need to simultaneously (1) improve the academic readiness of middle and high school students for college, and (2) help those students matriculate to college with

experiences that prepare them to succeed in a college-level teacher training program. This project is designed to address these two interconnected needs.

In-School Barriers, Gaps, and Need: Crazy Horse’s high school graduation rate in 2021 was 54%, much lower than the South Dakota four-year cohort average of 84%. This is in part the result of decades of underfunding of tribal schools (the Minneapolis *Star Tribune* described the magnitude of this funding shortfall as “federal neglect” and a “national disgrace”). Our students also experience high levels of trauma that impact academic achievement. The Adverse Childhood Experience (ACE) questionnaire is regularly administered to students and categorizes their level of traumatic experiences as low-, intermediate-, or high-risk. When last surveyed, more than half of our students were high-risk and nearly all others intermediate-risk. High-risk students are more likely to repeat a grade, not complete homework, and have higher absenteeism rates and lower graduation rates; this research was published in the journals *Pediatrics* and *BioMed Central Public Health* in 2019. To help our students matriculate to college and thrive in teacher-training programs, they need access to evidence-based, culturally-relevant interventions that help them succeed in secondary school and expose them to the teaching profession early.

Another academic gap that exists at Crazy Horse is lack of course options. Our middle school enrollment is 50 students and in high school 125. Because our funding is based on a per-pupil federal formula, we do not have the capacity to hire special subject teachers and the teachers we have on staff focus on core academic content. Our students need access to more varied courses. Recent research from the Brookings Institute showed that students perform better in college classes when exposed to that subject’s content in high school. To better position our graduates for college teacher preparation programs, we need course content and programming

that exposes them to this subject before graduation. This program will expand student access to online courses (including teaching) that they complete in a classroom with an adult mentor.

Community Barriers, Gaps, and Need: When students graduate high school or college, they are confronted by a lack of jobs; the unemployment rate on the reservation is upward of 80%. The reservation has the highest poverty rate in the nation and students who do graduate college generally seek employment elsewhere. Our town, Wanblee, is very rural. Rapid City (the closest population center of note with 81,000 residents) is 102 miles away. There are also only five organizations with full-time employees in Wanblee: Crazy Horse School, the post office, an Indian Health Services clinic, a branch building of Oglala Lakota College, and a gas station. This is a barrier to student achievement because no third-party resources exist to enhance education and presents a limitation to retaining educators. However, education is the most common job in Wanblee and on the reservation. Across the Pine Ridge Indian Reservation, a plurality of workers are in the education field (23%). Therefore, there is a clear need to help our students graduate with the skills to succeed in college and find employment after graduation. Because education is the most common field for work on Pine Ridge, the greatest need we have is increasing teachers.

Opportunities and Services to Support Indian Students: Though small, opportunities exist in the local community to serve our students. The most evident is Oglala Lakota College, a tribal college established in 1971 that offers master's, bachelor's, and associate's degrees and other certificate programs. This includes eight education-focused degrees, including teacher preparation and certification. High school students who test proficient on the Accuplacer exam may take dual enrollment classes at the college. There is a branch campus of Oglala Lakota College in the town of Wanblee, where Crazy Horse School is located. However, at this time,

two-thirds of Crazy Horse School students who may be eligible to take dual enrollment classes do not score proficient on the Accuplacer exam and cannot participate in this opportunity.

Another service in the community is Indian Health Service (IHS), which operates a small public health center in the community. Many of our students experience trauma during their childhood and need robust mental and behavioral healthcare services. At scheduled times throughout the month there is a behavioral counselor at this IHS clinic. However, there are only two counselors to serve both children and adults throughout the eastern half of the Pine Ridge Indian Reservation, an area the size of Delaware. These counselors are not available to provide any type of crisis response, and securing ongoing counseling sessions is difficult.

A final opportunity is the general presence of in-home internet access. As we design this program, we will include opportunities for asynchronous learning and online course access. By doing this, students will have more consistent access to courses, including courses that would be otherwise unavailable to them because of our school's small size.

Policies, Programs, Practices, Services, and Funding Sources: The Oglala Sioux Tribe has codified its commitment to “encourage the development of teacher training” since its inclusion in the 1983 education code of the tribe (chapter 26). This effort is to address the stated need that “more adequate education is needed on the Pine Ridge Reservation.” The tribe established its education agency to support schools, set standards of practice, and guide the development of school district policies. This agency is a consortium partner on this grant.

Though limited, some organizations and programs exist on the reservation to provide mental and behavioral healthcare services, social services, career preparation, and related opportunities to students. This project proposal includes having students work with a counselor who will refer them to community services as needed. This includes Anpetu Luta Otipi, a drug

and alcohol counseling center (though a dry reservation, two-thirds of adults on the reservation struggle with alcohol¹); the Indian Health Service (IHS) has small health centers in most towns on the reservation, including Wanblee; and the Pine Ridge Chamber of Commerce offers seasonal work training and work opportunities in partnership with Cedar Pass Lodge at Badlands National Park, which is thirty miles away. Offices to access federally- and state-administered welfare programs—including TANF and WIC—are also open on the reservation.

There are three tribal colleges in the midwest region that our graduates may attend, all offering degree programs in teaching and education. These colleges include Oglala Lakota College (Pine Ridge Indian Reservation, So. Dak.), Haskell Indian Nations University (Lawrence, Kan.), and United Tribes Technical College (Bismarck, No. Dak.). All three colleges can be attended by students who are Pell grant eligible without student loans. This opportunity for higher education is an important resource impacting this proposed project, which is focused on preparing students to enter college-level teacher preparation programs.

