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Primary CIRCLE Abstract

The Missouri River Education Cooperative in North Dakota, a consortium of school districts in the central part of the state is the lead on a grant proposal that will assist elementary schools in providing a foundation of academic English proficiency and self-efficacy for students, leading to secondary and post secondary success. This five-year proposal, submitted to the Office of English Language Acquisition under the Title III Native American and Alaska Native Children in Schools Program, in collaboration with the Three Affiliated Tribes of the Fort Berthold Reservation, Standing Rock Sioux Tribe and Saint Bernard's Mission School of the Standing Rock Reservation, targets Native (NA) American English Learners (EL) s from kindergarten through fifth grade.

Five schools will be served, with a total of **576 students** from language groups that include **Arikara and Lakota/Dakota**. The 576 students will also be served in year 2, 3, 4 and 5, though the numbers may vary as new students enter kindergarten and others transition to middle school. The project schools include: Cannon Ball Elementary, Selfridge Elementary, Standing Rock Elementary, St. Barnard's Mission School and White Shield Elementary. These five schools span two Native American Reservations and include state, Bureau of Indian Education and privately funded schools.

Primary CIRCLE, as the project is called, is an **instructional program** that focuses on providing enhanced, sheltered instruction for the NA ELs, using culturally responsive, standards based instruction. Though the main focus is on instruction, with objectives to increase student achievement, the proposal includes activities that will enhance the educational systems, support parents and improve the skills of the teaching staff. The project design uses a peer coaching and ongoing professional development model to provide educator support.

Primary CIRCLE is based on five interwoven goals that support student success. Consistent with this focus on collaboration, the overall project goal is to increase academic English language proficiency (ELP) to assure success for project students in secondary education and post secondary education, is supported by goals addressing student, staff and community needs. These include; data-based decision-making, parental involvement, NA language/culture, implementation of civic learning/engagement, and professional development.

Primary CIRCLE proposes to meet Competitive Preference Priority 1 and 2, in addition to Invitational Priorities 1, 2, and 3 through the goals, objectives and activities.

- **Competitive Priority 1 (*increasing postsecondary success*)** will be met through Goal 1, which specifically addresses secondary and post-secondary success with project students through a number of research-based activities which will increase their English language proficiency and academic achievement, along with providing them with a greater understanding of options for the future and skills to make choices.
- **Competitive Priority 2 (*enabling more data-based decision-making*)** will be met through Goal 2, addressing data-based decision-making with project schools. Specific activities include the inclusion of additional data elements in the data collection system, online

portfolios and training for all those involved with the education process, including parents and students.

- **Invitational Priority 1 (*supporting Native American language instruction*)** will be met through Goal 4, addressing NA language instruction with project students. The activities for this goal include the involvement of community elders and school personnel to enhance current language teaching curriculum, develop materials and an assessment.
- **Invitational Priority 2 (*parental involvement to improve early learning outcomes*)** will be met through Goal 3, which addresses school/community connections with project staff and parents. Objective 3a specifically addresses parental involvement. The early learning focus of this priority is also met since the target grade levels include the primary level. In addition, the students qualify as high need, due to their eligibility for free and reduced meals, status as ELs, and lack of academic achievement.
- **Invitational Priority 3 (*civic learning and engagement*)** will also be met through Goal 3, addressing school/community connections. Objective 3c and corresponding activities, involving the development of a curriculum, specifically address civic learning and engagement.

Specific project activities include the following:

Professional Development: Training activities will primarily focus on the need to support teachers in implementing culturally appropriate, standards-based instruction, allowing students to develop academic English language proficiency. Training will also address all goals of project; including data-based decision-making, civic engagement, parental involvement, and Native language and culture. Training will be research-based, on-going, use technology, including webinars and online discussion boards. Graduate and credit will be provided when possible.

Community and Parent Activities: Goal three of the project includes several objectives that support greater involvement of parents and community members in school activities. The project parental involvement activities are designed to enhance and coordinate with current activities in schools, as opposed to conflicting with them. Parents and community are also involved with data collection efforts, civic engagement curriculum and Native language and cultural activities.

