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APPLICATION FOR GRANTS
UNDER THE

Indian Education Discretionary Grant Programs—Native Youth Community Program

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Abstract

Project Title: P̣ḥẹẓ̌ụ́ta Haká Teachers Fellowship Program

Applicant Organization Name: Little Wound School Board, Inc.

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 Little Wound School in Kyle, South Dakota

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

Number of Indian Students to be Served: 250

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

Purpose of Project: The P̣ḥẹẓ̌ụ́ta Haká Teachers Fellowship 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 the academic achievement of high school students, 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, with a special focus on preparing certified early childhood education teachers. The program will convene working groups comprised of area schools, colleges, and other organizations to devise pathways to increase Native 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 our area. This 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 for students in the program, 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 85% annually; increase dual enrollment participation to 50% annually; and have 50 high school students participate in teacher training programming each year (50% of enrolled students). 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: Little Wound 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. Little Wound 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 Little Wound 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. Competitive preference priorities 1 and 3 are met herein.

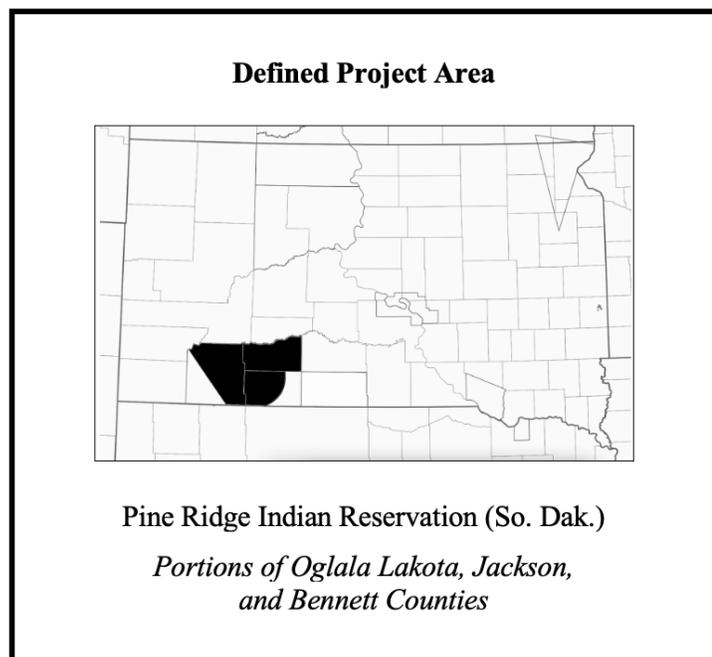
Geographic Area Served by Proposed Project: This project will be based at Little Wound School in Kyle, South Dakota, and serve portions of Oglala Lakota, Jackson, and Bennett

Counties, all within the boundaries of the Pine Ridge Indian Reservation.

Little Wound School is the largest K-12 school in this region. This region comprises about 185 square miles and is home to about 20,000 people, 97% of whom are Native American. In this region are several small towns ranging in size from 500 to 2,000 people, and Kyle, the primary project site, is home

to 846 people. The U.S. Census also finds that 72% of residents in this area live below the federal poverty line and the annual per-capita income is less than \$7,500. 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 teacher shortage in South Dakota, especially for certified early childhood and elementary school teachers. This shortage is only magnified on Indian reservations. Our proposed project addresses this need by creating a teacher-training pathway for high school students.



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. At Little Wound School we enter each school year with between four and six teacher vacancies. Recruiting and retaining teachers is a challenge; our school is located in a high poverty, rural community, which leads to fewer applicants and higher turnover. 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 community. In 2012, the tribe and 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. This proposed project creates a pathway for high school students to matriculate to college-level teacher training programs by providing those students with content-specific classes, dual enrollment opportunities, job shadowing and student-teaching experiences, academic tutoring, and other support as described throughout this application. In 1990, the U.S. Department of Education began listing federally designated teacher shortage areas. At that time, Little Wound School was listed as facing a shortage¹; thirty years later, it remains true. This project can correct this long-standing need.

In-School Barriers, Gaps, and Needs: Little Wound’s graduation rate in 2021 was 51%, 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.