Gaps and Weaknesses in Services, Infrastructure, and Opportunities Identified: Wanblee is an isolated, small town of less than 800 residents and is among the poorest places in the United States. There is an absolute dearth of adequate services for students, leading to a magnitude of gaps and weaknesses that disadvantage Indian students. With only five organizations that have employees in town, and only two of those offering professional careers (our school and the Indian Health Service clinic), students who graduate high school are left with only two primary options: leave the reservation for education and employment, which often means not returning to Wanblee, or stay and face limited job prospects and a lifetime of economic uncertainty.

This is compounded by lack of opportunities offered at Crazy Horse School due to its small size. With only 325 total students (50 in middle school; 125 in high school), and a

¹ *The Guardian*, 2017, “Liquid Genocide: Alcohol on the Pine Ridge Indian Reservation”

proportionally small teaching staff, we are unable to provide the breadth of services offered at typical American schools. This is compounded by “woefully inadequate” funding for tribal schools, which further limit opportunities for students.² Crazy Horse School, as a result, offers zero “elective” courses in middle and high school. Students have few opportunities to extend their learning in the community. There are no third-party after-school or summer programs offered to youth in the community. This means that students have few opportunities to explore potential careers, learn about those career choices, or prepare for them. The only in-town employment opportunity for school-aged students is at a convenience store.

Proposed Project Addresses Identified Gaps and Weaknesses: The project described herein addresses these identified gaps and weaknesses and creates a system that supports high school graduation and matriculation to college, especially for teacher training, by: (1) investing in academic programming that enhances educational outcomes for middle and high school students, (2) preparing those students for proficient passage of the Accuplacer exam, to support dual enrollment and college entry, (3) creating opportunities for introductory teacher training classes (credit bearing and dual enrollment) and experiences (e.g., job shadowing, student-teaching) during high school, (4) expanding opportunities and resources to support matriculation to college, and (5) designing those efforts to support student enrollment in a college-level teacher training program. Combined, these efforts will increase the number and proportion of experienced, fully certified, in-field, and effective educators from our own community to serve students with traditionally underrepresented backgrounds, specifically in this case Native American students (Lakota). This proposal identifies the following major gaps and weaknesses that exist in our community and are all addressed by the program.

² *Associated Press*, 2018, “Report: US Fails in Funding Obligation to Native Americans”

- Weakness: *Low Academic Achievement in Middle and High School*. Only 35% of 11th grade students at Crazy Horse School test proficient on the NWEA MAP assessment in reading and only 10% of 11th grade students test proficient in math.
 - Addressed by: This project will increase academic, counseling, and cultural support for secondary school students at Crazy Horse School to promote increased scores on the NWEA MAP standardized assessment.
- Weakness: *Low High School Graduation Rate*. Only 28% of Pine Ridge Reservation residents have a high school degree compared to a national average of 90%. The four-year adjusted cohort graduation rate at Crazy Horse School was 54% in 2021.
 - Addressed by: This project will hire a graduation coach to support students, work with students to identify best-fit colleges and help them apply, support them as they complete matriculation work (transcripts, housing applications, etc.), and remain in touch with Crazy Horse School graduates in college.
- Weakness: *Low Matriculation to College*. Only 10% of recent Crazy Horse School graduates matriculated to college, compared to a national average of 66%.³
 - Addressed by: This project will require students to apply for college as a condition of participation and increase the number of high school students graduating with dual enrollment credit, which increases matriculation.⁴
- Weakness: *Low College Graduation Rate*. Only 7% of Pine Ridge Reservation residents have a bachelor's degree compared to a national average of 35%.⁵
 - Addressed by: This project will increase tutoring to improve student scores on the Accuplacer exam, used to determine placement in college classes. By increasing

³ Bureau of Labor Statistics, 2021, “College Enrollment of Recent H.S. Graduates Summary”

⁴ Inside Higher Education, 2017, “Graduation Rates for Dual-Enrolled Students”

⁵ National Association of Counties, 2021, “County Explorer”

these scores, students will be less likely to be placed in remedial courses.

- Weakness: *Low Post-College Career Opportunities*. The unemployment rate on the reservation is more than 80% and there are only about 5,400 jobs on the reservation whereas the population is more than 35,000, according to the U.S. Department of Housing and Urban Development. Furthermore, while Native Americans make up 90% of the population on the reservation, only 41% of jobs are held by Native Americans.⁶
 - Addressed by: 23% of all jobs on the reservation are in education, the most of any professional category.⁷ By preparing students to earn teaching certifications, they have the greatest opportunity for on-reservation, gainful employment.

(2) Magnitude of the Need for Services and Activities of Proposed Project: Students in Wanblee face inconceivable disadvantages when it comes to succeeding in middle and high school classrooms, graduating high school, matriculating to college, earning a degree, and finding on-reservation, gainful employment after graduation. In every instance, measures of success in these areas on the Pine Ridge Indian Reservation and at Crazy Horse School are drastically lower than the national average, reflecting significant need.

In 2012, Pulitzer Prize-winning journalist Nicholas Kristof wrote about the Pine Ridge Indian Reservation in *The New York Times*.⁸ The reservation was described as “poverty’s poster child,” noting that “half the population over 40 on Pine Ridge has diabetes, and tuberculosis runs at eight times the national rate. As many as two-thirds of adults may be alcoholics, one-quarter of children are born with fetal alcohol spectrum disorders, and the life expectancy is somewhere around the high 40s—shorter than the average for sub-Saharan Africa. Less than 10 percent of children graduate from high school.” Since publication, these numbers have not changed.

