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APPLICATION FOR GRANTS UNDER THE

NATIVE AMERICAN AND ALASKA NATIVE CHILDREN IN SCHOOL PROGRAM
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Missouri River Education Cooperative
Bismarck, ND

CIRCLE Project

The CIRCLE Project is a five year program submitted under the Title III Native American and Alaska Native Children in School Program (NAANCSP), CFDA 84.365C to the Office of English Language Acquisition (OELA) in the United States Department of Education by the Missouri River Educational Cooperative (MREC) in collaboration with the Mandan, Hidatsa, and Arikara Nation and the Standing Rock Sioux Tribe in North Dakota. The term **CIRCLE**, stands for Cultural and Interdisciplinary Resource Centers for Language Enhancement. It represents both the cultural heritage of the Native American students to be served and the circular, interdisciplinary approach used in the program design. The program will use resource centers to provide supplemental instructional, career building and cultural activities for the target students.

The CIRCLE Project will **serve approximately 652 Native American English Learners** (EL) secondary students in **four school districts** per year. Indirect services will be provided for students who leave the target districts because of graduation, transfer and drop-out. Thus, it is estimated that the total amount of students impacted by the project could total up to 1000. All four target districts belong to the MREC, which is a consortium of school districts established to provide better services to member districts. These school districts; Selfridge Public School, Solen & Cannon Ball Public School, Standing Rock Cooperative and White Shield Public School encompass a distance of over 200 miles between the furthest districts, but coordinate and collaborate on educational programs as part of their membership in MREC.

The students targeted for the purposes of this project come from a variety of Native American language backgrounds. The primary home languages include; Arikara, Hidatsa, Mandan and Dakota/Lakota. The students are categorized as EL through school district identification process, which involve home language information gained through enrollment, initial screening and annual English language proficiency assessment.

The CIRCLE Project meets the requirements of all three competitive priorities for NAANCSP as published in the invitation for applications in the Federal Register. It also includes objective that address both invitational priorities.

- Competitive Priority 1 – Novice Applicants
  MREC has never received funding or been a member of a group application that received funding under NAANCSP.

- Competitive Priority 2 – Increasing Postsecondary Success
  Goal 1 of the CIRCLE Project focuses on the increasing post secondary success of target students in the grant. This goal is the primary goal of the program, including five objectives and a number of activities with measurable outcomes.

- Competitive Priority 3 – Enabling More Data-Based Decision-Making
  The second goal of the CIRCLE Project is to improve the Capacity of School Districts in the Missouri River Educational Consortium to Develop Data Collection Systems for Project Students. The goal also includes four objectives, with activities that will allow for better use of data in educational decision-making.

- Invitational Priority 1 – Parental Involvement to Improve School Readiness and Success
  The CIRCLE Project meets this priority in several ways. The third goal which involves home and school connections includes Objective 3.b which requires the development of

a parent advisory committee. Parent involvement is woven throughout the project in other ways, though, because of the emphasis on incorporating local Native American culture, values and language into the curriculum.

- Invitational Priority 2 – Supporting Native American Language Instruction
  As in Invitational Priority 1, addressing parental involvement, Native Language Instruction is also addressed in several ways throughout the CIRCLE Project. Specifically, this priority is addressed in Objective 3.c under Goal 3. It is also woven throughout the grant in other areas. For example, the professional development and materials development activities related to the state English language proficiency standards will include culturally appropriate activities that include the Native language.

The CIRCLE Project includes professional development activities that support the overall goals and objectives of the grant. The fourth goal specifically addresses professional development. The professional development activities proposed include both intense summer workshops and ongoing activities throughout the school year, consistent with research and best practices. The activities will include training on state English language proficiency standards and assessment, instruction that works for Native American English Learners (EL), data-based decision-making and information on local Native American culture and language. Experts in the field will be used, including a World Class Instructional Design and Assessment (WIDA) certified trainer for the training on the standards since North Dakota has adopted the WIDA standards and assessments.

The CIRCLE Project, as stated, uses an interconnected program design and curriculum that is research based. State English language proficiency standards in collaboration with the local Native American culture will serve as the basis for the curriculum that is to be developed. EL strategies, such as content-based and sheltered instruction, that have shown to be effective with Native American and other long term ELs will be used.

The overall project goals address post secondary success, improvement of data collection, connecting home and school and professional development for the educational staff. Each goal has specific objectives and activities that address the goals. All objectives and activities have measurable outcomes. A project timeline, with milestones, is included for all activities.

The objectives included under Goal 1 include Government Program Results Act (GPRA) indicators. Thus, data related to the GPRA indicators for this program will be collected. This data includes academic achievement rates in reading, English language proficiency progress and attainment for target students.

Along with the outcomes related to the GPRA indicators, the CIRCLE Project has a number of expected results and outcomes related to the overall goal of increased success for students after graduation. These results include student impact outcomes and system impact outcomes. The student impact results are of greatest significance since the focus of the project is to meet student needs. These needs cannot be met without improving the educational system, though. Thus, the system impact outcomes are also significant because they are designed to support the student expectations for increased success.

The program includes expectations of increased student achievement and English language proficiency in high school since research shows that students who excel in elementary and secondary education have a greater chance of graduating and experiencing success in post secondary institutions. Data on achievement, language proficiency, graduation and post

secondary activities will be collected for the five years of the project. The overall goal is for the graduation rate to increase, enrollment in post secondary institutions to increase and retention in post secondary institutions to increase.

The outcomes related to system improvements include the activities involving data collection, curriculum development, professional development and home and school collaborative efforts. The data collection and warehousing systems will be improved to better meet the needs of Native American ELs. An online portfolio is proposed that will include information about students that support focused, student based instructional plans. This online portfolio will be especially beneficial to the students that transfer from school to school. The portfolio will be available immediately to the new instructional staff. Training will be provided on the new information available through the data collection items added to the system, along with the online portfolios. The professional and curriculum development activities also lead to system improvement since the staff is better prepared to meet student needs. A stronger connection between the community and the school also will lead to a more robust educational system that can fully educate a student, allowing him or her to develop an identity as a young Native American member of a tribal community, along being a high school graduate with a bright future.

In summary, the CIRCLE Project proposes a program that addresses student, teacher, school and community needs through a cohesive, research based design. Goals and outcomes are clearly defined. A strong evaluation plan is included, allowing both formative and summative information to be collected. Activities are included to benefit target students, along with improving the system for future students. It is hoped that the CIRCLE Project will lead to success for students during the project period and for students who come afterwards.

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Project CIRCLE

Introduction

The Missouri River Education Cooperative (MREC) in collaboration with the school districts of the Fort Berthold Reservation, Standing Rock Sioux Tribe of the Standing Rock Reservation, proposes to develop a program to assist member school districts in increasing the post secondary success of Native American English Learners (ELs). The term **CIRCLE**, (Cultural and Interdisciplinary Resource Centers for Language Enhancement) is chosen to represent our project because of its importance to the cultural heritage of our Native American students and because of the interdisciplinary approach we plan to use. Explaining the value of the circle in Native American culture, Black Elk said that that everything an Indian does is in a circle. That is because the power of the world always works in circles and everything tries to be round.

Project Overview

The **CIRCLE Project** will demonstrate how education, culture and community work together in a circle to empower our Native American students and prepare them for a future after high school graduation. This five year proposal, submitted to the Office of English Language Acquisition (OELA) under the Title III Native American and Alaska Native Children in Schools Program, is the first proposal ever submitted by MERC under this program.