¹ U.S. Department of Education, 1990, Teacher Shortage Areas

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.

A gap in our school's operations is the lack of career and technology education (CTE) options for students. At this time, Little Wound School offers only two CTE-oriented classes for high school students: auto repair and residential construction. While some post-high school opportunities for students to enter these professions exist, they account for only 5.2% of jobs on the reservation. In contrast, the most common professional field on the reservation is teaching and education, which accounts for more than 25% of all jobs.² Our school needs more CTE classes, but systemic funding shortfalls stop us from making this possible.

A need in our community is more alignment between educational programs in secondary and higher education settings and our reservation's economic base. The *Oyate Omniciyé: Oglala Lakota Plan*, the tribe's strategic plan, recognized the need for workforce development programs that thread through all levels of education in the community, including high school.³

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 graduate college generally seek employment elsewhere. The only businesses in Kyle include retail stores (a gas station, a grocery store, and a two-screen movie theater), two small restaurants, and a post

² PolicyLink, 2015, "Strengthening the Pine Ridge Economy"

³ Oglala Sioux Tribe, 2012, "Oyate Omniciyé: Oglala Lakota Plan"

office. All other professional employment in town is education-oriented: Little Wound School, a branch of the tribal college, and a Head Start facility. Thus, individuals without the certifications to work in education face limited employment prospects. This presents a need in our community: new programming that prepares individuals for professional work in our community.

Another need in our community is childcare. A 2021 article by the Sioux Falls *Argus Leader* highlighted this shortage. “There’s just not enough day care programs here to cover our working and custodial parents,” Stacey Marrufo, the director of Kyle’s Head Start program, noted. The only daycare and childcare centers on the reservation are operated by Head Start and there are no private options available to parents.⁴ An absence of childcare is a contributing factor to South Dakota’s rural exodus, impacting reservations. Without access to childcare and their qualified early childhood education teachers, a vicious cycle of reduced opportunity and resources further limits the future of the Pine Ridge Indian Reservation.

Opportunities and Services to Support Indian Students: The greatest opportunity for Indian students is Oglala Lakota College, a tribal college 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.

Another service in the community is Indian Health Service (IHS), which operates a clinic in the community. Many students experience trauma during their childhood and need mental and behavioral healthcare services. At scheduled times during the month there is a behavioral counselor at this 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.

Policies, Programs, Practices, Services, and Funding Sources: The Oglala Sioux Tribe

⁴ Sioux Falls *Argus Leader*, 2021, “Daycare Shortage Hits Rural and Reservation Communities”

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.

There are three tribal colleges in the region that our graduates may attend, all offering degree programs in teaching. 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.). For Native students, these students are available at no cost to students who are Pell grant eligible.

A program and service also available to students operates at Little Wound School, titled Project AWARE. This program offers mental and behavioral health counseling services, cultural mentorship, and connection to federal and state welfare programs. Students who may have non-academic needs that are barriers to academic success will be referred to this program.

The Oglala Sioux Tribe Childcare Program will also support the establishment of the early childhood education teaching lab in this program, including the provision of supplies and equipment for its operation, a significant cost-saving for this grant program.

Gaps and Weaknesses in Services, Infrastructure, and Opportunities Identified: Kyle is an isolated, small town of less than 900 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 a tiny economy and few places of employment, 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 Kyle, or stay and face limited job prospects and a lifetime of economic uncertainty.

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 prepares high school students with the academic and field experience necessary to envision a career in teaching, matriculate to a college-level teacher training program, graduate, and remain to teach on the Pine Ridge Indian Reservation, specifically Little Wound School. This design addresses:

- *Weakness: Low Academic Achievement in High School.* On the NWEA MAP assessment, 11th grade students score proficient at only 13% (reading) and 15% (math).
 - Addressed by: This project increases academic support for high school students to promote increased scores on the NWEA MAP standardized assessment.
- *Weakness: Low High School Graduation Rate.* The four-year adjusted cohort graduation rate at Little Wound School was 51% in 2021, compared to a national average of 85%.
 - Addressed by: This project will stipend graduation and matriculation coaches to help students identify best-fit colleges and help them apply and support them as they complete matriculation work (transcripts, housing applications, etc.).
- *Weakness: Low Matriculation to College.* Only 9% of recent Little Wound School graduates matriculated to college, compared to a national average of 66%.⁵