⁶ Kirwan Institute, 2015, “Strengthening the Pine Ridge Economy”

⁷ *ibid.*

⁸ *The New York Times*, 2012, “Poverty’s Poster Child”

The proposed project intervenes in this reality by leveraging federal resources to create new pathways for on-reservation professional success. The magnitude of this need is highlighted in a PolicyLink study about the Pine Ridge economy.⁹ Currently, more than half the people who work on the reservation live off the reservation. This means that most teachers and school-based staff members do not live in the community they serve. Also, although Native Americans are 97% of the population on Pine Ridge, only 40% of jobs are held by Native Americans. This trend is reflected at Crazy Horse School, where 26 of 37 teachers are non-Native (70%).

The services offered by this proposed project create a parallel system to the poverty and lack of opportunity on the reservation. By working with students in both middle and high school, preparing them for a professional teaching career, providing them with dual enrollment and student-teaching programs, and helping them academically prepare for on-level courses at college, we can help students experience an alternative to the reservation's standard reality.

(3) Provision of Services to Support Students At-Risk of Educational Failure: Most of our students are at-risk of educational failure and face challenges matriculating to college. On the most recent Accuplacer test (a standardized assessment to help colleges place students in the right level of class), only a third of our junior and senior students demonstrated readiness for freshman-level college classes. The other two-thirds of students are at greater risk to not graduate high school and, if they attend college, will be required to take remedial classes that are not covered by Pell grants, which is a significant barrier to ongoing college enrollment.

This proposed project includes three types of services to students at-risk of educational failure: (1) academic, (2) career-preparation, and (3) counseling (behavioral, mental, and health counseling). Specific programming associated with this project directly intervenes to address student needs, including: expanded access to remedial and enrichment courses provided by the

⁹ PolicyLink, 2015, "Strengthening the Pine Ridge Economy"

online, asynchronous platform Edgenuity with support from in-person staff members; new tutoring services designed to help students pass the Accuplacer exam; a new staff position to support student academic achievement in middle and high school; enhanced access to on-campus, culturally appropriate counseling services; financial supports to help students access dual enrollment classes, which is associated with increased matriculation; more opportunities for cultural mentorship in middle and high school to build self-identity; and teaching oriented classes and experiences in secondary school. These activities all will help our students most at risk of academic failure remain in school and progress toward college matriculation.

The math and English scores of 11th grade students at Crazy Horse School on the NWEA MAP exam further reflect students' risk-level for academic failure. While testing did not occur during the national pandemic (the federal government provided a waiver to Bureau of Indian Education schools), our proficient student test results from before the pandemic were 8% and 10% in math (2019 and 2020, respectively) and 20% and 25% in reading (2019 and 2020, respectively). We believe that our program proposal in this application will adequately prepare students to academically succeed in college.

Section B: Quality of Project Design

This grant will fund a program that prepares high school graduates to matriculate to college (specifically, teacher-training programs) and succeed academically. This program will be called the Wanblee Futures Program. The Wanblee Futures Program will prepare students for collegiate success and the teaching profession by offering high school, credit-bearing classes in teaching skills; dual enrollment opportunities; and job shadowing of teachers. In cooperation with the Oglala Sioux Tribe's education agency (the partner in this application), Oglala Lakota College, and stakeholders from other area tribal K-12 schools, Crazy Horse School will work to develop a

strategic plan that supports members of our tribal community to become certified educators and work in schools on the Pine Ridge Indian Reservation. The activities of this program will be grouped into three main areas: (i) improving student academic performance in middle and high school to prepare for successful matriculation to college, (ii) supporting students' mental and cultural health by providing mentoring and counseling services to help them succeed in secondary and higher education settings, and (iii) implementing a series of teacher training and preparatory programs targeting middle and high school students to build interest in college level teacher training programs and expand the teaching pool of highly qualified Native American teachers on the Pine Ridge Indian Reservation.

i. Academic Programming: Academic performance in high school is a predictor of academic success in college.¹⁰ This program will improve academic outcomes for middle and high school students by (a) expanding access to remedial and enrichment courses, (b) creating new opportunities for personalized and small group tutoring, focused on both the NWEA MAP assessment and the Accuplacer exam, and (c) creating a student success coach position to help students better access their programming and monitor growth and progress.

ii. Mental and Cultural Health Programming: Because our students face exceptional trauma and other challenges, a portion of this grant's funds will support a counseling position and a cultural mentoring position. These individuals will work together to ensure that students have the social, emotional, and cultural foundation necessary to approach their academic work in school and be prepared for academic success in college as self-affirming Lakota students.

iii. Teacher Training Programming: Middle and high school students will have access to credit-bearing teaching classes; student-teaching and job-shadowing opportunities; college visits to explore teacher training degrees; dual enrollment classes; a graduation coach to help students

¹⁰ Univ. of Chicago, 2020, "Test Scores Don't Stack Up to GPAs in Predicting College Success"

matriculate to colleges successfully; a partnership between the grantee and the tribe's education agency to promote teacher training; and the creation of a reservation council including the local tribal college, Oglala Lakota College, to promote training and hiring of Native teachers.

Organizational Capacity to Improve Outcomes: Crazy Horse School is well positioned for this important work and has a record of successful program management and improving outcomes for students. Since our founding in 1960 as an alternative to off-reservation boarding schools, we have provided quality academic instruction in an environment infused with Lakota culture. We also value the input of our community and their leadership. In 1976 the first elected school board of Crazy Horse was sworn in, replacing day-to-day leadership by the Bureau of Indian Education. In 2012 we received a school improvement grant from the BIE to launch a series of reforms and changes that better support student outcomes. This included new school leadership, compensation changes, increasing the length of the school day, hiring a parent- and community-liaison, and updating curriculums and evaluation methods. We have continued many of the best-practices associated with this work. We also have grant management experience and demonstrated our ability to set goals and objectives and meet them. We currently operate a Project AWARE program site (a federal SAMHSA grant) and employ staff members to meet its objectives associated with mental and behavioral health. We manage these funds internally and have the systems in place (and capacity) to manage additional grants.

