## Part 1 – Description of the Proposed Project

With NACTEP grant-funding support, Little Wound School District will establish four STEM-focused “academies” available to all eligible secondary school students. When a student selects and enrolls in one of the four academies, he or she will be inserted into a program of study that includes five classes related to the academy’s subject focus. The four academies are:

- Academy of Engineering Technologies;
- Academy of Advanced and Applied Mathematics;
- Academy of Applied Computer Science; and
- Academy of Sciences and Technologies.

Students who successfully complete their program of study within the academy will graduate with a distinction on their high school diploma. For example, a student who enrolls in the Academy of Advanced and Applied Mathematics and completes all program requirements will graduate with a “high school diploma with a distinction in advanced and applied mathematics.”

Upon enrollment, all students will complete two required symposiums that ground their work. The first symposium class will integrate Lakota history and culture with STEM subjects, to illustrate for students that Lakota people have always had an eye toward the scientific, mathematical, and technological world. This is important because 100% of our program participants will be Native American and residents of the Pine Ridge Indian Reservation, in South Dakota. The other symposium will be a career exploration class that helps students understand the trajectories that STEM education in high school can lead to, including higher education and careers in high-demand, high-growth positions in South Dakota.

In addition to the symposiums, five STEM and computer science courses will be required for students to earn a distinction on their high school diploma. As an example, a student in the
Academy of Engineering Technologies may take (1) an advanced math class, such as calculus or statistics, (2) a computer coding class, (3) lab class in construction engineering, (4) lab class in drafting and design, and (5) a capstone class where students design and implement an engineering project for a local organization or business. Classes will be offered by a full time NACTEP Coordinating STEM Instructor (whose full course load of classes taught will be “academy-aligned,” meaning that the classes count toward a student’s academy required classes) along with other staff members who will teach at least one academy-aligned class, in addition to their courses for general education, non-academy students. (NACTEP funding will only be used for the supplemental STEM program proposed in this narrative, not general education classes.)

The classes offered each semester will rotate to offer students a variety of courses offered by certified teachers, but all offered classes will be a mix of those that students enrolled in each academy will need for graduation. Some classes offered may be applicable for students in more than one academy (like advanced math). Academy-aligned classes may include:

- **Academy of Engineering Technologies:** Drafting and Design; Small Engine Studies; Large Engine Studies; Intro to Engineering; Architecture; Residential Construction; and Capstone Study in Engineering and Technology (with capstone project).

- **Academy of Advanced and Applied Mathematics:** Calculus A/B; Calculus B/C; Statistics; Trigonometry; Computer Science; Computer Coding; Lab: Mathematics in Design and Construction; Lab: Mathematics in Mechanical Applications; and Capstone Study in Applied Mathematics (with capstone project).

- **Academy of Applied Computer Science:** Computer Coding; Computer Science; Computer Aided Drafting and Design; Architecture; Information Systems; Geographic
Information Systems (GIS); 3D Design Applications; and Capstone Study in Applied Computer Science (with capstone project).

- **Academy of Sciences and Technologies:** Field Studies in Biology; Seismology; Surveying; Lab: Computer Aided Construction; 3D Printing; and Capstone Study in Science and Technology (with capstone project).

When determining whether an offered class is appropriate to be considered an academy-aligned course for students, the NACTEP project director, in communication with the NACTEP program counselor, will review course curriculums to ensure that a plurality of course content directly aligns with the focus of each academy. In order to earn a recognized distinction on their high school diploma, a student must receive a grade of C or above in each academy-aligned course in which he or she is enrolled to count toward the five required courses.

In addition to the classes offered by Little Wound School instructors through each of the academies, students may take STEM classes through an approved dual enrollment program to earn credit. At this time, Little Wound School District has established partnerships with Black Hills State University and Western Dakota Tech. Students at Little Wound School, at this time, must pay for their coursework out-of-pocket, along with purchasing required class materials; NACTEP will support academy-enrolled students in their dual enrollment classes by paying for the tuition and any associated fees, books, and materials.

Each year, at least 45 new high school students will enter an academy of study (with at least 225 students enrolled or completed program by the end of this grant’s 60 months of funding). Students in the program will be able to access supports that encourage long-term success, graduation, and matriculation into an institution of higher learning or transition into a career. Our students come to us from backgrounds steeped in historical and contemporary
trauma, and the program that we have designed includes supports to encourage and ensure student success. These supports include:

(1) **Direct student assistance:** According to the U.S. Census Bureau, Little Wound School District is located in America’s poorest county, Oglala Lakota County, with an average annual per capita income of less than $9,000. Our students therefore face a catalogue of social issues that often prevent their full participation in school, hindering academic ability and long-term access to higher education. Little Wound School students often lack the transportation and financial ability to, for example, travel to WIC offices for appointments, secure on-demand childcare, attend needed healthcare appointments, purchase needed food toward the end of each month, or purchase all needed winter clothes. To reduce these and similar instances of educational barriers for NACTEP program participants, direct student assistance will be made available to students enrolled in an academy. Each year, an additional $1,000 in assistance will be available for disbursement to in-need students ($1,000 in year 1 and rising to $5,000 in year 5, when five times as many students are in an academy). These disbursements of direct student assistance will follow all requirements in the Notice Inviting Applications, as outlined in this application on page 33 of this narrative in section “5d. Direct Assistance to Students.”

(2) **Enhanced access to targeted counseling services:** A NACTEP Program Counselor will be available to students enrolled in an academy. This NACTEP counselor (a certified counselor) will provide academic and mental/behavioral health counseling to students. Traumas that are historical, multigenerational, and contemporary impact many of our students (as an indication, youth on the Pine Ridge Indian Reservation have a suicide rate that is 2.7 times greater than the South Dakota average [Lin, 2020]). By having a dedicated program counselor, we can improve our student’s functioning in school and, as a result, improve student outcomes. The program
counselor will provide proactive and regular check-ins with all program participants, connect students with outside resources as needed (third-party counseling, drug and alcohol counseling, social services, et al.), and regularly communicate with families to share information about a student’s progress, grades, attendance, and other indicators. This increased accountability and support for students is needed for students living on our reservation.