⁵ Bureau of Labor Statistics, 2021, “College Enrollment of Recent H.S. Graduates Summary”

- 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.⁶
- Weakness: *Low College Graduation Rate*. Only 7% of Pine Ridge Reservation residents have a bachelor’s degree compared to a national average of 35%.⁷
 - Addressed by: This project will increase tutoring to improve student scores on the Accuplacer exam, used to determine placement in college classes. By increasing 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%. Furthermore, while Native Americans make up 90% of the population on the reservation, only 41% of jobs are held by Native Americans.⁸
 - Addressed by: 23% of all jobs on the reservation are in education, the most of any professional category.⁹ By preparing students to earn teaching certifications, they have the greatest opportunity for on-reservation, gainful employment.
- Weakness: *Lack of Teaching-Oriented Job Training Programs*. There are no job training programs for high school students on the Pine Ridge Indian Reservation.
 - Addressed by: By creating a pathway for high school students to gain both academic and hands-on experience in the teaching profession, they have increased opportunity to access and succeed in college-level teacher training programs.¹⁰
- Weakness: *Limited Childcare*: Limited childcare options reduce Little Wound’s efforts to recruit and retain teachers; prevent student-parents from continuing their studies; and

⁶ Inside Higher Education, 2017, “Graduation Rates for Dual-Enrolled Students”

⁷ National Association of Counties, 2021, “County Explorer”

⁸ Kirwan Institute, 2015, “Strengthening the Pine Ridge Economy”

⁹ *ibid.*

¹⁰ *Community College Review*, 2018, “How H. S. Coursework Predicts College-Level Success”

eliminate opportunities for students to gain hands-on teaching experiences.

- Addressed by: This project establishes an early childhood education lab to provide childcare for Little Wound staff and students who are parents. The lab will have certified adult professionals who will guide care, but also teach and mentor high school students who provide childcare services in the lab. This addresses both a childcare shortage and the need for job shadowing, student-teaching, and hands-on education experience of participants.

(2) Magnitude of the Need for Services and Activities of Proposed Project: Students at Little Wound School face inconceivable disadvantages when it comes to succeeding in elementary and secondary 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 Little Wound 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*.¹¹ 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.

The proposed project intervenes in this reality by leveraging federal resources to create a new pathway for on-reservation professional success. The magnitude of this need is highlighted

¹¹ *The New York Times*, 2012, “Poverty’s Poster Child”

in a PolicyLink study about the Pine Ridge economy.¹² 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 Little Wound School, where 30 of 56 teachers are non-Native (54%).

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 high school, providing them with teaching-oriented coursework, expanded access to dual enrollment classes, and hands-on experience in an early childhood education teaching lab, helping them academically prepare for success in high school, and supporting their preparation for (and matriculation to) 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 20% of junior and senior students demonstrated readiness for freshman-level college classes. The remaining 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. 11th grade student scores on the NWEA MAP examination also show that our students are educationally at-risk.

	2017	2018	2019	2020	2021
English:	15%	13%	<i>No testing due to COVID.</i>		13%
Math:	14%	15%	<i>No testing due to COVID.</i>		15%

¹² PolicyLink, 2015, “Strengthening the Pine Ridge Economy”

This proposed project includes two interwoven services to students at-risk of educational failure, specifically: (1) expanded academic supports and opportunities to ensure students can succeed in high school and matriculate to a college prepared for higher education, and (2) career preparation programming oriented toward the teaching profession that equips students with the experiences, classes, and practical foundation to not only aspire to a teaching career, but be prepared to complete the training, coursework, and certification to accomplish it.