(1) Design for Implementation and Evaluation Supports Replication: This proposed project directly addresses pressing needs on the Pine Ridge Indian Reservation. While the Wanblee Futures Program can affect change in our community, it is not expansive enough to impact the entire reservation. Therefore, this proposal is designed to support replication in other tribal communities, both on Pine Ridge and other reservations. This is accomplished by:

Relevance: This program’s replicability is enhanced by the fact that there is a nationwide teacher shortage that is exacerbated on Indian reservations.¹¹

Design: With adequate or third-party funding, a school could implement a similar set of services to help students academically and matriculate to a college teacher training degree program. The program’s concepts and activities, in tandem, create a comprehensive support system for students from middle school through college matriculation.

Effectiveness of Approach and Strategies: The program design rests on evidence-based practices with demonstrated effectiveness. Therefore, other organizations considering replication can review the same research foundation before launch.

Evaluation: The established objectives, below, are all objective and time-bound. Each objective directly aligns with a goal and has a clear outcome. This design creates a clear understanding of our proposed work and our impact and permits unbiased evaluation.

Transparency: Crazy Horse School will publish an annual review of its program, including progress toward the established goals and objectives. We will also work with our consortium partner, the Oglala Sioux Tribe’s education agency, to disseminate these reports to other schools in our region. This proposed program also includes new forums for communication and collaboration between organizations on the Pine Ridge Indian Reservation, another avenue for sharing information that supports replication.

(2) Goals, Objectives, and Outcomes: The Wanblee Futures Program has two goals. Each goal has three affiliated, measurable objectives and there is one outcome per objective. Our two goals identify the scope of work we will accomplish and align with NYCP goals.

¹¹ *American Indian College Fund*, 2022, “Wounspekiya Unspewicakiyapi”

Goal 1: Improve academic outcomes for Indian students in middle and high school to prepare them for academic success in college.

- Objective 1-A: By the end of each year, the percentage of students performing at or above grade level on NWEA MAP assessment will increase by at least 2%.
 - Outcomes: Student standardized assessment scores will increase by at least 10% over the total project period.
- Objective 1-B: By the end of each year, the percentage of students performing at a college-ready level on the Accuplacer examination will increase by at least 3%.
 - Outcomes: Student Accuplacer scores for college-level course placement will increase by at least 15% over the total project period.
- Objective 1-C: By the end of each year, the adjusted four-year cohort graduation rate will increase by at least 1.5%.
 - Outcomes: The adjusted four-year cohort graduation rate will increase by at least 7.5% over the total project period.

Goal 2: Increase the number and percent of Indian high school graduates matriculating to a college-level teacher preparation program with the intent to return to teach on our reservation.

- Objective 2-A: At least 75% of high school graduates each year will have a provisional admissions offer letter in-hand from at least one college with a teacher training program.
 - Outcomes: The college acceptance rate of high school seniors will increase to at least 75% annually from a current rate of 10%.
- Objective 2-B: At least 20% of high school graduates each year, for the final four years of the grant, will have completed a dual enrollment class.
 - Outcomes: The dual enrollment course completion rate of graduating seniors will

rise to at least 20% annually from a current rate of 5%.

- Objective 2-C: At least 50% of middle and high school students, each year, for the final four years of the grant, will have participated in a teacher-training program activity associated with the Wanblee Futures Program (supplemental to dual enrollment classes).
 - Outcomes: A program to expose students to, and prepare them for, the teaching profession will be established, operate for at least five years, and impact at least 50% of middle and high school students annually.

(3) Design Background to Ensure Achievement of Project Objectives: While addressing real needs in our community, this project’s design is also based on evidence-based research, is culturally appropriate, and designed to ensure progress toward established goals and objectives.

Literature Review: The West Comprehensive Center at WestEd, funded by the Department of Education, published a report in 2015 about evidence-based methods to improve academic outcomes for Native American students.¹² This research highlighted that evidence-based practices are made more effective when they incorporate Native American values and practices. Thus, this project proposal builds student self-identity and confidence of Native American students by hiring a cultural mentor to work with students and help connect programming to cultural norms.

In a 2018 study produced by the ACT, only 5% of seniors have an expressed interest in a teaching career.¹³ This same report indicated that the second most common reason someone considers a teaching profession is they “want to make a difference” and “give back” to their own community, expressed by more than half of their survey respondents. This aligns with the work of this grant, which is focused on helping students become teachers on the Pine Ridge Indian

¹² WestEd, 2015, “Education Interventions to Improve the Achievement of Native Students”

¹³ ACT, 2018, “Encouraging More High School Students to Consider Teaching”

Reservation. The ACT's research showed that the top reason students don't consider teaching is that it does not pay well (63%), but this trend is often reversed on reservations where teaching is one of the only professions, making it stable and well-paying.¹⁴ To increase student interest in teaching and create a pathway for this professional choice, we will use evidence-based practices: giving students early practice with the profession through course content¹⁵ and job shadowing¹⁶; improving academic performance so that students can get to college and succeed when there by enhancing targeted tutoring¹⁷ and student-level monitoring¹⁸; increasing access to counseling services for at-risk students¹⁹; implementing cultural counseling²⁰; and helping students matriculate to college²¹. A main finding from the ACT's research was the recommendation to "implement targeted career pathways," which this proposal accomplishes in full.

Many low-income students who are accepted to college do not enroll in classes.²² To address this challenge, our project will include a new graduation coach position to work with juniors and seniors to apply for college, complete acceptance requirements, and ensure enrollment in first semester classes, and promote ongoing success of high school graduates.