The CIRCLE Project is based on four interwoven, interdisciplinary goals that support student success. The primary goal of the CIRCLE Project is to increase the post secondary success of students in targeted school districts. This goal will be achieved through project objectives with activities that prepare them for success upon graduation. Increased academic achievement, English language proficiency, and

graduation rates will be indicators of that success. Supporting the goal of post secondary success is a second goal for the enhancement of a data collection system that will assist in tracking a student population that is at risk and highly mobile. This data collection system will be available to different school districts as students transfer and also include information to support the unique instructional needs of the student. Integral to student success at the elementary, secondary and post secondary levels is a close connection between the community and educational institutions. The third goal of the CIRCLE Project is to develop stronger collaborations between communities and school districts with the purpose of assisting student success. The fourth goal of professional development is designed to support the goals, providing training on the project activities to the teachers, administrators and paraprofessional staff that serve the students in the target schools.

The CIRCLE Project addresses a need in the MREC by targeting an area of challenge. Whereas North Dakota as a whole has a high rate of graduation, achievement and post secondary success for certain populations are not as successful. The Native American student population in the state lags in graduation rates, academic achievement and completion of higher education degrees. This project will address this need to increase the success of Native American students through a collaborative effort including a consortium of school districts, Indian tribes, local communities, and institutions of higher education.

The CIRCLE Project is based on the premise that students succeed through a support system that involves the community they came from, their local school district, a cooperative educational system and higher education institutions. The project will support the students through cultural activities woven into the curriculum that connect them with their communities and

Figure 1:

Missouri River Ed Cooperative (MREC)
9/10/2008

enhance their ability to develop the academic achievement and language proficiency to be successful in the classroom.

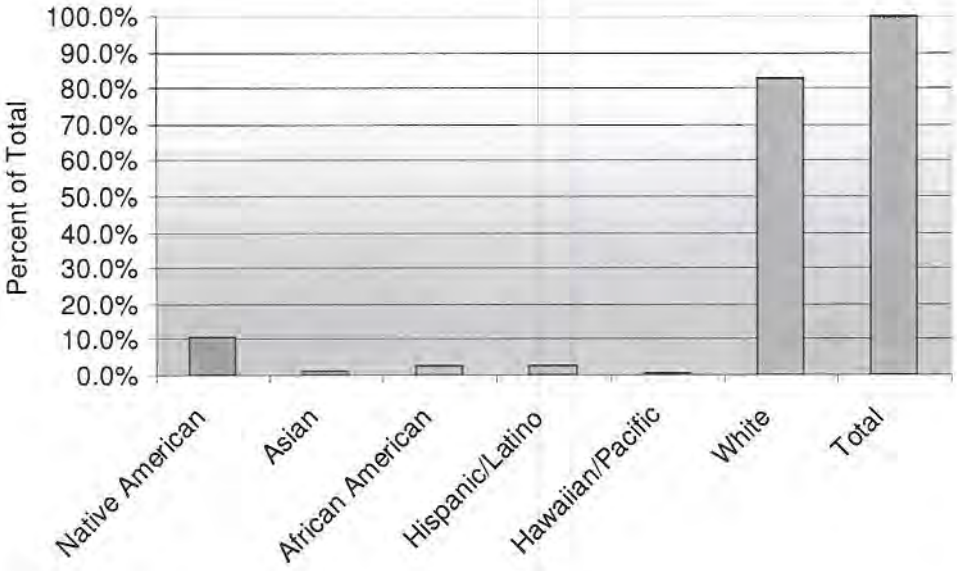
Overview of North Dakota and MREC

MREC is a consortium of 40 school districts and five colleges and universities in North Dakota. Situated in central North Dakota, the cooperative covers 12 counties, serves 20,948 students, from Kindergarten through 12th grade. MREC boarders all or parts of two Native American Indian reservations -- Standing Rock and Fort Berthold. There are five school district members that exclusively serve American Indian students. The Solen-Cannon Ball, Selfridge, and Standing Rock school districts serve PK-12, predominantly Lakota students. They are located on the Standing Rock Reservation. White Shield School District serves primarily, PK-12 Arikara students. That district is found on Fort Berthold. Many MREC member schools are very small; less than 200 PK-12 students. They also serve Native American ELs. Native American students comprise up to 25% of students in many of the school districts that border the reservations.

Figure 2: North Dakota

North Dakota is a Midwestern state, bordering Canada on the north, Montana to the west, Minnesota to the east and South Dakota to the South. The state has an overall population of 644,844 and an enrollment of 104,228 students PK – 12. North Dakota has suffered, with the rest of the nation, with the economic recession in the last few years. But the state is strong and the economy is secure because the agricultural- based economy of the state, along with the energy industries of oil, coal and wind, have helped the state weather the crisis. School districts are primarily challenged by the changing demographics in the classroom and needs of the students. Similar to the rest of the nation, the state's multicultural enrollment continues to increase. The trend is more apparent in North Dakota as the mainstream white student enrollment decreases, consistent with trends in the rural, plains of the nation. These changes add a rich dimension to

Table 1: ND K - 12 Enrollment 2010



classrooms, but create challenges for instructional staff that have not been received training on addressing the needs of multicultural students. As Table 1 demonstrates, Native American students comprise approximately 11% of the student enrollment in North Dakota. This number is increasing as the population on reservations increases and many Native American families who relocated to other areas of the country return to their historic homeland. North Dakota is home to several Native American tribes.

Project Design

The Secretary considersy ..... the extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable. (20 points)

Overview of Project Design

The design for Project CIRCLE is based on educational theory, research and the specific needs of the targeted students and communities. It is a dynamic, iterative design that has a structure, but is flexible enough to allow changes as needs arise. Consistent with

Figure 3: Research Design

the philosophical basis of the project, the design has a circular, interdisciplinary approach, rather than linear and compartmentalized, as figure 3 demonstrates. The foundation of the design is the theory and research based. The goals, objectives and activities are the framework. Each objective has a measurable outcome. The evaluation design complements the project design and provides the data that will allow the project design to be slightly adjusted as need indicates. All project goals, objectives and activities will be coordinated with existing school district programs in a collaborative manner.

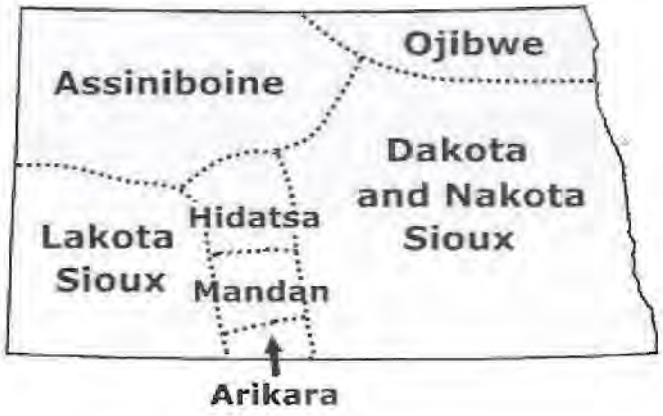
Need for Project

Members of MREC have worked together to design a system to enable its small, rural schools to provide more comprehensive services to all EL students, including Native American EL students. Unfortunately resources have been limited in this area. Rural school districts are facing increasing needs and challenges, with decreasing funds.

School districts also face a perception by the policymakers in the state that the new immigrant EL population that is impacting the large, urban districts has the greatest needs. Funding tends to be distributed to these areas first. Native American ELs often "fall through the cracks" as the data demonstrates. While not discrediting the need of these new immigrants to the state, there is also a need to serve the students who have been Native North Dakotas for generations. There is a need to provide support for a population that is at risk for failure. The CIRCLE Project will provide additional, supplemental services to secondary Native American ELL students.