(3) Access to dual enrollment classes: At this time, Little Wound partners with Black Hills State University (BHSU) and Western Dakota Tech (WDT) to give students access to dual enrollment classes. Students taking dual enrollment classes are required to pay for the tuition and books for these classes. As a benefit of enrollment in an academy, after successfully completing three of their required academy-designated classes, students will be able to take dual enrollment classes with the financial support of the NACTEP program. (Students must still meet eligibility requirements established by both colleges for participation.) Costs are $48.33 per credit hour at BHSU and $40 per credit hour at WDT; cost of textbook per class is estimated at $100 per student per class. Students who complete dual enrollment classes in high school are more likely to graduate high school and enroll in college (Villareal, 2018).

(4) Opportunities for work-based study: Students (in their twelfth-grade year) will have the opportunity to engage in short-term work-based study where they find an organization, business, or other entity on the Pine Ridge Indian Reservation with which to work. The student will design a capstone project that they implement within the entity. For example, a student working at a private business might example their manufacturing process and determine more efficient ways of work, using skills learned in their advanced math and other applied study courses. Throughout the semester of work-based study, the student will prepare a presentation of their project to deliver to other students at Little Wound School at an end-of-year showcase of learning. Students
engaged in the work-study may be paid a stipend by the organization with which they work or by Little Wound School, as we do not want organizations to limit opportunities for our students based on their financial capacity.

(5) **One-to-one laptops provided to NACTEP students:** Little Wound School will assign one laptop device per student in an academy. Access to technology is a critical aspect of STEM education, and students will be issued a laptop at the time of their enrollment in an academy. Consistent access to needed technology helps students more regularly complete their work and engage in classes, increasing achievement (Herold, 2016). Students will have access to STEM-related cloud-based software to enhance course instruction.

Successful program completion will not only give students a substantive background in STEM content, but also prepare them for matriculation into higher education or directly transition into meaningful employment. Our students, when confident with STEM material by successfully graduating with an academy distinction, will be able to transition into college level classes. A local college, Oglala Lakota College, offers several STEM-related certificates, associate’s, and bachelor’s degrees. We anticipate that academy graduates will be more likely to directly matriculate into college for this reason. (One of this project’s objectives, which is also a GPRA measure, is that the college matriculation rate will increase as a result of program participation.) For our students who do not immediately transition into a college setting, this program will prepare them for employment. Many of the opportunities for employment on the Pine Ridge Indian Reservation require a STEM background, but almost no opportunities for in-depth STEM study on the reservation currently exist (Rose, 2015). For example, one commonly sought employment opportunity is auto mechanics and engine repair. Our students who graduate from the Academy of Engineering Technologies will have completed in-depth coursework in
classes related to this professional field. Graduating with a distinction in this field of study will make our students more competitive applicants to jobs in workshops and other automotive, engine repair, and construction businesses.

NACTEP grant staff and instructors providing academy classes will have quarterly professional development sessions about enhancing STEM instruction, coordinated by the project director. Research shows that instructional staff members receiving targeted access to professional development can increase student achievement by about 21% (ED, 2007). Further research shows that professional development for STEM instructors is particularly important given its uniqueness as a field (Barchenger, 2015). For this reason, our teachers providing academy course content will participate in regular on-campus professional development.

According to the U.S. Department of Education, more than half of Native American students lack access to the type of math, science, and computer technology classes that they need to fill jobs in a STEM-related field (ED, 2014). Our project proposal directly addresses this disparity and significantly expands the number and type of STEM classes and educational opportunities that Native American students need. Dr. Kathy DeerInWater, director of programs and research for the American Indian Science and Engineering Society (AISES), notes that “Native people have always been scientists, innovators, and engineers. But due to colonization and continued marginalization, it’s challenging for Native people to view themselves and their ancestors in this way.” But, Dr. DeerInWater says, “STEM programming… brings this indigenous knowledge back to the forefront and empower Native people to reclaim this knowledge and understanding of their ancestors, relatives, and themselves as scientists and engineers” (Minero, 2019). Our project proposal does just this, and NACTEP funding will turn this proposal into a very needed reality.
Project Proposal and Competitive Preference Priority. This application is designed to directly address the competitive preference priority: “promoting science, technology, engineering, or math (STEM) education, with a particular focus on computer science.” We meet this priority by establishing four STEM-related programs of study (organized into academies) for high school students that require at least five high-level STEM classes. The program design (and built-in student supports) will improve student achievement, as measured by our defined project objectives (starting on page 20 of this narrative). All classes offered will include elements of computer science, as science, math, engineering, and technology in the twenty-first century demands it; one of the academies will be wholly related to computer science. This project design “increase[es] access to STEM coursework, including computer science, and hands-on learning opportunities, such as through expanded course offerings, dual-enrollment, high-quality online coursework, or other innovative delivery mechanisms” (NIA page 76,550).

Part 2 – Response to the Selection Criteria

2a. Need for Project

Proposed Project Encourages Tribal Economic Development Plans: The most recent economic development plan encompassing the Pine Ridge Indian Reservation was published in 2010, the Oyate Omniciyte Oglala Lakota Regional Plan. The plan was developed with input from more than 325 tribal members and stakeholder groups and highlighted twelve development domains, including youth, education, and the economy. Our NACTEP project proposal aligns with this tribal economic development plan and meets three recommended priorities listed in the Oyate Omniciyte plan: (1) Create workforce development and capacity building programs, (2) Increase local business development, and (3) Provide supportive, safe, and nurturing environments for our youth and young ones (Thunder Valley CDC, 2010).
Specifically, (1) our project proposal’s focus on career-oriented CTE and STEM content prepares students for higher education and employment in high-wage, high-skill professions; (2) by educating students with STEM skills, our students will be able to start small businesses on their own and service other businesses and entities operating on the reservation, and (3) our project plan includes targeted, evidence-based counseling services to ensure that students succeed in school and are supported through graduation. As designed, this project aligns with the Oyate Omniciiye plan and tribal economic development activities by educating students in a way to provide needed technical skills that students can use as they enter a career or higher education immediately after they graduate from high school.

Need for Proposed Project’s Activities: Career and technical education (CTE) is a critically needed program of study on the Pine Ridge Indian Reservation. Research consistently shows that CTE plays a vital role in communities by creating opportunities for certification in fields of interest, creating new job markets, and boosting the local economy. The impact of CTE, in fact, is only magnified in rural communities, as “specialized skills that require a certification can increase economic diversity within those communities” (Gordon, 2014). Further research demonstrates that CTE education and credentials allow individuals to more quickly advance their socio-economic status (Tillman, 2005). And while CTE education prepares students for credentialing and career success, participation in a CTE program of study in secondary school leads to higher graduation rates and increased academic achievement (NREA, 2017).