Specific programming associated with this project directly intervenes to address needs of educationally at-risk students, including: (1) targeted and individualized academic tutoring to help students succeed on the NWEA MAP assessment in high school; (2) tutoring and programs to help students proficiently pass the Accuplacer exam, allowing students to participate in dual enrollment classes and not require remedial classes in college; (3) job shadowing and student teaching opportunities related to the teaching profession; (4) support to identify, apply to, and matriculate to best-fit colleges with teacher training programs; (5) access to free childcare for student program participants who are parents; and (6) the formation of a reservation-wide working group to devise new strategies to increase the number and proportion of Native American teachers on the Pine Ridge Indian Reservation from our own communities.

Section B: Quality of Project Design

This grant will fund a program that prepares high school students to graduate, matriculate to college (specifically, teacher-training programs), succeed academically, and remain on (or return to) the reservation to teach. This program will be called the P̄hežúta Haká Teachers Fellowship Program, named for the region of the Pine Ridge Indian Reservation where this program will operate. The Teachers Fellowship Program will prepare students for collegiate success and the

teaching profession by offering high school, credit-bearing classes in teaching skills; dual enrollment opportunities; job shadowing of teachers, and student-teaching experience. 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, Little Wound 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 high school to prepare for successful matriculation to college, (ii) implementing a series of teacher training and preparatory programs targeting high school students to build interest in college level teacher training programs, and (iii) connecting stakeholders and building cooperation across the region to expand the teaching pool of highly qualified Native American teachers on the Pine Ridge Indian Reservation.

Little Wound High School has 375 students and this program will impact 250 of those students each year. Over the course of five years, this is 250 unduplicated individuals.

i. Academic Programming: Academic performance in high school is a predictor of academic success in college.¹³ This program will improve academic outcomes for high school students by creating new opportunities for personalized and small group tutoring, focused on both the NWEA MAP assessment and the Accuplacer exam; creating graduation and matriculation coaches to more closely support students as they identify best-fit colleges and apply for and transition to college; creating new credit-bearing, content-specific classes about teaching and pedagogy; and expanding access to, and support for, dual enrollment classes.

ii. Teacher Training Programming: High school students will have access to credit-bearing teaching classes; student-teaching and job-shadowing opportunities; college visits to explore

¹³ Univ. of Chicago, 2020, "Test Scores Don't Stack Up to GPAs in Predicting College Success"

teacher training degrees; dual enrollment classes; graduation and matriculation coaching to help students matriculate to colleges successfully; the opportunity to work in an early childhood education teaching lab and develop their teaching skills and interest in the profession; and the opportunity to work with elementary students in Little Wound School's summer school program under the guidance and mentorship of a certified teacher.

iii. Regional Cooperation: The creation of 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.

Main areas (i) and (ii) above will be enhanced by ensuring that these processes and activities include, to the greatest extent possible, the inclusion of program participants' parents and families. Furthermore, they will include activities and programming that are infused with Lakota history and culture, to enhance the connection to our tribal community.

Organizational Capacity to Improve Outcomes: Little Wound 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 1939 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 1977 the first elected Little Wound School Board 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-liason, and updating curriculums and evaluation methods. We have continued many of the best-practices associated with this work.

We also have significant grant management experience and demonstrated our ability to set goals and objectives and meet them. Current grants under management total more than \$10 million and include the U.S. Department of Health and Human Services, the U.S. Department of Agriculture, the U.S. Department of Education, and National Endowment for the Humanities, and other private grantors. We manage these funds internally, consistent with all generally accepted accounting procedures, have years' worth of clean audits, and have the systems and capacity in place to manage this grant and meet our goals and objectives.

(1) Design for Implementation and Evaluation Supports Replication: This proposed project directly addresses pressing needs on the Pine Ridge Indian Reservation. While the Teacher Fellowship 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.¹⁴ 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. And transparency: Little Wound School

¹⁴ *American Indian College Fund*, 2022, "Wounspekiya Unspewicakiyapi"

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 Teacher Fellowships 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.

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

- Objective 1-A: By the end of each year, the percentage of high school fellows 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 fellows 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% in relation to non-fellow peers.
 - Outcomes: The adjusted four-year cohort graduation rate will increase by at least 7.5% over the total project period for program participants.