The Native American students who are today enrolled in classrooms in MREC school districts comprise several tribal backgrounds. Figure 4 shows the historical Native American language groups in North Dakota. These groups include the Hidatsa, Arikara and Mandan languages of the three Affiliated Tribes, the Dakota, Lakota, Nakota or Assiniboine languages of the Sioux tribes and the Ojibwa language of the Turtle Mountain Band of

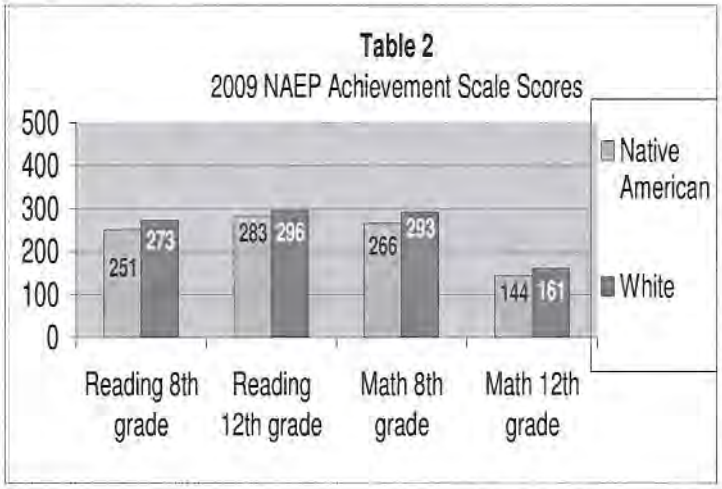
Figure 4: Historical Languages of North Dakota



Chippewa Indians. Michif, a language that has resulted from the mixture of French, Cree and Ojibwa is also used by the members of the Turtle Mountain Band of Chippewa. The CIRCLE Project will primarily serve students from the Arikara, Hidatsa and Dakota/Lakota backgrounds.

The cultural heritage of the Native American tribes has contributed to the history, prosperity and rich opportunities for tourism in the state. Consistent with Native experiences in the rest of the nation, though, the cultural values between the mainstream northern European immigrants and the Native community caused clashes that impacted the children negatively. Romero-Little discusses the differences in learning and discourse styles between Native Americans and the mainstream culture. She draws from her experience with the Pueblo culture, in explaining that traditional teaching methods, "in sharp contrast to the teaching practices followed in the school world, are non-coercive and much more child-centered than teacher-centered" (2010, p. 284).

Romero-Little explains that, ways of communicating are also vastly different, and thought Native children come to school with discourse patterns in their own language and in a non-standard form of English, these ways of communicating are not recognized in the mainstream classroom. Little explains that "we know that many Native children find school to be an unwelcoming and alienating environment for learning, and this has deeply affected their ability to learn what they really should be learning in school. Native children have done more poorly in school than all other minority groups" (2010, p. 287).



Native American students in the nation lag in academic achievement, English language proficiency and graduation rates. Table 2 demonstrates that Native American students tend to score lower than other groups on the National Assessment of Education Progress (NAEP).

Graduation rates for Native American students also lag as Table demonstrates. Data for states with large Native American student populations shows nearly a 25% gap between Native Americans and all students (2011). North Dakota has one of the highest, with a gap of over 40%.

Table 3: Overall graduation rates, and Native American (NA) graduation rates 2007

State	Percentage NA students	Overall graduation rates	NA graduation rate	Graduation Gap
Alaska	26.3%	67.6%	46.8%	-20.8%
Arizona	6.2%	73.4%	52.4%	-21.0%
California	0.8%	70.1%	52.4%	-17.7%
Idaho	1.6%	76.6%	48.4%	-28.2%
Montana	11.3%	75.7%	50.0%	-25.7%
New Mexico	11.1%	54.1%	45.3%	-8.8%
North Dakota	8.3%	79.2%	37.9%	-41.3%
Oklahoma	18.0%	70.8%	63.8%	-7.0%
Oregon	2.3%	70.4%	42.7%	-27.7%
South Dakota	11.0%	75.6%	30.4%	-45.2%
Washington	2.7%	68.8%	42.7%	-26.1%
Wyoming	3.4%	74.2%	**	**

Note: ** indicates insufficient data available

Achievement rates for Native American students also lag as demonstrated by the achievement data for sub groups disaggregated as part of the Title I requirements under the Elementary and Secondary Education Act. The Native American sub group significantly scored lower on the both the State Reading and Math Assessment for school year 2009 – 1010 as Table 4 and Table 5 demonstrate.

Table 4: North Dakota Annual Adequate Yealy Progress Report Reading 2009 - 2010

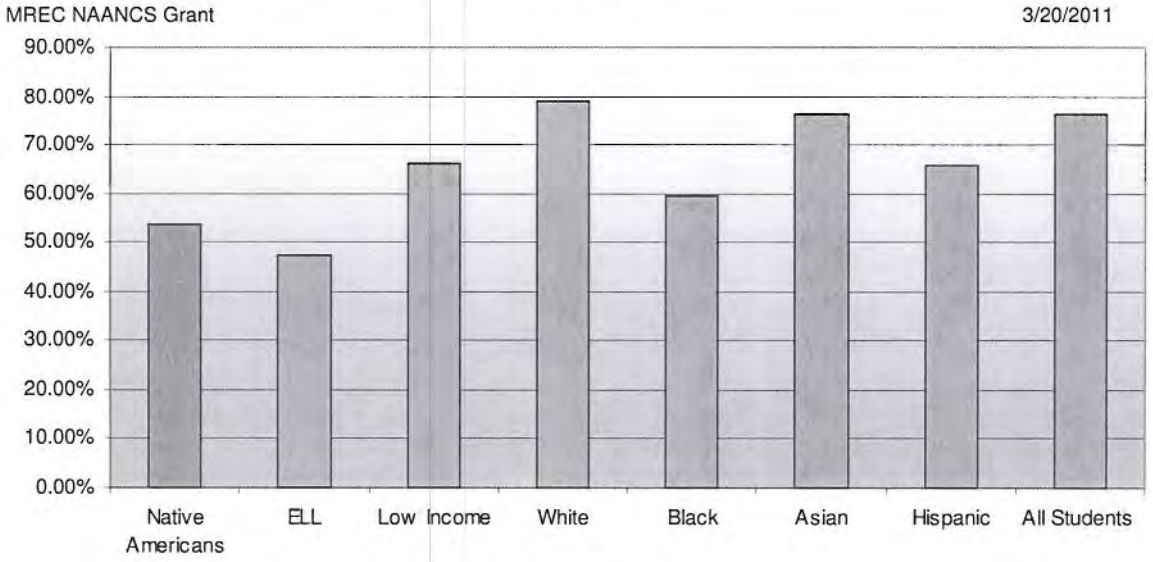
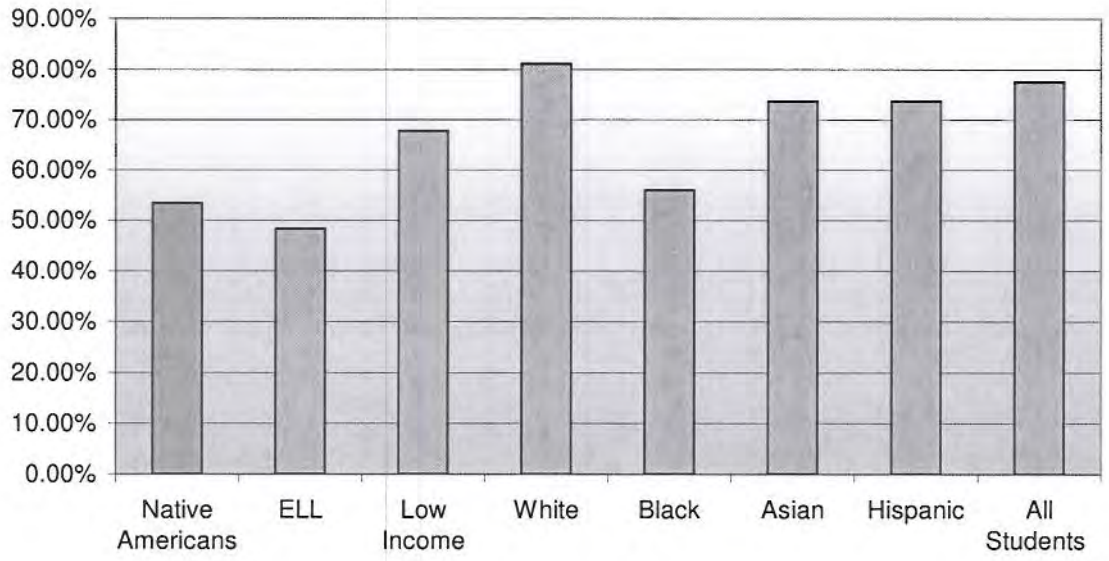