These outcomes—increased academic achievement, increased graduation rates, and increased opportunities for a high-wage career—are critical on our reservation. Oglala Lakota County, according to the 2010 U.S. Census, is the poorest county in the United States, with a per capita annual income of just $8,768. The unemployment rate on the reservation hovers above
80%, according to most estimates (Strickland, 2016); the poverty rate is more than 40%, which is three times the national average (U.S. Census Bureau, 2019). Educational attainment levels on the reservation are minimal, and only 10% of adults on the reservation over 25 years of age have a bachelor’s degree or higher (U.S. Census Bureau, 2019). With increased investment in CTE programming for secondary students, our students can access stable jobs with high wages and help economically develop the Pine Ridge Indian Reservation.

Our focus on STEM and CTE education is supported by local labor market demand and occupational trends data. While our reservation is objectively poor and underdeveloped, growth is happening. A major employment sector on the reservation is agriculture, and the number of independent farms on the reservation increased by 6% between 2012 and 2017; additionally, nearly half of reservation farms (190 total) hire laborers (USDA, 2017). Major employment sectors also include educational services (23% of employed residents), public administration (16%), healthcare (15%), retail (11%), construction (5%), manufacturing (3%), and scientific and technical services (2%) (Rose, 2015). County gross domestic product (GDP) is increasing on Pine Ridge at about 3% per year (BLS, 2019). As economic development continues, the need for CTE-educated individuals increases, especially as more professions and businesses need STEM-oriented employees (Wagner, 2020). Unfortunately, this reality of employment needs contrasts to the fact that 80% of high school students nationwide are uninterested or non-proficient with STEM skills (Jadav, 2018). Our proposed program bridges the gap on the reservation: We will take secondary students and prepare them with the STEM passion and skills necessary to achieve long-term career success and enhance tribal economic development. The distinctions they will earn on their high school diplomas, with successful project program completion, will aid them as they apply to jobs, trade schools, and colleges.
2b. Quality of the Project Design

Creation of Opportunities for Receiving Postsecondary Credentials: When a student completes the course of study this project proposes and graduates, his or her high school diploma will indicate they graduated with a distinction in a STEM/computer science-oriented program of study. This in-depth study in CTE coursework will demonstrate to institutions of higher learning or potential employers that the student has a deep background in coursework including computer science. This distinction will also demonstrate to project graduates that they have the skillset necessary to succeed in collegiate STEM and computer science coursework. Oglala Lakota College, operating on the Pine Ridge Reservation, and Western Dakota Tech, a trade school in Rapid City, both offer wide selections of STEM and computer science degrees and certificate programs. We will track all post-high school employment and educational choices graduates make to see how participation in this proposed project impacts attainment of postsecondary credentials. Because this proposed project is new, it creates an opportunity for participating students that did not exist previously. One of our defined project objectives is that the college matriculation rate for participating students will increase by 15% compared to baseline data.

Furthermore, all participating and eligible students will be given access to dual enrollment classes from Black Hills State University and Western Dakota Tech, with the program paying for tuition, books, and materials. Research indicates that students taking dual enrollment courses create new opportunities for themselves to receive postsecondary credentials and degrees: Students with dual enrollment courses are significantly more likely to graduate high school (Fink, Jenkins, & Yanaguiru, 2017) and 88% of students taking dual enrollment classes continue into college after high school (Smith, 2017). This research indicates that by giving our eligible students access to dual enrollment classes and the support they need to be successful,
they are significantly more likely to attain a postsecondary credential as a result of the foundational work they are completing in high school through this proposed project.

Student participation in STEM/computer science classes and targeted academic programs of study, like this proposal outlines, also increases high school student graduation (Dagley, et al., 2015). As students complete STEM/computer science course preparation at the high school level, they are significantly more likely to succeed in college and graduate with a degree or certificate (Achieve, 2019). By supplementing these statistical facts with a NACTEP program counselor, we believe that our students will benefit from their STEM programming in a similar way: more likely to graduate high school, attend college, and graduate from college.

A program requirement for all students will be that they must apply to at least two colleges and the Free Application for Student Aid (FAFSA) to graduate from an academy. In requiring this, we follow a national trend that recognizes that making these two activities a norm for students significantly increases the chances of successful matriculation (McInerny, 2019).

Creation of Opportunities for High-Scale, High-Demand Occupations: In South Dakota, the Build Dakota Scholarship is a statewide program to prepare students for employment in high-need workforce programs. Eligible students can attend one of South Dakota’s four technical colleges for free to earn a certification in programs like agricultural science, automotive technology, IT/computer information systems, precision manufacturing, and welding. By graduating from Little Wound School as a CTE concentrator and with a distinguishing diploma in STEM/computer science, our students will be better prepared to enter into one of these careers and succeed; they will be more likely to enter one of the state’s technical colleges (e.g., Western Dakota Tech), especially if they complete dual enrollment courses while in high school.
The South Dakota Department of Labor and Regulations, in 2018, published a list of the thirty careers most needed in the state through 2028, based on annual anticipated openings (DLR, 2018). 19 of the 30 are directly STEM-related, including carpenters, electricians, maintenance and repair workers, and operating engineers; each of these positions in today’s world demands STEM and computer proficiency to thrive in the workplace. By building student interest and investment in high school, supporting those students through rigorous STEM and computer science coursework, and distinguishing their diplomas with a STEM/computer science honor, our program participants will be prepared for workforce entry and continuing education. Our four academy programs align with these high-scale, high-demand occupations with high growth potential in South Dakota, both on the reservation and off.

Alignment of Proposed Project to Target Population’s Needs: Needs of Our Target Population: As a long-operating and locally-controlled school operating in our community and on the reservation, we have a strong perspective of our students’ needs. These needs include: (1) access to high-quality, twenty-first century instruction that prepares students for higher education and career success; (2) an educational environment that acknowledges and incorporates Lakota culture, values, and spirituality; (3) opportunities for learning that are aligned to the needs of the Pine Ridge Indian Reservation; and (4) counseling and support services that allow students to process and respond to the historical and contemporary traumas present in our tribal community.