This project proposal's framework also aligns with published literature. The *Harvard Business Review*, in 2017²³ and 2018²⁴, published two articles about organizational alignment. Their finding was that goals only matter when objectives, and employee tasks, explicitly align with the goals, which are clearly and consistently communicated. This proposal aligns with these

¹⁴ *EdWeek*, 2013, "Education in Indian Country: Running in Place"

¹⁵ EdSurge, 2018, "The Teacher Prep Program that Starts in High School"

¹⁶ Univ. of Pittsburgh, 2018, "Job Shadowing as Mechanism for College, Career Readiness"

¹⁷ U.S. Department of Education, 2017, "Issue Brief: Academic Tutoring in High Schools"

¹⁸ REL Northwest, 2018, "Improving High School Graduation Rates for All"

¹⁹ *School Community Journal*, 2017, "The School-Based Support Program"

²⁰ Humboldt State University, 2017, "Ya' Xo Ch'oyne' Ch'o Yal T' Sit-te'"

²¹ *Journal of College Access*, 2018, "Lessons Learned from a Summer Melt Prevention Program"

²² *Social Science Quarterly*, 2013, "Summer 'Melt' among College-Intending H.S. Graduates"

²³ *Harvard Business Review*, 2017, "How Aligned is Your Organization"

²⁴ *Harvard Business Review*, 2018, "Is Anyone in Your Company Paying Attention to Goals?"

best-practices because each of our six objectives produces a specific outcome, and all six outcomes lead to us accomplishing each goal within a defined time period.

Cultural Appropriateness: Education is an important component of Lakota culture and its importance is enshrined in the 1868 Fort Laramie Treaty. Crazy Horse School works to blend our educational approach with Lakota history, culture, language, and spirituality, and this will be true for the Wanblee Futures Program. Our program is culturally appropriate because it fosters the development of Native American teachers on our reservation. In the daily practice of the program, a cultural mentor will work with students to help them build Lakota self-identity and help them connect their ambitions to the value of higher education, including how teaching and education can be an avenue for them to better the community. Our evidence-based practices will be enhanced by incorporating Lakota culture and teachings with the cultural mentor’s guidance.²⁵

Plan for Project Implementation: This application includes the framework to successfully implement an evidence- and logic-based project, including its goals, objectives, outcomes, personnel responsibilities, timelines for implementation, milestones to accomplish, evaluation and management plans, and all other components of a well-planned project. Implemented with fidelity, we have complete confidence that we will achieve our goals and outcomes. This application and its budget will serve as our plan for project implementation.

(4) Demonstration of Rationale: The Wanblee Futures Program addresses a clear community need with evidence-based best-practices, as highlighted in the following logic model. The logic model includes abbreviations for those responsible for tasks, including: project director (PD), graduation coach (GC), student success coach (SSC), counselor (C), and cultural mentor (CM).

²⁵ Columbia Univ., 2020, “Decolonizing Evidence to Better Support Native Communities”

Wanblee Futures Program Logic Model				
<i>Need Addressed</i>	<i>Input</i>	<i>Outcome</i>	<i>Measurement</i>	<i>Responsible</i>
Increase the # and % of qualified Native teachers... ↓	→ HS-level teaching courses	→ Increased student interest	Schedule; transcripts	SCC
	→ Job shadowing (teaching)	→ Teaching exposure in HS	Participation logs	PD
	→ Tribe/college/school cooperate	→ New pathways to teaching	Council meetings	PD
	→ College tours and speakers	→ Increased student interest	Activity logs	PD, GC
... by supporting matriculation to college teacher training programs... ↓	→ Graduation coaching	→ Increase HS grad. rate	Graduation rate	GC
	→ Matriculation coaching	→ Increase matriculation	Matriculation rate	GC
	→ Accuplacer tutoring	→ Reduce remediation needs	Accuplacer scores	GC
	→ Dual enrollment classes	→ Increase matriculation	Transcripts	SCC
	→ Require college application	→ Increase college admittance	Admissions rate	GC
... by improving academic outcomes in middle and high school.	→ Academic tutoring	→ Prepared for college	NWEA MAP	SCC
	→ Individualized courses	→ Remediation & enrichment	Edgenuity courses	SCC
	→ Cultural mentorship	→ Strong Lakota self-identity	Mentoring logs	CM
	→ Student progress monitoring	→ Improved academics	Transcripts, check-ins	SCC
	→ Mental health counseling	→ Reduce impact of trauma	Counseling logs	C

(5) Evaluation Methods: To evaluate progress, we will use established tools and known metrics. These tools and measures are aligned to each objective: (1-A) the NWEA MAP examination, an adaptive achievement and growth assessment with national normative data,²⁶ (1-B) the Accuplacer exam, developed by CollegeBoard, a valid and reliable predictor for college course placement,²⁷ (1-C) the four-year adjusted cohort graduation, which is a standard measure of graduation rates nationwide and is monitored by Crazy Horse School, the State of South Dakota, and the Bureau of Indian Education using an established formula, (2-A) college acceptance rate will be measured by the number of students who receive provisional admission from an institution of higher learning, to be tracked annually, (2-B) the dual enrollment credits will be tracked on student transcripts for those classes taken in partnership with accredited colleges, and (2-C) records and attendance sheets for project-affiliated activities and programming.

To complement this quantitative data collection, we will also create a Youth Advisory Board that provides semesterly feedback to program management. This feedback will be incorporated into our annual public reports. We will also hire a third-party evaluator to provide annual feedback along with auditing our progress toward goals and objectives.