Project Final Outcomes: The project includes a number of outcomes that fall into the categories of; student achievement, personnel development, product development and system improvement. Students will increase in achievement, understanding of future options, knowledge of civic issues and Native language skills. Educators will improve in teaching skills and knowledge of how to use data. Parents and community members will have greater involvement in school activities. The project will also include updated standards-based curricula and resource materials in the different areas addressed in the project, from post-secondary success, to civic engagement and Native language/culture.

Program Curriculum, assessments and features: The project includes several objectives involving curricula development, assessment and materials development. State assessments will be used to demonstrate student progress in reading and English language proficiency. The curricula developed will be used to supplement and enhance current school curricula. Assessments developed to determine student success in different areas of the project will use performance and authentic activities for measurement.

Primary CIRCLE

Introduction

The Missouri River Education Cooperative (MREC) in collaboration with the Three Affiliated Tribes of the Fort Berthold Reservation, Standing Rock Sioux Tribe and St. Bernard's School of the Standing Rock Reservation proposes a project that will assist elementary schools in providing a foundation of academic English proficiency and self-efficacy for students, leading to secondary and post secondary success. 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 (NAM), targets Native American (NA) English Learners (EL) from kindergarten through fifth grade. It is based on a circular philosophy that interweaves education, culture,

parents and community. The belief that a supportive and nurturing educational environment acknowledging and valuing cultural beliefs and practices, promoting the collaboration of the school, parents and the community and those who draw upon the wisdom of the elders will lead to strong, resilient young adults who possess the skills to thrive in both the Native and the non-Native world is the foundation. Consistent with this focus on collaboration, the overall project goal, to increase academic English language proficiency (ELP) to assure success for project students in secondary education and post secondary education, is supported by goals addressing student, staff and community needs. These include; data-based decision making, parental involvement, NA



language/culture, implementation of civic learning/engagement, and professional development. The project proposes specific tasks with measurable outcomes, yet all activities are integrated within the school curricula and activities, with project personnel serving as coaches, facilitators and liaisons.

Project Overview

Primary CIRCLE, as the project is called, is based on five interwoven goals that support student success. The term “**Primary**” reflects the focus on the primary grades and “**CIRCLE**” expresses the use of both Cultural and Interdisciplinary Resource Centers for Language Enhancement (CIRCLE). This name also echoes the NA belief in the power of the circle, affirming the cultural foundation for the project because the Lakota elders say everything Tribal people do is in a circle since the power of the world always works in circles and everything tries to be round.

Primary CIRCLE proposes to meet Competitive Preference Priority 1 and 2, in addition to Invitational Priorities 1, 2, and 3 through the goals, objectives and activities.

- Competitive Priority 1 will be met through Goal 1, addressing secondary and post-secondary success through a number of research-based activities, increasing English language proficiency (ELP) and academic achievement, along with developing student understanding options for the future and skills to make choices.
- Competitive Priority 2 will be met through Goal 2, addressing data-based decision-making with project schools. Specific activities include the inclusion of additional data elements in the data collection system, online portfolios and training for all those involved with the education process, including parents and students.

- Invitational Priority 1 will be met through Goal 4, addressing NA language instruction. The activities include the involvement of community elders and school personnel to enhance current language teaching curriculum, develop materials and an assessment.
- Invitational Priority 2 will be met through Goal 3, addressing school/community connections with project staff and parents. Objective 3a specifically addresses parental involvement. The early learning focus is also met since the target grade levels include the primary level. In addition, the students qualify as high need, due to their eligibility for free and reduced meals, status as ELs, and lack of academic achievement.
- Invitational Priority 3 will also be met through Goal 3, addressing school/community connections. Objective 3c and corresponding activities, involving the development of a curriculum, specifically address civic learning and engagement.