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 85% of graduating fellows 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 fellows will increase to at least 85% annually from a current rate of 35%.
- Objective 2-B: At least 50% of graduating fellows, 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 fellows will rise to at least 20% annually from a current average rate of 18%.
- Objective 2-C: At least 50 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 program as a fellow (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 80 high school students over the course of the project period.

(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: In a 2018 study produced by the ACT, only 5% of seniors have an expressed interest in a teaching career.¹⁵ 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

¹⁵ ACT, 2018, “Encouraging More High School Students to Consider Teaching”

respondents. This aligns with the work of this grant, which is focused on helping students become teachers on the Pine Ridge Indian 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.¹⁶ 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 content¹⁷ and job shadowing¹⁸; improving academic performance so that students can get to college and succeed when there by enhancing targeted tutoring¹⁹ and student-level monitoring²⁰; and helping students matriculate to college.²¹ 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 college classes following graduation.²² To address this challenge, our project will include new graduation and matriculation coaches to work with juniors and seniors to apply for college, complete acceptance requirements, ensure enrollment in first semester classes, and promote ongoing success of high school graduates by remaining in touch with 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

¹⁶ *EdWeek*, 2013, "Education in Indian Country: Running in Place"

¹⁷ EdSurge, 2018, "The Teacher Prep Program that Starts in High School"

¹⁸ Univ. of Pittsburgh, 2018, "Job Shadowing as Mechanism for College, Career Readiness"

¹⁹ U.S. Department of Education, 2017, "Issue Brief: Academic Tutoring in High Schools"

²⁰ REL Northwest, 2018, "Improving High School Graduation Rates for All"

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?"

with the goals, which are clearly and consistently communicated. This proposal aligns with these 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.

A 2018 review of literature performed by EdWeek highlighted that the largest barrier to high school students wanting to teach is a perceived lack of pay. “Nearly three-quarters [of survey respondents] said higher pay would increase their interest [in teaching]. Almost 40 percent said they wanted a starting salary of at least \$50,000, while another 30 percent required at least \$60,000.”²⁵ Unfortunately, both these desired starting salaries are higher than Little Wound’s starting salary of \$49,000, which is among the highest on the reservation. To address this need, Little Wound School commits to paying fellows that graduate from college with a teaching certificate a one-time \$5,000 hiring bonus, with this incentive ending in 2035.

Notably, this same study found that “students who wanted to be teachers were lower-performing on [standardized assessments] than students who wanted to enter other professions.” Many higher performing students pursue careers they define as more prestigious and with higher salaries. However, on the Pine Ridge Indian Reservation, teaching is one of the most stable, high paying professions available to residents.²⁶

Cultural Appropriateness: Education is an important component of Lakota culture and its importance is enshrined in the 1868 Fort Laramie Treaty. At Little Wound School, we work to blend our educational approach with Lakota history, culture, language, and spirituality, and this will be true for the Teacher Fellowship Program. Our program is culturally appropriate because it fosters the development of Native American teachers on our reservation. Little Wound School will leverage other existing resources on our campus to ensure that students have access to

²⁵ EdWeek, 2018, “Few H. S. Students are Interested in Teaching”

²⁶ *UCLA Law Review*, 2019, “Rez for Ed: Teacher Walk-Outs on Tribal Reservations”

cultural mentorship and related practices. Furthermore, all individuals participating in the Teacher Fellowship Program will complete a seminar study that helps students connect teaching career aspirations to Lakota culture and history as a required component of the program of study.

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.

Furthermore, this plan for implementation will be held accountable through regular evaluation to enhance project outcomes. This includes monthly meetings between the project director and school superintendent, monthly reporting to (and feedback from) the elected Little Wound School Board, and weekly meetings of staff and individuals associated with the implementation of this program and this grant.

(4) Demonstration of Rationale: The P̄hežúta Haká Teachers Fellowship Program addresses clear community needs with evidence-based best-practices. The logic model below includes tasks and outcomes along with the position responsible. The positions include: project director (PD), academic coaches (AC), graduation and matriculation coaches (GMC), CTE (teaching) instructor (CTE), and early childhood education teaching lab employees (ECE). Specific information about these roles, and their associated responsibilities, appear later in this application as directed in the grant's instructions (page 25).