Section C: Quality of Project Personnel

(1) Encouraging Applications from Traditionally Underrepresented Groups: Wanblee is 97% Native American, but 30% of Crazy Horse School teachers are non-Native. To address this disparity, we will use Native preference to hire for positions associated with this grant. We also do not discriminate against applicants based on sex, creed, religion, national origin, or other related characteristics during the hiring process, which is included on our application materials. In order to increase applications from Native Americans, any open position that is advertised will

²⁶ WBEZ (NPR), 2021, “What’s the Future of Standardized Tests in Chicago Public Schools?”

²⁷ Mattern & Packman, 2009, “Predictive Validity of Accuplacer Scores for Course Placement”

be first advertised in Native American communities and publications, like the *Lakota Times* newspaper. This will ensure ample time for applications from this underrepresented group.

(2) Qualifications of Project Director: [REDACTED] will serve as the director of the Wanblee Futures Program. She is eminently qualified for this role, with more than twenty years of education experience, including as Crazy Horse school's middle and high school principal and is now the director of school improvement. In this role she has working relationships with all the staff members and stakeholders associated with this project. She has managed grant-funded projects in the past, has led teams to accomplish collective goals and objectives, and has extensive budget experience. [REDACTED] holds a bachelor's degree in elementary education from Chadron State College and a master's degree in school leadership from Oglala Lakota College and has worked at Crazy Horse since 2016. She meets all the requisite qualifications for holding a leadership position at Crazy Horse School.

(3) Qualifications of Key Project Personnel: At this time, we have not selected staff members for the other positions associated with this grant, and plan to hire for them upon funding. We will use Crazy Horse School's qualifications for high-quality staff members for each position. The graduation coach and student success coach will both have bachelor's degrees, experience working with Native American youth (on Pine Ridge preferred), and have relevant experience in each of their areas of work: academic support and college matriculation, respectively. Preference will be given to applicants who have previous experience as school-based academic counselors.

The counselor will be required to hold a valid license or other appropriate credential to provide mental and behavioral health counseling. This may include a school counselor, a social worker, or a related field. Previous experience working with Native American youth in low-income communities will be preferred in the hiring process. Further, we seek applicants who

have experience developing and implementing school-based counseling programs, specifically around social-emotional learning in small group sessions. The counselor must have a bachelor's degree and applicants are encouraged to have a master's degree.

The cultural mentor will be a recognized community member who is familiar with Lakota history, culture, language, and spirituality, and should have previous experience working with Native American students. The individual will be required to hold a bachelor's degree. The individual should be prepared to lead Lakota cultural ceremonies, including *inipi* (sweat lodge) ceremonies. Previous experience as a Lakota culture or language teacher will be preferred.

Section D: Quality of Project Services

(1) Collaboration between Partners to Maximize Effectiveness of Project: Crazy Horse School has established a consortium agreement with the Oglala Sioux Tribe's Education Agency to go into effect upon funding of this grant application. Together, we are well positioned to use one another's strengths to implement this program and ensure that it is replicable in other schools and communities, especially on the reservation. Consortium members will meet quarterly to discuss programming, coordinate activities, and support one another's work and impact.

(2) Proposed Services Meet the Need of Local Population:

Analysis of Community-Level Data: The Wanblee Futures Program is designed to address identifiable needs that exist in our school and community. It specifically addresses the need for more teachers, which is a local challenge²⁸ and tribal priority.²⁹ This is important because, even though a quarter of all employment on the reservation is education-based, there is still a teacher shortage.³⁰ This shortage means there are fewer qualified teachers for our students, which lowers

²⁸ Red Cloud Indian School, 2018, "Breaking Ground, Creating Hope"

²⁹ Oglala Sioux Tribe, 2016, "Oyate Omniciyé: Oglala Lakota Plan"

³⁰ Kirwan Institute, 2015, "Strengthening the Pine Ridge Economy"

academic achievement. At Crazy Horse, only a third of students in 11th and 12th grade test proficient on the Accuplacer exam, which is used to determine on-level course placement at area colleges. This becomes a cycle that is difficult to break, and the Wanblee Futures Program directly intervenes in this cycle. It provides needed academic tutoring to prepare students for, and matriculate to, college and enter a teacher training program with the intention of staying on (or returning to) the reservation to teach.

Direct Input from Parents and Families of Indian Children and Youth: At the end of each year, Crazy Horse School conducts a survey of its students and their parents. This survey includes qualitative (e.g., interviews) and quantitative (e.g., the Tripod survey) measures to help inform decision-making. This program's design aligns with students' stated desires, including new opportunities that help students attain on-reservation, well-paying jobs. This program is also informed by guidance from our elected school board of community members (including parents) and Crazy Horse School has also convened small gatherings of parents and families to help identify needs in the community and envision school-based ways to address them. The Wanblee Futures Program is based on these conversations and identified needs.

Section E: Quality of the Management Plan

(1) A Comprehensive Management Plan: The framework of this grant includes clear goals and objectives toward which staff will work to produce associated outcomes, complete this work in accordance with this application narrative and the approved budget, and have regular check-ins to ensure adequate progress and continually improve effectiveness.

Achievement of the Objectives of the Project: Project data will be tracked in real-time using collaborative tools, specifically Google Sheets. This will ensure confidentiality and allow the project staff to monitor progress toward the objectives and make adjustments as needed. The

project director will lead a monthly review of project data and updates to ensure that staff remain focused on meeting the established ends of this program. Data collected each month will be compiled into a report submitted to the Crazy Horse School Board for further review. Our objectives are aligned to the timeline and milestones, so we can monitor progress throughout the life of the grant. The project director is responsible for meeting the objectives and aligning staff activities and programs to meet them and implement the Wanblee Futures Program.