These needs of our secondary student population coexist with the needs of our tribe and our reservation community. Community needs include: (5) on-reservation opportunities for employment, as more than half of employed residents commute off-reservation for work (Rose, 2015); (6) opportunities for high-wage careers, as Oglala Lakota County currently has the lowest per-capita income in the United States (U.S. Census Bureau, 2010); and (7) increased
opportunities for Indian employment on the reservation, as presently about half of on-reservation employees are non-Native (Rose, 2015).

Alignment of Proposed Project to Needs: Our project proposal directly aligns with and supports these target population needs by: (1) increasing the opportunities for high school students to access STEM, CTE, and computer science coursework that prepares them for a career and college; (2) requiring that all students in the program take a grounding symposium class that integrates Lakota history and culture with STEM learning, to illustrate for students that Lakota people have always had an eye toward the scientific, mathematical, and technological world; (3) establishing four academies that include coursework related to high-need, tech- and computer-oriented careers and higher education degrees that lead to long-term employment on Pine Ridge (Rose, 2015); (4) employing a NACTEP program counselor to directly work with program students and ensure that they have the supports and resources they need, including direct student assistance, as appropriate; (5) in conversations with organizations and businesses on the Pine Ridge Indian Reservation [indicated by letters of support in attachments], the need for students who have a deep background in STEM and computer science is more important than ever, and starting this type of education in K–12 education can improve students opportunities for work immediately following high school graduation or after higher education; (6) STEM-oriented professions pay higher than non-STEM professions, on average, and this income is sorely needed in America’s most impoverished county (WPI, 2018); and (7) 100% of program participants are anticipated to be Native American, meaning that our program graduates have increased opportunities for employment on the Pine Ridge Indian Reservation by having an educational background and practical skills in STEM and computer science (Deming, et al., 2019).
Coordination with Similar or Related Learning Opportunities and Resources: Few options for career and technical education exist on the Pine Ridge Indian Reservation, especially at the secondary school level. Oglala Lakota College, the only institution of higher education on the reservation, offers three vocational certificates (automotive technology, electronics, and general construction), an AA in science/engineering/math, and a BS in natural science. This is the extent of current credentialing opportunities for students on Pine Ridge. Therefore, opportunities for partnership are limited. However, we will coordinate our program to take advantage of (1) opportunities for students to take dual enrollment classes at two regional colleges: Western Dakota Tech and Black Hills State University, (2) creating opportunities for work-based study while students are in high school, and (3) facilitating student participation in CTE learning options provided by third-party groups and organizations (e.g., Pine Ridge Chamber of Commerce). At this time, we are beginning to build a Little Wound School Farm and Orchard. As these environments are built up, we will be able to offer coordinated STEM learning in partnership with the South Dakota State University (SDSU) Extension Program as it applies to agriculture, one of the largest sources of employment on the reservation (USDA, 2017).

Sufficiency of Training and Professional Development Services: Participating students will receive sufficient training through this program. All successful program graduates will have taken at least five high-level STEM/computer science classes throughout their time in high school, earning a distinction on their diploma, along with two symposium classes (one connected STEM to Lakota culture and history, the other on career exploration). On average, each instructional session will last for the full duration of a class period (55 minutes) for the full extent of a school year (160 days of instruction). For five classes, this is more than 800 direct instructional hours of STEM and computer science education for program graduates—*in
addition to all other science, math, and related classes that they need to graduate based on South Dakota graduation requirements (e.g., Algebra I, Geometry, Algebra II). South Dakota requires 22 total classes to graduate, of which 3 are math, 3 are science, and 1 is CTE; consequently, our proposed program graduates will have more than half of their high school instructional time (54%) dedicated to STEM and computer science learning. This high-intensity, comprehensive focus means that our program graduates will have received more than sufficient training and development to have earned the distinction their diploma will carry and be prepared for related careers and college study.

NACTEP program staff members and instructors providing expanded STEM education will participate in professional development. This professional development will be provided internally at least quarterly, coordinated by the project director. A budget for professional development is included in the budget and budget narrative of this project proposal.

2c. Adequacy of Resources

Adequacy of Support from Applicant Organization: Little Wound School District wholly commits to the success of this NACTEP project proposal. This is demonstrated by: (1) a history of successfully managing federal grants and working to ensure that they meet all established goals and objectives; (2) Little Wound School will make available space necessary for the effective delivery of proposed STEM and computer science education, including use of a science lab and classrooms; (3) Little Wound High School will expand its course offerings to offer new tracks of STEM/computer science learning as part of our academy model proposal; (4) Little Wound School is not seeking indirect costs, an indication that organizational support exists to provide supplemental services, like printing and budget management; (5) launching enhanced professional development opportunities for all high school staff members that includes methods
by which to incorporate STEM and computer science into not traditionally STEM classes, including English, social studies, and music; and (6) clear investment from both the high school principal and district superintendent.

Adequacy and Reasonableness of Budget: Our proposed program includes a significant expansion of the number and type of STEM and computer science classes available to high school students on the Pine Ridge Indian Reservation, with students earning distinctions on their diplomas based on the courses they complete. Our budget supplements (does not supplant) existing funding to offer this program, and only includes (a) required elements such as evaluation and direct student support, (b) supplies that enhance STEM and computer science education to foster direct, hands-on, and real-world learning, and (c) staff to manage the program, track progress, and ensure that the program goals and objectives are accomplished. All costs in the budget directly support NACTEP programming and students enrolled in one of the academies that this project will establish. Budget items create opportunities for students to attain a high-quality STEM education in high school and matriculate to college or enter a STEM profession.

Relevance and Demonstrated Commitment of the Applicant: For nearly a century, Little Wound School District has been providing an education to Native American students that richly blends Lakota culture with academic instruction. Our district, since 1977, has been led by a community-elected school board; this leadership structure allows us to develop and implement programs that are responsive to our community’s needs. Our project proposal directly aligns with our work—provision of a quality education to students. Little Wound has implemented a number of large federal grants that create needed programs and implement them in innovate and data-driven manners. These programs include home-based Lakota language instruction, mental and behavioral health counseling, mindfulness for students, early childhood education, and high
school alternative-style education programs. In addition to possessing the institutional capacity and experience to manage this program well, we have significant community investment, as demonstrated by the letters of support that accompany this application from a variety of regional organizations, including private businesses in need of employees, tribal government offices and officials, and higher education organizations. We have the background, institutional capacity, and commitment to hit the ground running with this grant and immediately begin providing needed STEM education to our target population.