Pěžůta Haká Teachers Fellowship 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... ↓	→ Tribe/college/school cooperate → Job shadowing (teachers) → ECE lab teaching experience → Summer teaching academy	→ New pathways to teaching → Teaching exposure in HS → Hands-on experience → Mentorship from teacher	Council meetings Participation logs Attendance Attendance	PD PD ECE CTE
... by supporting matriculation to college teacher training programs... ↓	→ Graduation coaching → Matriculation coaching → Accuplacer tutoring → Require college applications → College tours and speakers	→ Increase HS grad. rate → Increase matriculation → Reduce remediation needs → Increase matriculation → Increase interest	Graduation rate Matriculation rate Accuplacer scores Admissions rate Activity logs	GMC GMC CTE PD CTE
... by expanding teacher training and support for high school students.	→ Academic tutoring → Student progress monitoring → HS-teaching courses → Dual enrollment classes → Access to counseling	→ Prepared for college → Improved academics → Increased student interest → Increase course access → Reduce impact of trauma	NWEA MAP Student grades Student grades Transcripts Counseling logs	AC AC CTE CTE PD

(5) Evaluation Methods: To evaluate progress, we will use established tools and known metrics, aligned to each objective: (1-A) the NWEA MAP examination, an adaptive achievement test with national normative data,²⁷ (1-B) the Accuplacer exam (by CollegeBoard), a valid and reliable predictor for college course placement,²⁸ (1-C) the four-year graduation rate, a standard measure nationwide and is monitored by Little Wound 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.

We will also create a Youth Advisory Board to provide program feedback. Feedback will be incorporated into our annual public reports. We will hire a third-party evaluator to provide annual feedback along with auditing our progress toward goals and objectives. All student fellows will have cohort meetings at least on time per year to receive updates about the program and serve as a forum to provide feedback to the staff implementing the grant and program.

Section C: Quality of Project Personnel

(1) Encouraging Applications from Traditionally Underrepresented Groups: Kyle is 97% Native American, but 54% of Little Wound School teaching staff 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.

Any open position will be first advertised in Native communities and publications, like the

²⁷ WBEZ (NPR), 2021, “What’s the Future of Standardized Tests in Chicago Public Schools?”

²⁸ Mattern & Packman, 2009, “Predictive Validity of Accuplacer Scores for Course Placement”

Lakota Times. This will ensure ample time for applications from this underrepresented group.

(2) Qualifications of Project Director: [REDACTED] will serve as the project director of the P̄hežúta Haká Teachers Fellowship Program. She is eminently qualified for this role, with more than 25 years of education experience, most recently serving as Little Wound School's improvement coordinator, which supports improving student academic outcomes through systems and design thinking. She has grant management experience, having led teams to accomplish collective goals and objectives, along with all commensurate budget management experience. Recently, [REDACTED] has supported the design, implementation, and evaluation of a different Native Youth Community Program (NYCP) grant focused on early childhood education. Lana meets all the requisite experience and educational requirements to hold a leadership position at Little Wound School; she has two education-related master's degrees (reading; curriculum and instruction) from both Black Hills State University and South Dakota State University. She has worked at Little Wound School since 1997. She is an enrolled member of the Cheyenne River Sioux Tribe.

(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 Little Wound School's existing qualification requirements for high-quality staff members for each position. The teacher providing high school-level, credit-bearing classes about teaching will be required to hold a bachelor's degree and have all valid teaching certifications in the State of South Dakota. We will prioritize candidates with experience working in Native American communities (on Pine Ridge preferred) and with prior teaching experience.

The early childhood education teaching lab instructors will be required to have at least an associate's degree (bachelor's preferred), with previous early childhood education teaching

experience preferred. The lab instructors will also have all requisite training, certifications, and licenses as may be required by the state and tribe to hold their positions. Preference will be given to applicants who have experience working with Native American children and youth (on Pine Ridge preferred) and with prior experience in a similar setting.