Achievement of the Project On-Time and Within Budget: The project director has served as a school principal and understands budgeting and finances and program implementation. She will work collaboratively with the school's business manager to regularly monitor the program's budget and ensure that it is used with fidelity. This will ensure that the budget will not be overspent. The project director will review the timeline for implementation to monitor progress toward the milestones. The milestones and timelines will be tracked and reviewed monthly.

Defined Responsibilities: This program includes five proposed positions:

Project Director: This position is the lead administrator for the Wanblee Futures Program and primarily responsible for the program meeting its goals and objectives. This person will coordinate project staff and activities, ensure regular evaluation, prepare and submit grant reports, and monitor and approve spending within the program budget.

Graduation Coach: This position will work primarily with 11th and 12th grade students, coordinate Accuplacer testing and tutoring programs, help students identify and apply to best-fit colleges, discuss college with students below 11th grade, coordinate college visits, and provide one-on-one and small group sessions about college preparedness to students.

Student Success Coach: This position will implement and lead academic improvement and tutoring efforts at the middle and high school level to prepare students for college-level

academic programming. The coach will monitor student grades, test scores, attendance, and related metrics and intervene with students to ensure adequate growth and progress. The coach will also work with parents and community stakeholders to build program investment.

Counselor: Because our students face so many social-emotional challenges,³¹ the counselor will work with students to promote positive coping mechanisms that permit better academic performance. The counselor will maintain a caseload of students in the program, develop intervention and support plans, provide one-on-one and small group counseling, and connect students with community-based resources as may be available.

Cultural Mentor: Research shows that Native American students with strong cultural identities perform better academically and in college,³² and the cultural mentor will support this development among students. This work will include culture-building, hosting traditional practices including *inipi* (sweat lodge), and related activities and programs for students.

Milestones for Accomplishing Tasks and Timeline of Project Implementation: This plan creates a framework to accomplish our goals and meet the defined objectives. The notes below include abbreviations for is responsible for tasks, including: project director (PD), graduation coach (GC), student success coach (SSC), counselor (C), and cultural mentor (CM).

<i>Phase</i>	<i>Milestone</i>	<i>Responsible</i>	<i>Timeline</i>	<i>Obj.</i>
Startup	● Start of quarterly partnership meetings.	PD	12/2022	—
	● Hiring, assignment of personnel.	PD	12/2022	—
	● Community notice of programming.	PD	12/2022	<i>all</i>
	● Schedule courses, programming.	PD, SCC	12/2022	2-B
	● Launch Edgenuity courses.	SCC	01/2023	1-A, 1-B

³¹ Compass, 2018, “On Reservation, Hope Remains Despite Grim Statistics”

³² Whitesell, et al., 2009, “A Longitudinal Study of Cultural Identity and Academic Success”

Activities	● Recruit and enroll program participants.	PD	12/2022	2-C
	● Materials, supplies ordered.	PD	12/2022	all
	● Academic tutoring begins.	SCC	02/2023	1-A
	● Counseling and mentorship begins.	C, CM	02/2023	1-A
	● New classes begin.	GC	03/2023	1-A
	● Job-shadowing begins.	PD	05/2023	2-A
	● College matriculation coaching.	GC	05/2023	2-A
	● Area teacher development meetings.	PD	05/2023	all
Evaluation	● Student assessments begin (semesterly).	PD, SCC	05/2023	1-A, 1-C
	● Surveys to parents, students, staff.	PD	06/2023	all
	● Year-over-year analysis.	PD	06/2023	all
	● Annual program and public reports.	PD	08/2023	all

(2) Diversity of Perspectives in Project Operations: The ongoing operations of the Wanblee Futures Program will include input from students, parents, staff, and other community members.

Student Voices: To maintain student voice in project operations, we will establish a Wanblee Futures Program Youth Advisory Board, composed of between 5 and 10 students, to help inform programming. This advisory board will meet quarterly with the program’s staff. These youth will also be engaged in reviewing program evaluation data and providing input on ways to improve student outcomes and project progress toward goals and objectives.

Parents, Teachers, and Community Members: To continue receiving feedback about this program’s impact, we will convene annual gatherings of community stakeholders, to include parents, teachers, school staff, and other members of the community. These gatherings will be hosted by Crazy Horse School and include information about the program’s annual progress

toward its goals and objectives. Furthermore, the project director's email address will be listed on the school's website with an invitation to submit additional feedback at any time.

Experts from Other Disciplinary and Professional Fields: The Crazy Horse School Board will ultimately hold the project, and its staff, accountable to its goals and objectives. Members of the board are elected from within the community and represent a variety of backgrounds with areas of expertise that complement the program's work. Currently, the members have strong backgrounds in finance, tribal management, medicine, business, and education. The project director will report to the board on a monthly basis and receive feedback on its work. At the annual meeting discussed above, we will extend invitations to relevant members of the staff at Oglala Lakota College who may have specific subject area expertise valuable to the program, or from other tribal or local programs that may have valuable insight to offer.

(3) Building Capacity and Long-Term Impact: This program's design supports ongoing impact beyond the life of the funding period by capacity-building and other long-term results.

Proposed Project Builds Capacity: The budget includes funds for professional development activities and resources for project staff members to build their knowledge base about academic improvement and teacher-training programs. Professional development will include online training classes for program staff members. These trainings will improve the efficacy of staff members and help them refine their work; this impact will extend beyond the lifetime of grant funding because they will be able to continue using their learned knowledge to positively impact school operations. The project director will regularly consult with project staff members about opportunities for professional development and devise learning plans and targets to support them as they perform their job responsibilities. All staff will also participate in professional development training offered by the online course provider for this grant, Edgenuity,

about implementing the program with fidelity for maximum results.