Table 5: North Dakota Annual Adequate Yealy Progress Report Math 2009 - 2010



MREC Student Data

Native American students in the MREC have consistent achievement and gradation rates corresponding with the state rates. The students lag in academic achievement; many are categorized as ELs and graduation rates are poor. The CIRCLE Project proposes to address these needs by serving middle and high school Native American ELs. This is the population that is at risk for failure. The project will **target approximately 652 middle and high school American EL students** at four local education agencies within MREC.

Project school districts and student numbers are provided in table 6. Students in the four project school districts will receive services, benefit from resource centers, student groups, cultural and language activities. The project will also track these students if they leave the project schools; either through graduation, drop-out or transfer. Direct services will not necessarily be provided as students leave the project school, but data will be collected, online portfolios and consultation services will be available for one year. Districts serving transferred students will also have access to online cultural and curriculum resources.

Table 6: Project Students and School Districts

School District	Grades	Enrollment	Native American	Native American EL	Graduation Rate
Cannon Ball & Solen	6 - 12	81	81	75	61%
Standing Rock	6 - 12	550	550	476	74%
White Shield	6 - 12	74	74	66	59%
Selfridge	6 - 12	53	53	35	NA
Totals		758	758	652	

Thus, 652 students will be targeted, but as they leave the target schools, and indirect services are provided, the overall numbers of students who are impacted by the project will be greater than 652. In addition, instructional staff at member school districts of the MREC will be invited to professional development activities and will also benefit from the data implementation activities.

Research and Theoretical Basis of Project Design

The CIRCLE Project is based on a naturalistic, social constructivist theory that supports student learning through a model of education that involves school, community and family. The project design has incorporated research and best consistent with the theoretical basis and the needs of the target students. Fayden explains "Learning is a social operation. It is intimately tied to our interdependence on others – Families, peers, teachers, and friends. Social constructivism emphasizes the influences of cultural and social relationships in learning" (2005, p. 154).

The project also uses research findings in areas of Native American education to develop goals, objectives and activities. The National Clearinghouse for English Language Acquisition (NCELA) found in a summary of research (2011) that several factors that contribute to post secondary success for Native Americans include:

- Inclusion of the Native language and culture in the curriculum,
- Culturally appropriate teaching strategies,
- Use of background knowledge in the curriculum,
- Community and family support as students transition to post-secondary experiences,
- Ongoing support through cultural activities in post-secondary experiences, and
- Supportive and involved educational staff at secondary and post secondary institutions.

The voice and perspectives of students, themselves, is included in the project design, consistent with a social constructivist theoretical basis that focuses on the needs of the learner. Bergstrom, Cleary and Peacock interviewed Native students in an effort to listen to the voices of Native youth on their educational experiences. They found that the student stories revolved around their pride in being an "Indigenous person" (2003, p. 35). The students in the study also stressed the need to have family and community support, culturally appropriate instructional methods and teachers who were knowledgeable in cultural norms, expectations and values (2003).

The structure of the project includes elements and activities that support an integrated, cohesive educational system that contributes to student success. These elements include:

- Student Focus
    - Activities to support student learning and development of career goals,

- Heritage language and cultural activities to support connections with family/community,
- Career building activities to support student success after high school graduation.

- Teacher Focus
  - Professional development to assist in developing teacher skills,
  - Teacher coaching model that is ongoing and supportive,
  - Curriculum and materials development,
- Parent and community Focus
  - Collaboration with parent advisory groups to increase the role of parents in the school,
  - Cultural activities to develop a stronger connection between school and community,
- System Focus
  - Online student portfolios to assist instructional staff,
  - Data collection and student tracking activities to build the capacity of the system to support students,
  - Activities are designed to support and enhance existing programs,
  - Instructional materials and activities available through MREC website.

The instructional model chosen for the project involves several key elements that have been proven to be effective for student success. Teachers are assisted through a peer coaching model that is supportive and affirmative. Students are supported through sheltered instruction activities that meet the needs of long term ELs. Instruction is based on curriculum developed from state standards and reviewed by members of the community knowledgeable of the local culture. All activities are collaborative and supplemental to current programs, diminishing the effect of program isolation and encouraging a coordination of resources and educational activities with similar goals.

Peer coaching is a professional development strategy "for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students". (ASCD, 2006) Peer coaching strategies: provide job-embedded, ongoing professional support; allows teachers to work together professionally thereby eliminating feelings of isolation; encourages reflection and analysis of teaching practices; promote specific feedback over time; and foster building-level collaboration among teachers. Peer

Coaching meets many of the characteristics listed by the Education Commission of the States. The strategy also has a long history within the bilingual and ESL community providing increased collegiality and improved teaching; shared expertise and feedback; support and skills refinement; and positive changes in teaching practices

Native American ELs fit into the category of "Long Term ELs". This term has become more frequently used as the issue of students have been in the American educational system for some time and still have not achieved proficiency in English. Menken, Kleyn and Chae found that long term ELs are found primarily at the secondary level, are most often overlooked and at risk for failure (n.d.). The students typically have strong conversational skills, but lack the academic language needed to succeed. They often come from low-income homes and have experienced school failure.

Long term Native American EL students often come from home environments in which parents and grandparents had negative experiences in school and learning English. Barrett and Britton describe the boarding school experience for Native American students of a previous generation:

> The Indian school system imposed many rules, regulations, and disciplinary measures on students in an attempt to assimilate them into mainstream society, and it consciously attempted to excise Indian values, language, religion, and lifeways from the students. The schools rarely recognized the place of Indians in American history or mentioned anything positive about Indian life. As a result, students learned to conform to the school environment where their Indianess was suppressed. When they were home some students learned about Indian ways, but over a period of time, due to the educational philosophy espoused in the schools, many Indian people lost contact with aspects of their traditional life. The result is a sadness that runs through contemporary Indian life. As Phyllis Young recalls, the education system was so alien "you didn't dare try to be Indian." (1997)

Though some Native Americans excelled under this negative and punitive environment, many did not experience success. Individuals learned a minimum amount of English to survive without developing full academic proficiency. Many dropped out of school. In addition to the lack of success in the mainstream language and educational system, many Native Americans developed a limited understanding of their Native language and culture. Unfortunately, the lack of skills in the Native language, along with limited English skills, presented a poor environment for language learning. Research shows that children who have a firm foundation in a home language can more easily acquire a second language.

Unfortunately, the use of inappropriate teaching strategies with Native American students did not end

with the closing of boarding schools. Reyhner and Hurtado (2008) explain how the strategies required as part of some of the current federal educational programs designed for low-achieving students are not consistent with Native American student needs. They site the lack of research that addressed Native American students in the National Reading Panel summary of reading research that formed the basis of Reading First funding. Despite millions of dollars under this programming going to school districts with high numbers of Native American students, test scores have not improved. Many of the long term Native American ELs in school today come from a background that includes a history of failure because of these various issues.