This program will also provide extra duty contracts to staff members already employed by Little Wound School to provide one-on-one and small group academic counseling (focused on the NWEA MAP examination and the Accuplacer) or graduation and matriculation coaching. In these roles, staff members will have a list of students with whom they will work most closely and help ensure success. All staff members holding these roles will be certified high school teachers or related staff members. Because of this arrangement, these individuals will have an existing relationship with our students, which will enhance outcomes.²⁹

Section D: Quality of Project Services

(1) Collaboration between Partners to Maximize Effectiveness of Project: Little Wound and the tribe’s education agency are consortium partners for this grant. 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. The collaboration will help ensure that Little Wound School has the resources, information, and support it needs to implement the program in accordance with tribal priorities and strategic plans, and the tribe’s education agency will support the dissemination of information about this project with other schools on the reservation.

²⁹ EdWeek, 2019, “Why Teacher-Student Relationships Matter”

(2) Proposed Services Meet the Need of Local Population: The proposed project directly addresses the needs of our community, including those expressed by residents.

Analysis of Community-Level Data: The Pěžúta Haká Teachers Fellowship 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 challenge³⁰ and tribal priority.³¹ This is important because, even though a quarter of all employment on the reservation is education-based, there is still a teacher shortage.³² This shortage means there are fewer qualified teachers for our students, which lowers academic achievement. At Little Wound School, only 20% 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. Low academic attainment in high school minimizes opportunity for success in college and a meaningful career after graduation. This becomes a cycle that is difficult to break, and this proposed project directly intervenes in this long-standing 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, Little Wound 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)

³⁰ Red Cloud Indian School, 2018, "Breaking Ground, Creating Hope"

³¹ Oglala Sioux Tribe, 2016, "Oyate Omniciyé: Oglala Lakota Plan"

³² Kirwan Institute, 2015, "Strengthening the Pine Ridge Economy"

and Little Wound 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.

At this time, we are also piloting a limited teacher training pathway for high school students, which includes working for summer school to gain experience and financial support for students attending a college-level teacher training program. We have received input from student participants and community members as we design this approach, and this application's proposed project significantly builds upon our existing work in this field.

Section E: Quality of the Management Plan

(1) A Comprehensive Management Plan: The framework of this grant application will lead our project toward objective accomplishment on-time and within budget, as demonstrated.

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 Little Wound 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 Teachers Fellowship Program.

Achievement of the Project On-Time and Within Budget: The project director has served as a school district administrator and understands budgeting, finances, and program management. 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 for publication in an annual, public report for replication and reviewed on a monthly basis with all program staff.

Defined Responsibilities: This program includes three proposed positions:

Project Director: This position is the lead administrator for the Teachers Fellowship Program and primarily responsible for the program meeting its goals and objectives including preparing and submitting reports and monitoring and approving spending. This person will also be responsible for coordinating staff and activities, managing family engagement, managing the early childhood education teaching lab, managing day-to-day data collection, coordinating tutoring, and related day-to-day task management.

CTE Teach Instructor: This position will be a certified teacher in the high school to provide credit-bearing classes about teaching, manage dual enrollment, help coordinate academic, graduation, and matriculation coaching, manage the experience of student fellows in the early childhood education teaching lab, and coordinate student-teaching and job shadowing.

Early Childhood Education Teaching Lab Instructor (x2 positions): This position will manage the early childhood education teaching lab, which will provide fellow students with hands-on teaching experience in early childhood. The teaching lab instructors will provide guidance and mentorship to students as they practice teaching and pedagogy.

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 those responsible for tasks, including: project director (PD), academic coaches (AC), graduation and matriculation coaches (GMC), CTE teaching instructor (CTE), and early childhood education teaching lab employees (ECE).

<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, CTE	12/2022	2-B, 2-C
	● Launch ECE teaching lab.	PD, ECE	01/2023	2-C
Activities	● Recruit and enroll program participants.	PD	12/2022	<i>all</i>
	● Materials, supplies ordered.	PD	12/2022	<i>all</i>
	● Academic tutoring begins.	CTE, AC	02/2023	1-A, 1-B
	● Grad./matriculation coaching begins.	GMC	02/2023	1-C, 2-A
	● New classes begin.	CTE	03/2023	2-B, 2-C
	● Job-shadowing begins.	CTE	05/2023	2-C
	● Student-teaching begins.	CTE	05/2023	2-C
	● Area teacher development meetings.	PD	05/2023	<i>all</i>
Evaluation	● Student assessments begin (semesterly).	PD, CTE	05/2023	<i>all</i>
	● Surveys to parents, students, staff.	PD	06/2023	<i>all</i>
	● Year-over-year analysis.	PD	06/2023	<i>all</i>
	● Annual program and public reports.	PD	08/2023	<i>all</i>

(2) Diversity of Perspectives in Project Operations: Students, parents, staff, and other community members will provide input, as they were also involved in the design of the program.