**Use of Licensed and Certified Instructors:** 100% project staff members, including the project director, NACTEP program counselor, and course instructors, will hold a professional certification. (South Dakota credential holders are publicly listed on the South Dakota Department of Education’s website Teacher 411.) Named program staff include the project director [redacted] who has a valid South Dakota K–12 school administration certification, and the NACTEP program counselor, [redacted] has a valid school counselor endorsement. We commit to ensuring that all staff members (whether currently employed or hired in the future) have their appropriate certification, which is a requirement of our school district’s accreditation through Cognia (formerly AdvancED) and the State of South Dakota.

### 2d. Quality of Management Plan

**Project Goal:** The goal of this project is: *To significantly expand opportunities for STEM and computer science education for students at Little Wound High School by launching four academies of applied sciences that, successfully completed, earns a distinction on the student’s high school diploma, increasing opportunities for postsecondary employment and a career in a high-demand, high-scale STEM occupation.* Student enrollment in an academy requires
successful completion of five high-level STEM and computer science classes and includes opportunities for work-based study, dual enrollment, and supplemental counseling services.

**Defined Project Objectives:** Our program has established eight core objectives by which we will measure our progress. Each objective directly supports our work to accomplish the goal of the project. These defined project objectives include:

1. The high school graduation rate of program participations will increase by 15% over the four-year benchmark high school graduation rate (year 3, 4, and 5).

2. At least half of Academy graduates will matriculate to higher education (or military) in the semester following their graduation (year 3, 4, and 5). (Note, this is an increase of about 50% over current immediate matriculation rates.)

3. At least 45 new students will be enrolled in an academy program of study for enhanced STEM and computer science education each year of program (years 1–5).

4. 85% of students enrolled in an academy-affiliated class will attain a grade that is a B or higher (B = 80%–89%; A = 90%–100%) (years 1–5).

5. At least 10 new students (in years 3, 4, and 5) will be enrolled in a dual enrollment class and pass the class to earn higher education credit.

6. At least 20 students (in years 3, 4, and 5) will participate in work-based learning that includes a capstone project that relies on applied STEM/computer science skills.

7. On the NWEA MAP assessment, the percent of students testing proficient in math and science will increase by 15% for program participations over benchmark (years 1–5).

8. At least 225 students will have completed, or be actively enrolled in, a Little Wound School academy course program of study by the end of the grant (year 5).
Note: Some defined project objectives are longer-term (identified above with the years for which they are applicable). For example, we will not have any students graduate from an academy in the first or second years because not enough time will have been available for students to complete the requirements to graduate as academy graduates, including the two seminars and the five academy-aligned courses. However, these defined performance measures are essential, and included, as they indicate project success (and, in some instances, are GPRA measures).

Staff Responsibilities: Each staff member will have a role to play in ensuring that the goal and objectives are met. Together, these actions and responsibilities will substantively expand STEM and computer sciences learning for students and create a system that recognizes this enhanced education with a distinction the student’s high school diploma.

Project Director Responsibilities: Ensuring adequate progress toward the goal and objectives of the NACTEP program; supervising key staff members; supervising non-key staff members; coordinating data collection and analysis for program and among staff members; monitoring student data tracking systems and engaging in real-time analysis of student performance; providing instructional support and feedback to academy instructors; reporting on program progress to district superintendent, school board, and U.S. Department of Education; contracting and coordinating with external evaluator for continuous improvement; hosting meetings among staff members as appropriate; ensuring that instructional standards are met in all academy STEM/computer science classes; and serving as administrator in charge of program.

NACTEP Program Counselor Responsibilities: Under supervision of project director, manage direct student assistance program; provide academic and behavioral health counseling to NACTEP program participants; monitor student grades in academy classes; monitor student progress toward graduation; support student enrollment and participation in dual enrollment
classes; manage student work based study program; schedule and administer ACT exam; monitor assessments; support data collection and analysis efforts; track program graduates to measure matriculation rate; and other duties as needed and assigned.

**NACTEP Coordinating STEM Instructor Responsibilities:** deliver six high quality STEM courses to academy-enrolled students each semester; coordinate with project director and other staff members to determine other academy classes hosted by non-key staff instructors, such as other staff members who may teach one to three academy-aligned courses; monitor and incorporate best practices of STEM and computer science education; participate in meetings, data sessions, strategy sessions, and other activities as directed by project director; coordinate with project director about needed supply purchases, for the individual’s classes and those of teachers instructing academy-aligned courses; collect and analyze student performance data to ensure that all students can attain educational success; other duties as needed and assigned.

**Other Instructional Staff Member Responsibilities:** Certified instructional staff members on staff at Little Wound may provide one or more STEM or computer science classes for the academy programs of study. These individuals will deliver high quality STEM courses to academy-enrolled students when the course is offered; monitor and incorporate best practices of STEM and computer science education; participate in meetings, data sessions, strategy sessions, and other activities as directed by project director; report all data required to project director, NACTEP Program Counselor, and NACTEP Coordinating STEM Instructor as appropriate; and perform other duties as needed and assigned.

**Timelines and Milestones:** Note that project positions are abbreviated: PD = Project Director, NPC = NACTEP Program Counselor, CSI = Coordinating STEM Instructor, and IE = Independent Evaluator. Other teachers providing at least one academy-affiliated class are
identified as AAI = Academy-Affiliated Instructors. Because the first project year begins during Little Wound School’s academic year, the first academy classes cannot start until the second semester of the first year. The first semester will be used to establish curriculums used, purchase needed supplies and equipment, communicate about program with students, recruit and enroll students, and conduct other related start-up activities. Note: Some objectives can only be monitored when the program graduates its first class of students (graduation rate and matriculation rate), so they do not begin until 2023 (anticipated first academy graduates). Some milestones are foundational to all objectives; without hiring NACTEP staff, no objective would be reached. In these instances, “All” is listed as the related objective to the milestone.