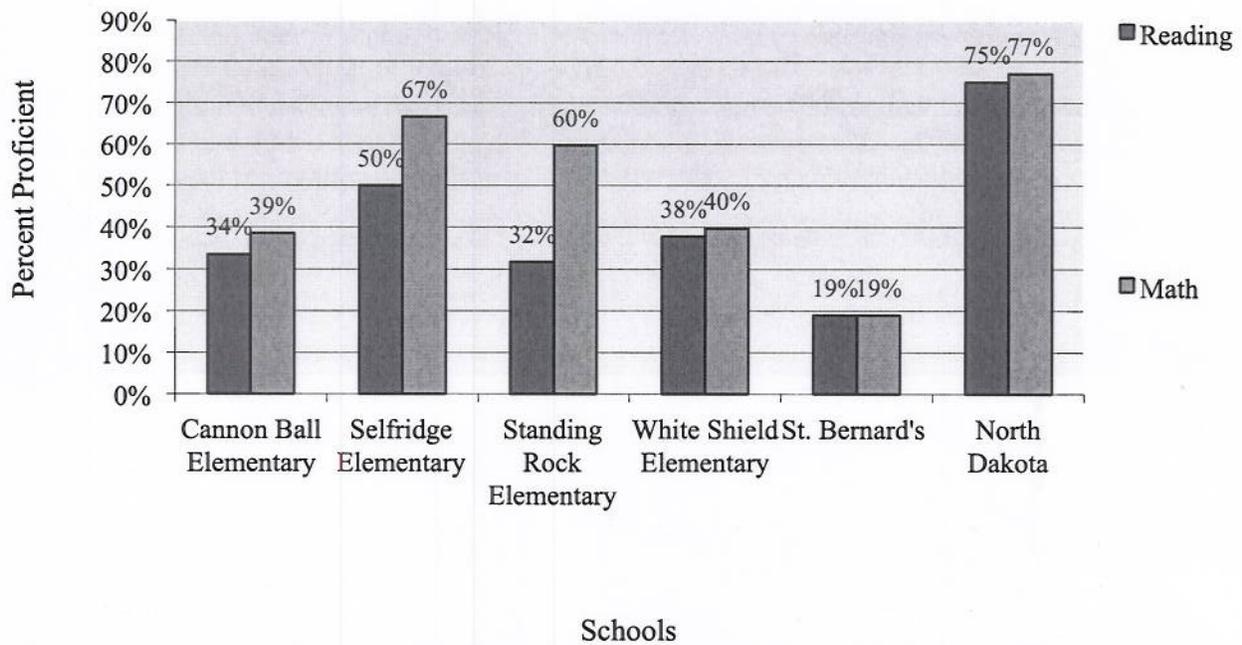
In addition, the Priorities met through specific goals, objectives and activities are also supported by professional development activities. Goal 5 has six objectives that address professional development and all relate to the priorities.

Need for Project

MREC is a consortium of 40 school districts and 5 colleges and universities in North Dakota (ND). Situated in the central part of the state, it covers 12 counties, serves over 20,000 students, and includes two Indian reservations; Standing Rock and Fort Berthold. ND is an upper mid-western state, with an overall population of nearly 700,000 and a school enrollment of 107,114 students. The state has benefitted from an oil boom in recent years, boosting the economy and lowering unemployment. Unfortunately, the resources generated from the oil have not trickled down to the reservation; and the schools continue to have high rates of limited English proficiency (LEP), low achievement, poverty and drop-out.

Primary CIRCLE originated from the need for MREC to address the LEP, low achievement, and poor graduation rates of NA students on the reservations. Schools also struggle with the low socio-economic status of students and a “disconnect” between school and community. All reservation schools provide nearly 100% free and reduced meals to students, qualifying them as “High-poverty Schools” under the Richard B. Russell National School Lunch Act. No school made Adequate Yearly Progress (AYP) goals under the state Title 1 accountability plan; all are in school improvement or corrective action status. As Figure 1 demonstrates, all project schools score significantly below state averages for achieving proficiency on state reading and math assessments.