Results Extend beyond Federal Grant Financing: The most needed outcome of this project is the one with the greatest longevity beyond federal funding: the preparation of high school graduates who go on to earn teaching certifications and remain on the Pine Ridge Indian Reservation—specifically in Wanblee—to teach. Based on Crazy Horse School’s student population and the established goals of this proposed project, we project at least 190 students will participate in programming that supports them becoming certified teachers. This builds a culture in our community of showing a clear path for long-term employment and can therefore influence other students to follow the same path.

Another result will be the development of a network of reservation-based schools and organizations focused on increasing the number of Native American teachers who live and work in our tribal communities, which can be implemented and sustained without funding. As identified in this application, Native American teachers are underrepresented in classrooms on the reservation, even though teaching is one of the most common jobs. The network established by this project will work to build pathways from tribal elementary and secondary schools to the on-reservation tribal college (Oglala Lakota College) with the intent that certified teachers that graduate from the college will remain on the Pine Ridge Indian Reservation to teach. This impact will last beyond the grant’s funding.

Section F: Quality of the Project Evaluation

(1) Evaluation Supports Performance Feedback and Assessment: The evaluation methods in place for this project will allow internal and external observers to monitor the Wanblee Futures Program’s progress toward its goals and intended outcomes. All individuals associated with this project will complete regular surveys with questions related to the goals, objectives, and intended

outcomes described in this application. The information will form a database and dashboard that provides up-to-date information about the project along with a downloadable report. The report will be available to staff members and stakeholders for review of project progress. Each goal and objective will be measured on a number of quantitative and qualitative metrics, which will aid both in the evaluation of the project, along with supporting replication.

Objective:	Evaluation Method:	Frequency:	Lead Manager:
1-A	NWEA MAP	Semesterly	Student Success Coach
1-B	Accuplacer	Annually	Graduation Coach
1-C	Graduation rate	Annually	Project Director
2-A	Student college admission rate	Annually	Graduation Coach
2-B	Review of student transcripts	Semesterly	Student Success Coach
2-C	Participation records (internal)	Annually	Project Director

In order to ensure that evaluation supports continuous improvement, accountability is built into the program. The project director will be supervised by the Crazy Horse School superintendent and meet at least twice monthly with the supervisor to discuss the progress of the Wanblee Futures Program, based on the qualitative and quantitative data submitted in the surveys completed by staff members. On a monthly basis the project director will provide a written report to the Crazy Horse School Board, which may be accompanied by a verbal report. The board will be invited to review the data, including progress toward goals and objectives.

Each year, Crazy Horse School will contract with a third-party to provide an outside evaluation of the program and its efficacy. The evaluation, provided by an impartial observer, will include a review of project-level data to ensure accuracy in reporting. The evaluator will

also conduct interviews with project staff members and stakeholders to produce an annual report that includes confirmation of progress made toward established goals and objectives, identifiable areas for continual improvement, and areas of success that can be reinforced for greater impact.

To ensure day-to-day programmatic success, all staff members associated with this project will meet on an at-least weekly basis. This meeting will help coordinate project staff members' activities, align those activities toward project goals and objectives, and include time to review student-level and project-level data. The project director, or a designee, will maintain a running record of these meetings for historical review and inclusion in regular reporting to the Department of Education and inclusion in public reporting for replication.

The grantee also commits to participate, at the request of the Secretary of Education, in any national evaluation of the NYCP program.

(2) Evaluation Supports Replication: The described evaluation methods allow for objective assessment of the Wanblee Futures Program. The details of evaluation data and results will be available for replication or testing. Each year, a public summary of progress will be published and hosted on the Crazy Horse School website. The summary will include progress toward goals and objectives along with the program activities that took place during the year. It will include a narrative description of the work performed within the year so that other schools may consider what lessons the Wanblee Future Program may hold for their organization. This report will be further shared with our consortium agreement partner, the Oglala Sioux Tribe's education agency, for distribution to other schools that have middle or high school level classes at their campus. This public evaluation framework will provide important information as other schools replicate, implement, and evaluate similar programming at their campuses.



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Crazy Horse School

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel	215,000.00	222,525.00	230,313.00	238,374.00	246,718.00			1,152,930.00
2. Fringe Benefits	99,438.00	102,918.00	106,520.00	110,248.00	114,106.00			533,230.00
3. Travel	2,800.00	2,884.00	2,970.00	3,059.00	3,150.00			14,863.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	44,365.00	26,900.00	26,900.00	13,900.00	4,900.00			116,965.00
6. Contractual	46,750.00	46,750.00	46,750.00	46,750.00	46,750.00			233,750.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	23,000.00	19,500.00	17,000.00	17,000.00	16,000.00			92,500.00
9. Total Direct Costs (lines 1-8)	431,353.00	421,477.00	430,453.00	429,331.00	431,624.00			2,144,238.00
10. Indirect Costs*	43,135.00	42,148.00	43,045.00	42,933.00	43,163.00			214,424.00
11. Training Stipends								
12. Total Costs (lines 9-11)	474,488.00	463,625.00	473,498.00	472,264.00	474,787.00			2,358,662.00

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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Name of Institution/Organization Crazy Horse School	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

- (1) List administrative cost cap (x%):
- (2) What does your administrative cost cap apply to? (a) indirect and direct costs or (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative	6,750.00	6,750.00	6,750.00	6,750.00	6,750.00			33,750.00
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)	6,750.00	6,750.00	6,750.00	6,750.00	6,750.00			33,750.00
8. Indirect Costs								
9. Total Administrative Costs	6,750.00	6,750.00	6,750.00	6,750.00	6,750.00			33,750.00
10. Total Percentage of Administrative Costs	1.42	1.42	1.42	1.42	1.42			1.42

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