The CIRCLE Project proposes a project design with instructional strategies that have been proven to be effective with Native learners. In addition, local community members will be involved in all aspects of the program, including curriculum development, professional development and instructional activities to ensure cultural appropriateness. The CIRCLE Project proposes to counteract some of the negative experiences and failures that the students and their parents have experienced both in the past and recently and replace them with success. Freeman and Freeman (2003) discuss four keys for success for ELs at the middle and high school level who have been second language learners for some time. These include:

1. Engage students in challenging, theme-based curriculum to develop academic concepts,
2. Draw on students' backgrounds: - their experiences, cultures, and languages,
3. Organize collaborative activities and scaffold instruction to build students' academic English proficiency,
4. Create confident students who value school and value themselves as learners.

The Project proposes success for students by using models and strategies that attempt to correct and heal some of the educational failures of the past and build positive activities in their place. These activities are coordinated, revolving and iterative in that they build on each other and support each other. Professional development supports curriculum development which supports instruction. Data collection efforts support all activities.

Project Goals and Objectives

The goals and objectives of the CIRCLE Project are grounded in the theory, research and needs of the project design. They provide a solid framework of the project and yet, consistent with a constructivist approach, they are flexible, allowing for adaptations as the yearly evaluations show need for change. The goals are general overviews, with the objectives providing more concrete and measurable outcomes. The activities demonstrate how the outcomes will be achieved. The following chart provides an overview of the goals, objectives and outcomes. The timeline following the chart provides a schedule of activities and outcomes.

Goal 1: To Increase the Post Secondary Success of Native American Students in the Missouri River Educational Consortium

The first goal provides the foundation for the project. It addresses the goal of post secondary success for Native American students. It includes both activities that directly impact students and activities that build the capacity of the system and teachers. The outcomes are clearly defined. It includes the Government Program Results Act (GPRA) indicators related to the NAANCS program.

- Percentage of students services who scored proficient on or above the North Dakota State Reading Assessment,
- Percentage of students served making progress in English as measured by the ACCESS for ELLs,
- Percentage of students served attaining proficiency in English as measured by the ACCESS for ELLs.

Activities related to this goal include instructional activities for students through standards-based and sheltered instruction, teacher coaching and small groups. Students will benefit from activities that address academic English, Native language and culture and career aspirations. MREC will serve as the center for cultural activities and curriculum development of interdisciplinary resources. The website will be used for work on draft curriculum materials through a password protected system, allowing school districts to work together, despite distances. It will also be used to maintain completed materials, provide updates and other information on grant activities.

Goal 2: To Improve the Capacity of School Districts in the Missouri River Educational Consortium to Make Data-Based Decisions Regarding Native American Students

The second goal addresses systemic change and the improvement of educational systems to better serve students through data collection and warehousing. These efforts will be beneficial in the rural area served by the project. Students tend to move from one district to another and the distances do not lend themselves to collaboration. Interconnected data systems and online portfolios will assist districts in accessing information on students so that time is not lost in providing services. Data will also be collected on students that exit the system through graduation, transfer and drop-out. This data will be used to not only show the success of the project, but for improvements and changes. As in the first goal, all activities will be supplementary and collaborative and designed to enhance, rather than replace existing data systems.

Goal 3: Enhance School/ Community Connections to Support Student Learning

The third goal, consistent with research, addresses the importance of community involvement in the success of the project. Parent involvement, cultural and language activities and materials development are included as activities in this goal. Whereas the first goal is the foundation for the grant, providing the basis on which the project is built, and the second goal provides the framework in setting up data systems to allow thoughtful decision-making for student success, Goal Three can be considered the hearth from which the project gains its energy and focus. Students learn, achieve and succeed with the support, comfort and wisdom of their ancestors and family members. This goal is also designed to enhance, rather than replace. All project schools have programs with requirements for parent involvement. There are currently a number of activities in place in this area. Goal Three of the CIRCLE Project will provide additional resources to review current activities related to parent and community involvement and enhance the activities.

Goal 4: To Increase Skills of Instructional Staff to Meet the Cultural and Linguistic Needs of Native American Students

The fourth goal provides the glue to hold the project activities together. High quality, research based professional development is essential for the success of educational programs. The professional development activities in the project, based on scientific research, will be designed to improve the quality

of instruction to project students, enhance the ability of instructional staff to understand, use curricula, assessment measures and instructional strategies. The activities will be of sufficient intensity and duration to have a positive and lasting impact of the teachers' performance. They will target teachers of the project students, but also be available to the whole consortium. The professional development activities will be coordinated with current professional development activities taking place in MREC.

Professional development activities will specifically address four areas:

1. English Language Proficiency Standards and Assessment

North Dakota is a member of the World Class Instructional Design and Assessment Consortia (WIDA) and has adopted the WIDA English language proficiency (ELP) standards and assessment. The CIRCLE Project will provide training on the standards with a focus on developing culturally appropriate materials and curriculum, based on the standards. Materials will be developed that will be available through the Resource Center. A certified WIDA consultant will be used to provide the training, who will work in collaboration with other WIDA trainers across the nation, along with local community members to develop training modules and materials.

2. Instructional Strategies for Native American ELs

Educational staff will receive training on program models that have shown to be effective with Native American and long term ELLs. These include:

- Classroom instruction that works for ELs, and
- Content-based instruction.

3. Data-based decision-making for educators

Staff will be trained on the use of data and online portfolios.

4. Native Language and Culture

Professional development activities related to the local Native American culture and language will be addressed in a number of ways. All professional development activities will be developed with an understanding of the local culture. For example, as discussed, training on the WIDA standards will include examples that are culturally appropriate and recommendations for instructional that addresses the standards using culturally appropriate methods. Specific training on the languages and cultures of the students enrolled in the target schools will also be provided.

Table 7: Project Goals and Objectives

Goal 1: to increase the post-secondary success of Native American students in the MREC

Objectives	Activities	Personnel	Benchmarks
Objective 1.a: By the end of the project, 40% of NA project students will enroll in post-secondary institutions of education	• Develop curriculum and materials on post secondary options for students and include in curriculum. • Track project students after graduation. • Include post secondary options in student coursework. • Support and collaborate with after schools groups involving career discussion. • Develop a cultural, inter-disciplinary resource center. • Incorporate instructional activities that include culturally appropriate curriculum into content areas. • Incorporate instructional activities that include culturally appropriate curriculum based on state English language proficiency standards.	• Project Director • Instructional Coach • Cultural Coordinator • Parent Advisory Committee • School District Personnel • Evaluator	• Enrollment in post-secondary institutions will increase by 5% after the 2nd and 3rd years of the project, and by 10% after the 4th and 5th years. • 30% of project students will score proficient or above on the ND State Assessment after the 2nd year, 40% after the 3rd year, 50% after the 4th year, and 60% after the 5th year. • Project students will increase their English proficiency by an average of ½ level in each of the 2nd, 3rd, 4th, and 5th years of the project. • 40% of project students will attain proficiency after the 2nd year of the project, 50% after the 3rd year, 60% after the 4th year, and 75% after the 5th year. • Graduation rates will increase to 30% for 2nd year, and increase an additional 10% in each consecutive year.
Objective 1.b.i: By the end of the project, 60% of NA students will score proficient or higher on the annual state achievement test in math. 1. b.ii: By the end of the project, 60% of NA students will score proficient or higher on the annual state achievement test in ELA.			
Objective 1.c.i: By the end of the project, NA students' ELP, as measured by the ACCESS test, will increase by 2 levels. 1. c.ii: By the end of the project, 75% of NA students will attain proficiency in English, as measured by the ACCESS test.			
Objective 1.d: By the end of the project, NA 60% of NA students will graduate from high school.			