<table>
<thead>
<tr>
<th>Milestone:</th>
<th>Related Objective:</th>
<th>Timeline:</th>
<th>Staff Responsible:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NACTEP staff hired and on-boarded.</td>
<td>All</td>
<td>10/01/21</td>
<td>PD</td>
</tr>
<tr>
<td>Weekly NACTEP staff meetings begin.</td>
<td>All</td>
<td>10/01/21</td>
<td>PD</td>
</tr>
<tr>
<td>Monthly reports to school board begins.</td>
<td>All</td>
<td>10/01/21</td>
<td>PD</td>
</tr>
<tr>
<td>Notice of program availability announced.</td>
<td>All</td>
<td>10/01/21</td>
<td>PD</td>
</tr>
<tr>
<td>Schedule program activities and classes.</td>
<td>All</td>
<td>10/01/21</td>
<td>PD &amp; NPC</td>
</tr>
<tr>
<td>STEM professional development for staff begins.</td>
<td>All</td>
<td>10/01/21</td>
<td>PD</td>
</tr>
<tr>
<td>Begin work with independent evaluator.</td>
<td>All</td>
<td>10/31/21</td>
<td>PD &amp; IE</td>
</tr>
<tr>
<td>Determine curriculums for academy classes.</td>
<td>All</td>
<td>11/15/21</td>
<td>PD &amp; CSI</td>
</tr>
<tr>
<td>Recruit/enroll students for first academies.</td>
<td>3, 8</td>
<td>11/15/21</td>
<td>PD</td>
</tr>
<tr>
<td>Materials and supplies ordered.</td>
<td>All</td>
<td>11/15/21</td>
<td>PD &amp; CSI</td>
</tr>
<tr>
<td>First academy classes begin.</td>
<td>All</td>
<td>01/31/22</td>
<td>CSI &amp; AAI</td>
</tr>
<tr>
<td>First academy symposiums begin.</td>
<td>All</td>
<td>01/31/22</td>
<td>PD &amp; CSI</td>
</tr>
<tr>
<td>Event Description</td>
<td>Date</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>------</td>
<td>-------------------</td>
<td></td>
</tr>
<tr>
<td>Student tracking begins (e.g., grades, attendance).</td>
<td>1, 2, 4</td>
<td>01/31/22</td>
<td>NPC</td>
</tr>
<tr>
<td>First annual ACT test administered.</td>
<td>7</td>
<td>05/31/22</td>
<td>NPC</td>
</tr>
<tr>
<td>Recruit/enroll students for next year (annually)</td>
<td>3, 8</td>
<td>05/31/22</td>
<td>PD</td>
</tr>
<tr>
<td>Prepare first annual performance report (annually).</td>
<td>N/A</td>
<td>09/30/22</td>
<td>PD</td>
</tr>
<tr>
<td>Launch of work-based study for eligible students.</td>
<td>6</td>
<td>01/01/23</td>
<td>NPC</td>
</tr>
<tr>
<td>Begin paid dual enrollment for students.</td>
<td>5</td>
<td>01/01/23</td>
<td>NPC</td>
</tr>
<tr>
<td>First showcase of student capstone project from work-based study (semesterly hereafter).</td>
<td>6</td>
<td>05/30/23</td>
<td>PD</td>
</tr>
<tr>
<td>First academy students graduate (anticipated).</td>
<td>1</td>
<td>05/30/23</td>
<td>Students</td>
</tr>
<tr>
<td>Track student graduation rate (annually).</td>
<td>1</td>
<td>05/30/23</td>
<td>NPC</td>
</tr>
<tr>
<td>Track student matriculation rate (annually).</td>
<td>2</td>
<td>05/30/23</td>
<td>NPC</td>
</tr>
<tr>
<td>Perform final evaluation for submission.</td>
<td>All</td>
<td>09/30/26</td>
<td>PD</td>
</tr>
</tbody>
</table>

**Encouraging Employment Applications from Underrepresented Groups:** Little Wound School District actively recruits teachers to fill open positions, including by attending teacher hiring fairs and colleges across South Dakota and the Great Plains region. Across South Dakota, a chronic teacher shortage makes this work more difficult (Gais, et al., 2017). However, Little Wound School District policy establishes Indian and veteran preference in hiring, both of which are underrepresented groups. We are proud of the fact that more than 80% of our school’s staff members are enrolled members of Native American tribes (including instructional staff members). Furthermore, 100% of our school’s administrators are enrolled members of Native American tribes. At this time on Indian reservations in South Dakota, there are, on average, fewer than one applicant per open position (Hunter, 2021). Little Wound School also partners with Teach For America (TFA), a national organization that trains recent college graduates to
become high-impact classroom teachers. TFA encourages and prioritizes applications from underrepresented groups (Partelow, et al., 2017). An underrepresented group of teachers in America is men, and in our Little Wound High School, 52% of teaching staff are men (Wong, 2019). Our leadership is consistently committed to ensuring that our staff includes a diverse collection of people and backgrounds.

**Appropriateness of Time Commitment for Project Director and Key Staff:** The project director will be a 15% FTE employee of the grant, the NACTEP Program Counselor will be a 20% FTE employee of the grant, and the NACTEP Coordinating STEM Instructor will be a 100% FTE employee of the grant. These time commitments are appropriate because they reflect the calculated percentage of time that each individual will be interacting with the NACTEP program. For example, about 15% of Little Wound School teachers will be teaching NACTEP program academy classes, and it is important that our project director (principal of Little Wound High School) provide adequate support and oversight to these individuals. This portion of time includes classroom observation and feedback, data analysis and strategy development work with staff members, coordinating professional development, and ensuring progress toward program goals and objectives.

We anticipate a fifth of high school students at any point in time will be enrolled in the academy programs of study this project proposes. Therefore, the NACTEP counselor is essential to providing services to this population of students.

The NACTEP Coordinating STEM Instructor will teach six classes per day that are directly STEM and computer science based, an all students enrolled in these classes will be members of an academy program of study. Therefore, 100% of the individual’s time will be related to implementing the NACTEP program at Little Wound School.
Qualifications of Project Director, Key Staff, and Consultants: To ensure maximum program efficacy, we have designed the CTE program of study to include a number of highly-qualified key staff members. All administrators, counselors, and instructors will have their appropriate active certification in their work.

**Project Director:** [Name] brings decades of teaching and leadership to this project. She has served as principal for Little Wound High School since 2013, meaning that she has the relationships necessary to ensure that this NACTEP grant-funded project is implemented well and with fidelity. [Name] has deep experience working with federal grants, including some from the U.S. Department of Education, the Administration for Native Americans, and USDA. Before becoming the high school principal at Little Wound, she served as the district’s special education director for five years. Other related positions include as an elementary school principal, K–12 school principal, school improvement coordinator, and teacher. [Name] is an enrolled member of the Oglala Sioux Tribe.