Student Voices: To maintain student voice in project operations, we will establish a Fellowship Youth Advisory Board, composed of between 5 and 8 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 Little Wound 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. We will also provide ongoing services to parents, families, and stakeholders because we know that engaging these groups in program activities will improve outcomes for students and program participants.

Experts from Other Disciplinary and Professional Fields: The grantor and the Little Wound School Board will hold the project 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, governance, 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.

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 to teach. We expect 80 students to matriculate to college with the intention of studying to become a certified teacher. This program, and this outcome, builds a culture in our community of showing a clear path for long-term employment, influencing others to follow.

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. The network will work to build pathways from tribal elementary and secondary schools to the on-reservation tribal college with the intent that certified teachers will graduate from the college and remain on the Pine Ridge Indian Reservation to teach.

Finally, the early childhood education teaching lab may continue beyond the lifetime of this grant by charging for child care services. This represents potential future revenue that can underwrite the continued work of the Phežíta Haká Teachers Fellowship Program.

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 program’s progress toward its goals and intended outcomes. Project staff 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. These objective measures of progress include:

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

The project director will be supervised by the Little Wound School superintendent and meet at least twice monthly with the supervisor to discuss the progress of the 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 school’s 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, the 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 and staff interviews to ensure accuracy in reporting to confirm 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 will also participate, at the request of the Sec. of Ed., in any national evaluation of the NYCP program.

(2) Evaluation Supports Replication: The details of evaluation data and results will be available for objective assessment for replication or testing. Each year, a public summary of progress will be published and hosted on the Little Wound 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 our 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

Little Wound School Board, Inc.

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	221,450.00	228,094.00	234,936.00	241,984.00			1,141,464.00
2. Fringe Benefits	88,043.00	90,684.00	93,404.00	96,206.00	99,093.00			467,430.00
3. Travel	2,504.00	2,629.00	2,761.00	2,899.00	3,043.00			13,836.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	53,765.00	26,575.00	22,055.00	22,875.00	18,075.00			143,345.00
6. Contractual	33,200.00	33,200.00	33,200.00	33,200.00	33,200.00			166,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	56,000.00	56,000.00	56,000.00	56,000.00	56,000.00			280,000.00
9. Total Direct Costs (lines 1-8)	448,512.00	430,538.00	435,514.00	446,116.00	451,395.00			2,212,075.00
10. Indirect Costs*	25,565.00	43,054.00	38,325.00	27,882.00	23,473.00			158,299.00
11. Training Stipends								
12. Total Costs (lines 9-11)	474,077.00	473,592.00	473,839.00	473,998.00	474,868.00			2,370,374.00

***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:

- Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- 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 %.
- 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).
- 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.
- 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 %.
- 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))?

PR/Award # S299A200008

Name of Institution/Organization Little Wound School Board, Inc.	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	0.00	0.00	0.00	0.00	0.00			0.00
2. Fringe Benefits Administrative	0.00	0.00	0.00	0.00	0.00			0.00
3. Travel Administrative	0.00	0.00	0.00	0.00	0.00			0.00
4. Contractual Administrative	22,200.00	22,200.00	22,200.00	22,200.00	22,200.00			111,000.00
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)	22,200.00	22,200.00	22,200.00	22,200.00	22,200.00			111,000.00
8. Indirect Costs								
9. Total Administrative Costs	22,200.00	22,200.00	22,200.00	22,200.00	22,200.00			111,000.00
10. Total Percentage of Administrative Costs	4.68	4.68	4.68	4.68	4.68			4.68

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