Goal 2: Improve the Capacity of School Districts in the Missouri River Educational Consortium to Make Data-Based Decisions Regarding Native American Students

Objective	Activities	Personnel	Benchmarks
Objective 2.a: By the end of the project period, the SDs in the MREC will have more data on which to base decisions, as measured by an increase of at least 5 data elements related to Native American students collected by SDs and maintained in the data warehouse.	• Assess current data collection system and build additional collection items determined by survey of needs. • Assess current data warehouse system and build additional warehouse items as determined by survey of needs • Assess needs for portfolios and work with data system to build portfolios. • Coordinate with community businesses post secondary institutions in the state to develop system to track and collect student data.	• Project Director • Project Data Coordinator • School District Administrators • Post Secondary Institutions in ND • Evaluator	• In year 1, survey to determine the data collected and warehoused and determine additional data needs. • In year 2, create means for collecting and maintaining additional data. • In year 3, assure that the new data elements can be collected and maintained. • In years 4 & 5, revise & finalize data collection methods, as needed. • In year 1, survey to determine what should be in student portfolios. • In year 2, develop & field test student portfolios. • In year 3, determine scoring methods for portfolios & revise what is collected, as needed. • In year 4, score portfolios & work with staff to use the results. • In year 5, revise process as necessary.
Objective 2.b: By the end of the project period, staff will have more information about students knowledge and skills, as measured by the completion of online student portfolios.			
Objective 2.c.1: By the end of the project period, staff will have more information about the needs of students who have graduated, as measured by a staff-developed survey of graduated students. 2. c.2: By the end of the project period, staff will have more information about the successes of			

students who have graduated, as measured by a staff-developed survey of graduated students.			• In year 1, determine information staff would like to have about graduated students, develop & pilot survey. • In year 2, identify means to survey graduates on a large scale, with a return-rate of at least 60%. • In year 3, administer survey, analyze results – determine how to use results. • In years 4 & 5, revise survey methods as necessary; re-administer survey & analyze results.
Objective 2.d: By the end of the project period, staff will have the knowledge to make data-based decisions, as measured by a project-developed assessment.			• In year 1, determine current knowledge of staff regarding data-based decisions; identify needed knowledge. • In year 2, develop & provide workshops to staff to increase knowledge of data and data-based decisions; create assessment to gauge increased knowledge • In year 3, 4, 5, revise workshops as necessary; re-evaluate staff knowledge gains.

Goal 3: Enhance School/ Community Connections to Enhance and Support Student Learning

Objective	Activities	Personnel	Benchmarks
Objective 3.a: By the end of the project period, community members will provide a minimum of 4 cultural activities each school year for each grade grouping (e.g., grades 6-8, 9-12).	• Provide 2 to 3after school cultural activities per school. • Hold quarterly parent meetings. • Development related to Native language and culture activities. • Provide supplementary instructional resources that includes Native language and culture.	• Project Director • Instructional Coach • Cultural Coordinator • School District Personnel • Community members • Parents • Evaluator	• In year 1, types of activities will be identified. • In year 2, community members will be identified. • In year 3, 2 cultural activities will be completed & field-tested. • In year 4, 2 cultural activities will be finalized & an additional 2 will be field-tested. • In year 1, the Parent Advisory Council (PAC) will be meeting at least twice. • In year 2, PAC members will attend PTO meetings and participate actively. • In year 3, PAC members & project staff will identify important decision-making meetings & meet with appropriate school/community leaders to define roles for PAC. • In year 4, PAC members will join decision-making committees in
Objective 3.b: By the end of the project period, the Parent Advisory Council will be actively involved in school and grant activities, as measured by their participation in Advisory Council Meetings, PTO meetings, and decision-making meetings within the school (e.g., entry/exit for EL students, students with special needs, and behavior decisions).			
Objective 3.c: By the end of the project period, there will be a minimum of 2 culturally relevant units in math, science, and language arts for each grade grouping.			

Objective	Activities	Personnel	Benchmarks
			an advisory role. • In year 4, PAC members will join decision-making committees in an active role. • In year 1, themes for the units will be identified based on a review of current curricula & needs of students. • In year 2, units for grades 6 -7 will be developed & field tested. • In year 3, units for grades 8 - 9 will be developed & field tested; units for ES will be finalized. • In year 4, units for 10 – 12 will be developed & field tested; units for MS will be finalized. • In year 5, units for HS will be finalized and all units will receive final revisions as necessary.

Goal 4: To Increase Skills of Instructional Staff to Meet the Cultural and Linguistic Needs of Native American Students

Objective	Activities	Personnel	Benchmarks
Objective 4.a: Increase the skills of instructional staff in using culturally appropriate strategies to address students' ELP needs, as measured by project-developed assessment(s) of teaching strategies & assessment of students' ELP.	• Training and professional development activities provided in collaboration with district professional development plans.	• Director, • Instructional Coach • Cultural Coordinator • Parent Advisory Committee • School district personnel • Outside consultants • Evaluator	• In year 1, develop & provide 4 workshops on addressing ELP standards through culturally appropriate strategies. • In year 2, revise & provide ELP workshops, develop & provide 4 workshops on classroom strategies that work for Native American ELs. • In year 3, revise strategies workshops, provide ELP workshops, & 4 workshops for educational staff on heritage language, culture, and history of ND tribal nations • In year 4, revise tribal workshops, provide strategies workshops. • In year 5, provide ND tribal nations workshops & ELP workshops – continue providing 2 sets of workshops each year while revising the other 2 sets of workshops.
Objective 4.b: Increase the skills of instructional staff in using classroom strategies that work for Native American ELs, as measured by project-developed assessment(s) of teaching strategies & assessment of students' content-area achievement.			
Objective 4.c: Increase staff knowledge of students' heritage language, culture and history of North Dakota tribal nations, as measured by project-developed assessment(s) of staff knowledge.			

Timeline and Milestones for Project Activities

Goal 1: To Increase Post Secondary Success of Native American Students in the MREC

Activities Objectives 1a – 1.d	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Develop curriculum on post secondary options.	Plan in place for curriculum development.	Draft curriculum developed/incorporated into curriculum.	Curriculum implemented and revised as needed.	Revised curriculum implemented.	Final curriculum in place.
Track students who have left the system.	Develop plan for tracking.	Baseline data for tracking system in place.	Second year data available.	Third year data available	Fourth year data available.
Include post secondary options in school coursework	Plan in place for inclusion of options in coursework	Draft activities and materials developed.	Activities implemented and revised as needed.	Activities revised as needed.	Coursework activities finalized.
Hold after school or in school student groups involving career discussion	Plan in place for student groups.	Three student groups per year	Three student groups per year	Three student groups per year	Three student groups per year
Establish MREC web-Interdisciplinary Resource Center	Develop plan for resource center	Implement resource center	Make revisions as needed	Make revisions as needed	Make revisions as needed.
Incorporate instructional ELP standards-based activities into curriculum.	Plan in place for the implementation of instructional activities.	Instructional activities take place.	Instructional activities take place.	Instructional activities take place.	Instructional activities take place.

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Goal 2: To improve the Capacity of School Districts in MREC to Make Data-Based Decisions Regarding Native American Students

Activities Addressing Objectives 2a – 2.d	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Assess current data collection system and build additional items as determined by survey.	Develop survey to determine additional data needs.	Create means for collecting and maintaining additional data.	Review and revise items as needed, ensuring that items can be collected.	Review and revise items as needed.	Review and revise items as needed.
Assess current data warehouse system and build additional items as determined by survey of needs.	Develop survey to determine additional data needs.	Create means for maintaining additional data.	Review and revise items as needed, ensuring that items can be collected.	Review and revise items as needed.	Review and revise items as needed.
Assess needs for online student portfolios and work with data systems to build portfolios.	Conduct survey to determine what should be in student portfolios.	Develop and field test student portfolios.	Determine scoring methods for portfolios and revise what is collected, as needed.	Score portfolios and work with staff to use results.	Review and revise process as needed.
Coordinate with businesses and post secondary institutions in the state to develop system to track and collect student data.	Determine information schools need about graduated students, develop and pilot survey.	Identify means to survey graduates on large scale, with a return-rate of at least 60%.	Administer survey, analyze results and determine use.	System in place and revised as needed.	System in place and revised as needed.