**NACTEP Program Counselor:** [Name] is a certified high school counselor and enrolled member of the Oglala Sioux Tribe. [Name] has worked at Little Wound School at times between 2010 and now, which gives him a deep understanding of the challenges our students face and how to help them mitigate them. He also has grant management experience, having been a part of Little Wound School’s Jobs for America’s Graduates (JAG) program, funded through a national not-for-profit organization. This program has concluded, which means that [Name] will have the bandwidth to manage NACTEP responsibilities well.

**NACTEP Coordinating STEM Instructor:** Little Wound School will advertise for a full time NACTEP Coordinating STEM Instructor to provide a portion of the academy classes. Our district will hire based on Indian and veteran status preference and require that the individual
has the certifications necessary to perform the role. (This Coordinating STEM Instructor is in addition to the classes that on-staff teachers already have, who will offer some of the other high-level STEM and computer science courses of study. Every individual who will teach a class that is in an academy course of study will be a certified teacher in the subject they teach.)

**Independent Evaluator:** An independent evaluator will be contracted after the award is made. We will seek an independent evaluator that, ideally: (a) has a background evaluating federal grants, (b) has experience working in Indian Country and within educational settings, and (c) provides their services at competitive prices. The consultant will be required to provide both formative and summative assessments throughout the grant period.

### 2e. Quality of the Project Evaluation

**Proposed Methods of Evaluation:** This NACTEP program’s impact will be evaluated in a variety of manners, including: (1) the use of an independent evaluator to provide formative and summative feedback for continuous improvement. (2) Project Director [redacted] will be responsible for reporting to the Little Wound School Superintendent, [redacted], and the Little Wound School Board. [redacted] will meet with the superintendent once every two weeks to discuss NACTEP project progress and report to the school board monthly. This accountability will help ensure progress toward the project outcomes. (3) NACTEP project staff will meet at least weekly to evaluate internal progress toward the intended project outcomes and GPRA measures, review project and student data, discuss participant students and determine interventions and supports as necessary, and consistently communicate (at least monthly) with the contracted third-party evaluator. NACTEP staff will develop internal tracking protocols to view real-time data about student performance. Utilizing existing platforms (like the student information system NASIS) and project-specific tools (Google Sheets designed to monitor data),
our evaluation plan will not be staid and only occur at the end of each grant year. Instead, data will be living and allow for continuous improvement. The independent evaluator has agreed to monitor project data at least monthly and provide direct feedback, flag concerns, and make recommendations to ensure that we meet our goal, project objectives, and GPRA measures.

**Thoroughness and Feasibility of Evaluation Plan:** These components of evaluation of the program include ongoing practices to evaluate progress toward the goals (regular meetings of project staff to review data), objectives, and performance measures. This biweekly, regular evaluation contributes to monthly presentations to the Little Wound School superintendent and board, creating oversight for evaluation. The use of an independent evaluator shall hold our program accountable and provide opportunities for feedback and corrective guidance. The key staff responsibilities include adequate data collection and evaluation actions. Combined, this evaluation plan covers ongoing, formative, and summative opportunities for evaluation by individuals within and outside the project.

**Use of Objective Performance Measures:** This project’s performance measures will include, at least, the following measures of program success. (1) The percentage of academy participants (“CTE concentrators”) who graduate high school, as measured by the four-year adjusted cohort graduation rate; (2) the percentage of academy participants (“CTE concentrators”) graduating from high school having attained postsecondary credits in the relevant CTE program earned through a dual or concurrent enrollment program or another credit transfer agreement; (3) the percentage of academy participants (“CTE concentrators”) graduating from high school having participated in work-based learning; (4) the percentage of academy participants (“CTE concentrators”) who, after exiting from secondary education, are in postsecondary education or advanced training, military service, or a service program, or are
employed; (5) the number of new students enrolled in one of the four academies established each year; (6) the total number students enrolled in each academy and collectively; (7) metrics of student success in their STEM and computer science courses, including attendance and grades; and (8) student performance on regularly scheduled examinations (math and science NWEA MAP) to determine proficiency in relation to grade-level benchmarks.

Performance Measures Related to Project Outcomes and GPRA Measures: These eight performance measures directly relate to the established project outcomes (page 20 of this narrative) and GPRA measures (page 76,558 in Notice Inviting Applications). Specifically, objective performance measures (1), (2), (3), and (4) are GPRA measures addressed by this proposed NACTEP project. (The other GPRA measure is not applicable to this project’s design; no participating students will graduate having attained a recognized post-secondary credential [GPRA performance measure 4]). Performance measures (5), (6), (7), and (8) are directly connected to the project outcomes of this grant (project outcomes 3, 8, 4, and 7, respectively). Combined, these performance measures (all directly corresponding to a project outcome or GPRA measure) will allow us to evaluate our program’s efficacy against established benchmarks and ensure that participating students benefit from this project proposal.

Evaluation Provides Performance Feedback and Continuous Improvement: Little Wound School District will contract with an outside, third-party individual to provide robust and objective feedback and evaluation about the work of the grant program and its progress toward the goals, objectives, and aims of the proposed project. An annual evaluation will be in addition to two mid-year reports. The mid-year reports will allow us to receive ongoing feedback from a subject-matter expert and make adjustments as necessary. This level of feedback will allow for timely course correction, as may be required, to meet all the objectives of this proposal. We will
contract with an independent evaluator to provide these services. In the procurement process for this service, we will ensure that the individual hired for this has the necessary background and experience to do this job well. In the procurement process, we will make sure that the individual hired has experience working with evaluation of federal grants, ideally with experience doing so in Indian Country and within educational settings. The individual will be required to provide both formative (twice per year) and a summative evaluation of the program to help us create an environment of continually improving effectiveness. The independent evaluator will also be able to help guide the creation of data collection protocols to follow best practices.

### Part 3 – Response to the Competitive Preference Priority

This NACTEP grant-funded project proposal directly addresses the competitive priority preference, “Promoting science, technology, engineering, and math (STEM) education, with a particular focus on computer science.” Our project proposal creates a CTE and STEM oriented course of study for 45 new Native American secondary school students each year. Each course made available to students will include components of computer science. This NACTEP-funded program will be new to Little Wound School. Our district will organize four academies of applied sciences, as discussed in part one of this application. Student participation in these academies, and successfully completing all program requirements, will allow students to graduate with a high school diploma that has a distinction in the program of study for the academy in which they were enrolled (engineering technologies; advanced and applied mathematics; applied computer science; and science and technology). This project increases access to STEM coursework by expanding the number and type of STEM and computer science courses available to students; includes courses that require hands-on learning and the application
of STEM skills; creates opportunities for dual enrollment for students; and includes opportunities for student work-based study that has students complete an applied STEM capstone project.