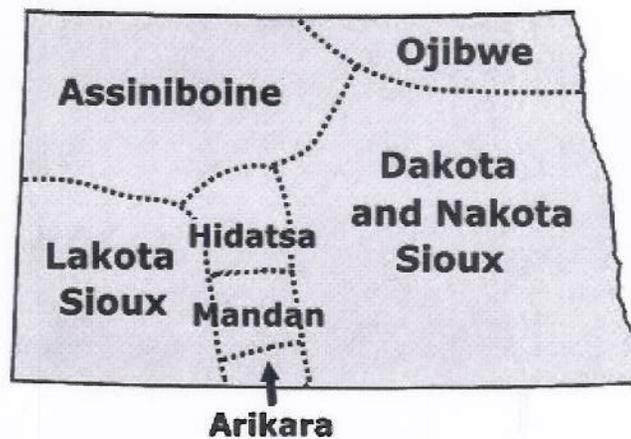
Figure 1 Achievement Data 2011 - 2012



NA students in MREC schools comprise several tribal and language backgrounds. These groups include the Hidatsa, Arikara and Mandan languages of the Three Affiliated Tribes, as

well as the Lakota, Dakota and Assiniboine languages of the Sioux Tribes and the Ojibwa language of the Turtle Mountain Band of Chippewa. Figure 2 shows the historical NA language groups in ND. Though many Native elders use their language on an everyday

Figure 2: Historical Languages of ND



basis, overall usage has drastically reduced over the years, and is sometimes only heard at Tribal events. In addition, many elders, proficient in the language, have died. There is a need for schools in ND to assist Native communities with this effort of carrying on the language and traditions to the younger generation.

Though the families have been exposed to English for several generations, many continue to qualify as limited in English proficiency and lag behind academically. This factor is attributed to a number of reasons, including the vast differences between English and Native cultures and languages, isolation of reservation communities, historical trauma, related to massacre and war and the use of inappropriate educational methods.

Romero-Little explains that traditional NA approaches to teaching children are in sharp contrast to the teaching practices followed in the mainstream classroom. Native methods are “are non-coercive and much more child-centered than teacher-centered” (2010, p. 284). She explains that ways of communicating are also vastly different. 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. “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” (2010, p. 287).

Project School Data

Primary Circle will serve **576 NA EL students** from kindergarten through fifth grade. Five schools are included in the proposal. The Solen-Cannon Ball, Selfridge, and Standing Rock school districts serve students that are predominantly Lakota/Dakota. White Shield School District serves primarily Arikara students. St. Bernard’s School serves mainly Lakota/Dakota students. Project school and student numbers are provided in Table 1. Students and staff in the five project schools will receive direct services, but through project activities involving data collection, online portfolios, online resources and professional development, the project will ultimately affect a greater number of students, teachers and community members.

Table 1: Student Data

School District	Grades	Enrollment	NA EL	NA
Cannon Ball/Solen	K - 5	119	51	119
Selfridge	K - 5	59	30	52
Standing Rock	K - 5	378	248	278
White Shield	K - 5	57	27	57
St. Bernard’s	K - 5	70	35	70
Totals		683	391	576

Project Design

The needs of the students are addressed through a strong, project design that draws upon educational theory, research and Native ways of knowing. It is an integrated system, with objectives and activities that not only support the specific goal they were developed for, but are also supportive of the other goals and objectives. The evaluation design complements the project design since it not only provides data to measure the objectives, but also will provide data for

program improvement. All project goals, objectives and activities will be coordinated within existing school district programs and curricula.

Research and Theoretical Basis of Project Design

Though a number of educational theories and approaches were used for the project, the overall theoretical basis is a naturalistic, social constructivist approach that supports student learning through a model of education that involves school, community and family. As Fayden explains, “Learning is a social operation. It is intimately tied to our interdependence on others – Families, peers, teachers, and friends” (2005, p. 154). The project also uses research findings in areas of NA, standards based, and EL education as well as professional development.