Goal 3: To Enhance School/Community Connections to Enhance and Support Student Learning

Activities Addressing Objectives 3a –3.c	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Provide 2 to 3 after school cultural activities per year.	Identify types of activities and develop a plan.	Identify the community members and outside consultants to be involved.	Field test and complete two cultural activities.	Complete 2 cultural activities and field test a third.	Complete 3 cultural activities.
Supplement current activities for parental involvement.	Survey status of parental involvement.	Provide supplementary parental involvement activities.	Provide supplementary parental involvement activities.	Provide supplementary parental involvement activities.	Provide supplementary parental involvement activities.
Provide instruction that includes Native language and culture.	Plan in place for the implementation of instructional activities.	Instructional activities take place.	Instructional activities take place.	Instructional activities take place.	Instructional activities take place.

Goal 4: To Increase Skills of Instructional Staff to Meet the Cultural and Linguistic Needs of Native American Students

Activities Addressing Objectives 4a –4.c	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Provide training and professional development activities as part of school in-service days	Develop and provide 3 workshops on addressing ELP standards through culturally appropriate strategies.	Review and revise ELP standards workshops and provide 3 workshops on strategies that work for ELs.	Review and revise strategies workshops and provide 3 workshops on heritage language, culture and ND tribes.	Continue providing 2 sets of workshops each year while revising the other set.	Continue providing 2 sets of workshops each year while revising the other set.

Capacity Building

The extent to which capacity and yield results that will extend beyond the period of Federal financial assistance. (5 points)

The CIRCLE Project proposes to build the capacity of MREC to support post secondary success of Native American students in a number of ways. All of the goals include objectives and activities that provide direct services and support to students and teachers and activities that build an infrastructure to improve the system. The majority of activities are collaborative. They do not replace existing programs, but serve to support and improve existing programs. Goal One includes curriculum development and the development of materials that will extend beyond the grant period. The resource center established as part of the goal can be continued beyond the grant.

- Goal Two is specifically designed to develop the capacity of the school districts by improving their data collection systems. The data collection, data warehouse, student portfolios and post secondary tracking system activities and items developed will be implemented during the grant period, but be in place after the federal funding ends.
- Goal Three includes curriculum development that will be in place after the grant period. In addition the parent and community involvement activities will establish models that can be used after federal funding is gone.
- Goal Four includes professional development activities that allow instructional staff to benefit from training which will improve their skills beyond the grant period. The staff members that receive training as part of the grant activities will continue to use the skills learned after the grant has been completed. The coaching model used is particularly designed to build the capacity of the system to serve the students.

Parental Involvement

The extent to which the proposed project encourages parental involvement. (5 points)

Project CIRCLE encourages parental involvement in a number of ways. Since the overall philosophy of the project is based on a belief that students succeed in an environment in which the family and community are an important element in the educational process, parent involvement is interwoven

into all aspects of the program. Goal Three specifically addresses the involvement of parents and community members in the project and includes an objective for supplementary parental involvement activities. Community members are included along with parents in the project because of their importance in providing cultural knowledge and connections with the students, consistent with research that demonstrates students that have a supportive community, along with family, succeed at greater rates in post secondary institutions.

Project Personnel

The Secretary considers .....the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. (2 points)

MREC does not discriminate against members of groups traditionally underrepresented in secondary education or projects like Sheltered Teaching and Learning. MREC will actively recruit from these categorical groups.

The qualifications....., of the project director or principal investigator. (4 points)

Project Director

Mr. Billy Demaree will serve as Project Director. Mr. Demaree has over 40 years experience working in multicultural and reservation settings. He has a Master's Degree in Educational Administration and has over 20 years of experience in administration, along with classroom teaching experience. Mr. Demaree has directed a number of federal grants related to ELs and Native Americans. He has also managed educational data programs and works with school districts nationally on data based decision-making and school reform. He has received a number of awards for excellent work with Native Americans, including a Cultural Recognition Award and Teacher of the Year for Indian Students Award in 1977. Mr. Demaree is the current MREC assessment coordinator.

(iii) The qualifications....., of key project personnel. (4 points)

The CIRCLE Project is closely coordinated with member districts in the MREC. School district personnel will take an active role in implementing the goals and objectives. Therefore, the project includes a large number of personnel who can be considered part of the program. The majority of these

individuals are employed through the school districts, and not funded through the grant. Along with the project director, specific project personnel include:

- One full-time Instructional Coach,
- One halftime data/administrative assistant, and
- One quarter-time cultural coordinator.

Following are descriptions for each staff

Lead Instructional Coach

Minimum Qualifications

- Master's degree in an Bilingual/ ELL education or education-related area;
- Three to five years' experience teaching in a K-12 bilingual or ESL classroom;
- Demonstrated and excellent communication skills, oral and written.

Desirable Qualifications

- Demonstrated experience working with EL education programs, policy, and practice at the state or local level, including implementing Title III education program(s);
- Demonstrated experience working in a coaching model with teachers;
- Demonstrated experience working with Native American students.

Data/Administrator Assistant

Minimum Qualifications

- Associate Degree
- Demonstrated and excellent communication skills, oral and written.

Desirable Qualifications

- Experience working with educational data,

Cultural Coordinator

Minimum Qualifications

- College Coursework in education;
- North Dakota Native Language Teaching Endorsement;
- Understanding of local Native American culture and language;
- Demonstrated and excellent communication skills, oral and written.

Desirable Qualifications

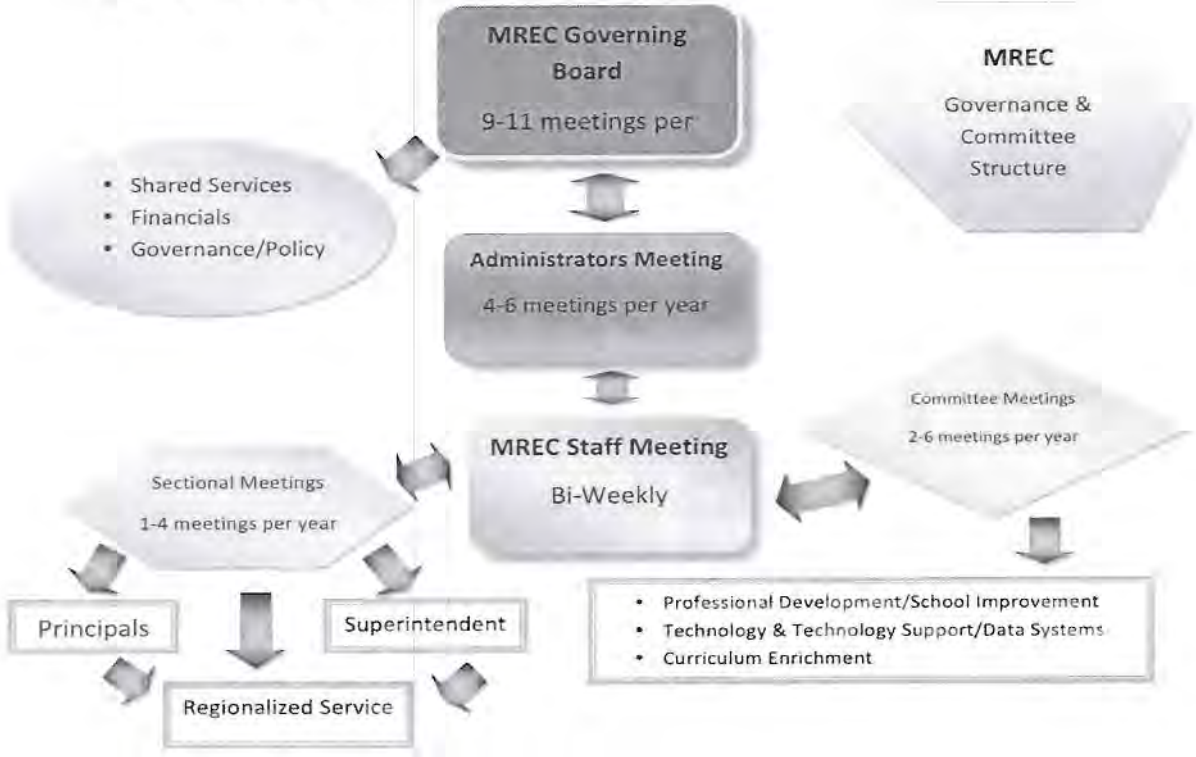
- Demonstrated experience working with Native American students;
- Experience working in an educational setting.