**Part 4 – Responses to the Application Requirements**

4a. Eligibility of Applicant

Little Wound School District, the applicant, is an eligible entity based on the outlined requirements in the Notification Inviting Applications (NIA), page 76,555. This application is submitted by “a Bureau-funded school” that is not proposing “to use its award to support general education secondary school programs” (NIA Eligibility: Section 3, Subsection 1, Item 4).

4b. Direct Provision of CTE Services

As permitted, Little Wound School District, the applicant, is “proposing to provide CTE directly to its students” and will not “use NACTEP funds to pay one or more qualified education providers to provide CTE to its students.”

4c. Non-Consolidation of Funds

As permitted, Little Wound School District, the applicant, will not “consolidate FY21 NACTEP funds into a current or future 477 plan.”

**Part 5 – Responses to the Program Requirements**

5a. Authorized Programs

This project proposal includes all authorized programs outlined in the Notice Inviting Applications (NIA). Based on the numbering system in the NIA, this includes: (1a) a program of sequential course offerings includes rigorous study in STEM, CTE, and computer science topics that will prepare students for higher study and employment in high-demand jobs in South Dakota
and on the Pine Ridge Indian Reservation, based on State Department of Labor and Regulation publications; (1b) provides a technical skill proficiency in one of the four academy programs of study created by this grant, all of which support students to matriculate into a program of higher education or employment; (1c) includes prerequisite courses for students, as appropriate, for completing the program of study (e.g., a student cannot take an advanced-level math class before completing Algebra 1, Geometry, and Algebra 2); (2) creating programs of study and coursework that focuses on applied learning of STEM and computer science, including by creating a work-based opportunity for eligible students to design and implement a STEM or computer science capstone project; (2, continued) employing a NACTEP program counselor to work with students on academic and behavioral health for students; (3) working with two institutions of higher education (Black Hills State University and Western Dakota Tech) to give eligible students opportunities for dual enrollment; (4) requires program students to take a symposium class on career exploration related to STEM and computer science; (4a) [not applicable to this program, as the budget does include components of remedial education]; and (4b) this NACTEP program at a Bureau of Indian Education-funded secondary school is designed to create a supplemental CTE program not formerly available to students.

5b. Evaluation

This grant proposal and its budget includes contracting with an independent evaluator to conduct regular evaluations of the NACTEP program. In order to ensure the evaluations are both formative and summative, the evaluator will conduct a summative annual evaluation along with two formative mid-year evaluations. Additionally, the evaluator will monitor project progress on a monthly basis and prepare reports and recommendations. This comprehensive evaluation program will ensure adequate progress toward our performance measures and defined progress
objectives and permit for continuous improvement throughout the entire grant cycle. Additional opportunities for internal evaluation and monitoring include monthly all-NACTEP staff meetings to review data and respond accordingly; twice monthly meetings between the project director and district superintendent to ensure proper oversight; and monthly reports presented to the Little Wound School Board by the project director. Evaluation will include monitoring progress toward the defined project objectives along with other inputs necessary for program administration.

**5c. Student Stipends**

Little Wound School will not provide stipends to students participating in this program, as permitted by the application. South Dakota’s compulsory education laws require students to be enrolled in school until eighteen years of age (SD Code § 13-27-1, et seq.).

**5d. Direct Assistance to Students**

We will offer limited direct assistance to students as may be necessary to address barriers to an individual’s successful participation in the proposed program. This project will employ a NACTEP program counselor (a certified counselor) to support participating students. 100% of students enrolled at Little Wound School are from a Perkins-defined special population, being from economically disadvantaged families (100% of students at Little Wound are eligible for free meals based on family income.) Therefore, all participating students who meet the criteria outlined in the NACTEP Notice Inviting Applications (NIA) may be eligible for direct student assistance based on their unique needs. However, the NACTEP student success coach will prioritize direct student assistance based on relative need. Each year, $2,500 will be made available for direct student support, which does not supplant existing student support. Direct student support may include needs such as short-term childcare; emergency food supplies; transportation to medical, counseling, or other healthcare appointments; or support with
accessing state and federal benefits, including transportation to the WIC office, for example. Direct student assistance will only be offered through NACTEP funds that would otherwise be unavailable without NACTEP funds. When determining the provision of direct assistance to students, the NACTEP program counselor and project director will consider a number of factors, including: (1) is the student a member of a special population, (2) is the student actively participating in the NACTEP program, (3) will the direct student assistance address a barrier to the student’s successful participation in the project, (4) does the provision of direct student assistance contribute to a broader effort to address the needs of our students, (5) does the direct student assistance supplement, not supplant, assistance opportunities available to students through non-NACTEP, non-Federal sources, and (6) is the amount of expenditure associated with the direct student assistance payment a reasonable and necessary cost of providing our CTE program for a special population. When all criteria are met, assistance may be provided.

5e. Integration of Services

Little Wound School District does not currently have financial assistance received from related programs in accordance with the provisions of Public Law 115-93, the Indian Employment, Training and Related Services Consolidation Act of 2017 (25 U.S.C. 3401 et seq.). As a result, Little Wound School District does not have an approved 477 plan and does not, at this time, intend to submit a 477 application. Consequently, Little Wound School does not intend to consolidate NACTEP funds into a current or future 477 plan.

5f. ISDEAA Statutory Hiring Preference

This project proposal is primarily for the benefit of Indians. Little Wound School District, a BIE-funded K–12 school, serves a student body that is 100% Native American. The school
board is composed of five locally elected tribal members, all of whom are enrolled members of the Oglala Sioux Tribe of the Pine Ridge Indian Reservation.

**Hiring Preference:** Pursuant to P.L. 93-638, Little Wound School District commits to (i) give to Indians preferences and opportunities for training and employment in connection with the administration of the grant, and (ii) give to Indian organizations and Indian-owned economic enterprises preference in the award of contracts in connection with the administration of the grant. Little Wound School District policy 3.04 states that the district “shall give preference in employment and training opportunities to qualified tribal members and Native Americans.”

**Contracting Preference:** Little Wound School policy 7.49 states that “American Indian preference will be considered on contracts awarded by the Board.”