Essential to this approach are the needs and voices of the learners. Bergstrom, Cleary and Peacock found that NA students are proud of being an “indigenous person,” and stressed the need to have family and community support, culturally appropriate instructional methods and teachers who are knowledgeable in cultural norms, expectations and values (2003, p. 35).

The National Clearinghouse for English Language Acquisition found in a summary of research (2011) that several factors contribute to secondary and post secondary success for NAs such as: use of Native language and culture in the curriculum, positive, culturally responsive school climate, expectations for success, close connections between family, community and school, and supportive and involved educational staff.

These supports were lacking in the past, as the boarding school system, that many NAs experienced, “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” (Barrett & Britton, 1997). When the children were home they were learning about their Native ways, but this wasn’t supported in the

schools, many Native people lost contact with aspects of their traditional life. Unfortunately, the use of inappropriate teaching strategies with NA students did not end with the closing of boarding schools and continues to present barriers to learning (Reyhner & Hurtado, 2008).

Primary CIRCLE proposes to counteract the negative experiences and failures that NA children have experienced and replace them with success. The project will incorporate keys to success for ELs that include: engaging students in challenging, theme-based curricula to develop academic concepts, drawing on students' backgrounds - their experiences, cultures, and languages, organizing collaborative activities and scaffolding instruction to build students' academic English proficiency, and creating confident students who value school and value themselves as learners (Freeman & Freeman, 2003).

Project activities will also be standards-based and the overall focus of the project will be supporting students in reaching ELP achievement goals. ND is a member of the World-class Instructional Design and Assessment Consortium (WIDA) and has adopted the WIDA ELD standards and assessment. These standards, in addressing academic ELP, provide students with access to academic content standards, including Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), which ND has adopted.

Instruction will be provided in a "scaffolded" system that allows for greater intervention for students with greater needs. This multi-tiered approach, based on Response to Intervention (RTI) theory, and developed by the Council of Great City Schools for the implementation of CCSS with ELs (Gamm, et al., 2012), is applicable to the multiple needs of the Primary CIRCLE students.

Teachers will be guided by a WIDA-certified consultant with support from project personnel, in a coaching model designed to develop instructional strategies using ELP and content standards

with culturally appropriate themes. Project teachers will also be supported through collaboration and a research-based peer coaching model. Peer coaching, a 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) allows teachers to work together professionally thereby eliminating feelings of isolation, and encouraging reflection and analysis. Technology will be used to support the teacher-centered philosophy by allowing for online discussion and blogging.

Overall, Primary Circle includes the following.

- *Student Focus:* Culturally responsive, standard-based instruction, career building and awareness, civic learning and engagement, and heritage language and cultural activities to foster strong connections with school, families and community.
- *Teacher Focus:* Professional development, modeling and coaching, as well as curriculum development to assist in developing skills and knowledge that support instruction.
- *Parent and Community Focus:* Collaboration with school staff and community members promoting strong home/school partnerships that reflects NA culture and fosters positive cultural identity.
- *System Focus:* Use of data and student record databases, revised curricula and additional available resources through curricula, materials and other instructional supports.

Project Goals and Objectives

The goals and objectives of Primary CIRCLE is grounded in theory, research and need, which provides a solid framework that is measurable, yet consistent with a social constructivist flexible approach, allowing for adaptations as data emerge from evaluations. Table 2 provides

an overview of the goals, objectives and outcomes whereas Table 3 provides the student benchmarks. The timeline in Table 4 provides a schedule of activities and outcomes.

Goal 1: To increase the secondary and post-secondary success of project students by supporting academic English language proficiency.

The first goal provides the overall focus for the project by addressing the expectation of success in secondary schools and after graduation. It will be achieved through implementation of activities that support academic ELP. The objectives are also consistent with the Government Program Results Act (GPRA) indicators related to the NAM Program. Activities include an emphasis on addressing academic English, culturally responsive curricula, and developing career aspirations. MREC will serve as the center for cultural activities and curriculum development with interdisciplinary resources. A website will be developed, allowing school districts to work together, despite the distances between rural sites. The website will also be used to maintain completed materials and to provide updates and other information on grant activities.