Management Plan

The Secretary considers the ..... adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (30 points)

The CIRCLE will be managed within the administrative structure of MREC. MREC is legally established under joint powers of agreement. Management of the Cooperative is conducted through a governing board that operates through a consensus (unanimous agreement) of a quorum of Board members present at any regularly scheduled or special meetings. The overall responsibility for the implementation and management of the project will be the project director. The project director reports to the Lead Administrator, who reports to the Governing Board. Each project school districts is represented on the Governing Board. Project school districts are represented on the board through two board members from two of MREC's six areas. Thus, there is an accountability system in place for ensuring that the program is appropriately implemented and objectives are met.

Figure 5: MREC Organizational Structure



Accountability will also be achieved through the involvement of the parent advisory committees who represent the interests of the communities and family members. All project school districts currently have parent committees as part of other educational programs. The CIRCLE Project will supplement and enhance current committees to ensure that the committees review and assist with the implementation of the CIRCLE Project.

In addition to the director, all project personnel are responsible for assisting with the delivery of activities meeting the goals and objectives in the grant. Though the project will work together as a team, the roles of project personnel are clearly defined, with specific roles and duties. Certain personnel are responsible for in specific activities. Along with project personnel, school district personnel are also involved with specific activities. A list of the personnel involved with objectives and activities can be found on chart listing the goals and objectives on pp. 17 - 22.

The goals, objectives, timeline, milestones and corresponding budget are appropriate for the project. The timeline and milestones for project activities can be found following the list of goals and objectives on pp. 23 – 25. The budget description and budget for the first year reflect the budget for the goals, objectives and activities. All costs are appropriate for goals and objectives.

The CIRCLE Project Evaluation Plan

Both formative and summative approaches (Scriven, 1967) will be used in the evaluation of this project, with formative evaluation used to ensure that improvements to the developing program are made and summative evaluation used for accountability purposes. Formative evaluation will be ongoing throughout the development of the planned program. In addition, the evaluation process will combine two approaches to ensure that the methods used are valid, reliable, and appropriate to the goals and objectives.

The evaluation will use Tyler's (1942) objectives-oriented approach for those goals/objectives that have measurable terms relevant to participant behaviors (e.g., Goal 1—to increase post-secondary success of Native American students in the MREC). In Tyler's model, evaluation involves internal comparisons of project outcomes with the originally intended objectives of the project; importantly, it need not include costly and disruptive comparisons between experimental and control groups.

The evaluation also will use Stufflebeam's context-input-process-product (CIPP) model (as revised in 2003) for goals that are more process- and product-oriented (e.g., Goal 2—to improve the capacity of school districts in the MREC to develop data collection systems for project students) as well as to help assure and assess long-term viability (Stufflebeam, 2003). The major components of the CIPP model are defined briefly in Table 8, combined with the goals of the project to demonstrate why the use of this model is appropriate. The CIPP Model "employs multiple methods, is based on a wide range of applications, is keyed to professional standards for evaluations, is supported by an extensive literature, and is buttressed by practical procedures, including a set of evaluation checklists....It cannot be overemphasized, however, that the model is and must be subject to continuing assessment and further development" (Stufflebeam, 2003, pp. 45-46).

Table 9: The CIPP Model's Relationship to Project Goals and Objectives

Evaluation Component	Project Goals/Objectives	Comments
Context Input	Goals 1 & 2 – related to student achievement and data collection systems	Both goals require that project staff be well acquainted with the educational background of students and staff – i.e., the goals begin with context and move forward
Process	Goals 3 & 4, related to school/community relations & professional development	Development of school/community development & professional development activities are process that will be ongoing throughout the project
Product	Goals 1, 2, & 3	By the end of the project, there will be manuals that document the processes and activities that led to the completion of these goals
Product effectiveness	Goals 1, 2, & 3	By the end of the project, the outcomes of the evaluation of the objectives supporting these goals will demonstrate the effectiveness of the project
Impact	Goal 1	The overall impact of the attainment of all goals will be the increased success of the Native American students in postsecondary education
Sustainability	Goals 3 & 4	While we anticipate that elements of all goals will be sustained, goals related to school/community relations and ongoing professional development are essential to

Evaluation Component	Project Goals/Objectives	Comments
		the sustainability of the project
Transportability	Goals 2, 3, & 4	The project should be transportable to other schools and districts with a high proportion of Native American students; elements of these 3 goals are especially important to transportability
Metaevaluation	All goals	As part of both the development of the project and the development of the final summative report, it will be important to summarize results of previous projects related to the success of Native American students. A brief summary is included in this application, but will be expanded upon funding and again at the end of the project.
Final synthesis report	All goals	

(i) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (5 points)

Employing the classic methods of Scriven, Tyler, and Stufflebeam will assure that the evaluation methods are thorough, looking at formative and summative aspects as well as at objectives for both processes and products. Other factors to be studied or data to be collected include, but are not limited to, project activities and time lines; numbers of participants in and evaluations of activities; and evidence of problems, weaknesses, and strengths. Major events, plans, and activities in this project will serve as implementation indicators to be used to measure program effectiveness in relation to time lines and milestones. Context indicators, such as collaboration and cooperation among partners and constituents, will also be used to evaluate the project.

(ii) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible. (15 points)

The use of Stufflebeam's CIPP model, in which context is a key element, will ensure that the evaluation considers, and is appropriate to, the context of the project. Further, the researchers, districts, and evaluators involved in the proposed project have worked with the MREC Consortium for some time, have worked together, know one another, and know the context of the individual districts as well as of the

Consortium as a whole.

(iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)

The qualitative and quantitative methods to be used are noted in Table X. These methods, which have been used by the evaluators in a number of other projects, including other projects in this geographic area, are known methods that produce reliable results. ßeta Group, a nationally known evaluation group led by Judith Wilde, a professional evaluator of programs and services for ELs and Native American students, with staff member Mari Rasmussen, a native of North Dakota who worked with districts throughout the state providing educational guidance for EL and Native American students for 20 years, will provide a comprehensive evaluation based on these data. In addition to the formative evaluation, the outcome(s) of each objective will be documented through summative evaluations from the perspective of both inside the project, by MREC leadership and from outside the project by ßeta Group. Because the goals of this project are both process- and product-oriented, these methods of evaluation are entirely appropriate.

(iv) *The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (5 points)*

The process aspects of the project evaluation will provide guidance about effective strategies for those wanting to replicate or test the project in other settings. The evaluators have great respect for, and use of, documents that can help future projects to replicate projects. This can be documented by previous evaluation projects and clients (see http://www.betagroupconsulting.com).

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