Goal 2: To improve the capacity of schools to make data-based decisions regarding students.

The second goal addresses the improvement of educational systems and personnel to better serve students through data collection as well as support in using the data to improve achievement. Data will be collected on students entering the system at kindergarten and will be available as students transfer to other schools or transition to middle school. The project staff will work with existing data collection systems to provide additional elements related to the needs of project students. Consistent with the efforts of this goal is the objective on developing electronic student portfolios which will be designed in collaboration with teachers, parents and students and include other helpful information that teachers can access to differentiate instruction. These data enhancement activities will particularly benefit a rural, highly mobile

student population in that it eliminates lag time in instruction when students transfer into a new system.

Goal 3: To Enhance school/community connections to support student learning.

The third goal addresses the importance of community/ parent involvement and civic engagement. Whereas the first goal provides 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, Goal Three can be considered the source from which the project gains its energy. Students learn, achieve and succeed within the comfort and wisdom of community and family members. This goal also supports efforts to coordinate with community cultural centers and organizations, such as the tribal education departments and the community cultural centers.

Goal 4: To Increase the Native language and cultural skills of project students.

The fourth goal, similar to the third, also involves the community and supports the goal on academic achievement by incorporating Native culture and language into the curriculum, which, according to research, is correlated with academic success. It also supports the focus on secondary and post secondary success since research demonstrates that individuals who are connected with their cultures, traditions and communities excel in resiliency and self-efficacy; attributes that contribute to strong, productive adult lives. As in the other goals, this goal will be achieved through a collaborative approach in developing language and cultural curricula. A committee of elders will be used, in addition to school staff, tribal officials, community centers and community elders to identify cultural knowledge and language skills. The student assessment developed will use authentic and performance-based assessment measures. Student activities will also be authentic. Students will participate in summer language camps in which

they are immersed in their languages and traditions. School climate will be enhanced through culturally appropriate activities.

Goal 5: To Increase the skills of instructional staff, parents and community members to use educational data, and to meet the cultural, linguistic and academic needs of project students.

The last goal, like the goals addressing community and culture, also “fuels” the project, addresses professional development. The research-based professional development plan is designed to effectively affect teachers and, ultimately, student achievement. It is aligned with project goals, and includes opportunities for active learning and collaboration, as well as ongoing activities and continuous feedback (Archibald et al., 2011; Gamm, et al., 2012). Consistent with best practices, it involves an outside expert who both provides professional development and works with project staff. The project staff will participate in the professional development planning, but also be responsible to provide follow-through and coaching. Activities will use a blended learning approach that involves face-to-face, webinar and online interactions. Graduate credit will be available from the University of ND. Mari Rasmussen, PhD, a certified WIDA consultant who has provided training nationally and is familiar with the needs of ND students, will be the lead consultant on the development and implementation of the professional development plan that will focus on standards-based instruction.

The professional development activities will address specifically six overlapping areas that match the interwoven, integrated focus of the project.

1. *ELP and content standards in a culturally appropriate context:* The project will support academic ELP among students by providing professional development for project teachers on state-accepted WIDA ELP standards. The focus of the training is to facilitate teachers in developing culturally appropriate materials and curriculum, using ELP, CCSS and NGSS

standards. Materials will be developed that will be available through the project-developed website.

2. *Instructional strategies for NA ELs:* Educational staff will receive training on program models that have been shown to be effective with NA ELs.
3. *Data-based decision-making for educators:* School staff and parents will be trained on the use of data for student success and online portfolios.
4. *Parental involvement:* Training will be provided on ways to involve parents in the educational process.
5. *Civic learning and engagement:* Educators will receive professional development on the development of civic learn curriculum, emphasizing the need for student engagement and relevance to Tribal members.
6. *Native Language and Culture:* All professional development activities will be developed with an understanding of the local culture. In addition, specific training on the languages and cultures of the students enrolled in the target schools will be provided. This training will be coordinated with tribal efforts, cultural centers and other local activities. School personnel will also have the opportunity to participate in a summer camp, similar to students on the language and culture.

Table 2: Project Goals and Objectives

Goal 1: To increase the Secondary and Post-secondary Success of Students by Supporting Academic ELP.

Objectives ... By the end of the project ...	Activities	Personnel
Objective 1a: ... 75% of students will make progress in ELP as measured by state ELP assessment.	<ul style="list-style-type: none"> Develop curriculum, materials & survey on career & post secondary options. Develop online cultural, inter-disciplinary resource centers. Provide instructional coaching for teachers. Incorporate culturally appropriate instructional activities into curriculum. Provide support w/ state assessments. 	<ul style="list-style-type: none"> Project Director Instructional Coach Cultural/community Liaison Parent Advisory Committee School District Personnel Evaluation Team
Objective 1b: ... 50% of students will attain proficiency in English, as measured by state ELP assessment.		
Objective 1c: ... 50% of students will score proficient or higher on the annual state achievement test in reading.		
Objective 1.d. ... students will have greater awareness of post secondary options, as measured by project developed survey.		

Goal 2: To improve the Capacity of Project Schools to Make Data-Based Instructional Decisions

Objective By the end of the project...	Activities	Personnel
Objective 2.a: ... schools will have more data on which to base decisions, as measured by an increase of at least 5 data elements.	<ul style="list-style-type: none"> Assess current data collection system & build additional collection items determined by survey of needs. Assess educator needs for information. Assess parent & student needs for 	<ul style="list-style-type: none"> Project Director Project Data Coordinator Instructional Coach Preschool program
Objective 2.b: schools will have more information about students' skills & ELP levels as measured by the implementation and use of online student portfolios.		

Objective	Activities	Personnel
Objective 2.c: ... parents & community members will have a greater understanding of data, as measured by project assessment.	information on data. <ul style="list-style-type: none"> Assess needs for portfolios & work w/ data system to build online portfolios. 	administrators School District Personnel <ul style="list-style-type: none"> Parent Advisory Committee
Objective 2d: ... students will develop an awareness of the role of achievement, data & assessment in making college and career decisions.	<ul style="list-style-type: none"> Coordinate with pre & middle schools to track and collect student data. Incorporate information on data & assessment into lessons & curriculum. 	<ul style="list-style-type: none"> Evaluation Team

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

Objective: By the end of the project...	Activities	Personnel
Objective 3.a: ... the school parent advisory committees (PACs) will have an increase of 5 activities per year, as measured by attendance sheets, activity records, & surveys.	<ul style="list-style-type: none"> Enhance current PAC activities. Provide an increase of activities that involve teachers, parents, community members and students. 	<ul style="list-style-type: none"> Project Director Instructional Coach Cultural/community Liaison
Objective 3.b: ... there will be an increase of 5 activities per year involving teachers, parents, community members & students, as measured by sign-in sheets and surveys.	<ul style="list-style-type: none"> Develop curriculum on civic learning & engagement. 	<ul style="list-style-type: none"> School District Personnel
Objective 3c: ... students will have increased their knowledge & engagement with civic issues as measured by project developed assessment.		<ul style="list-style-type: none"> PAC & Community Evaluators

Goal 4: To Increase the Native language and Cultural skills of Project Students

Objectives: By the end of the project....	Activities	Personnel
Objective 4.a: ... teachers will have demonstrated the ability to integrate Native language and culture into the curricula, as measured by project-developed assessment.	<ul style="list-style-type: none"> Establish cultural/language committee, of elders & others, to examine curricula & identify essential NA knowledge & skills. 	<ul style="list-style-type: none"> Cultural/community liaison. PAC Native Language Teachers
Objective 4.b: ... students will have increased proficiency in Native languages as measured by project- developed assessment.	<ul style="list-style-type: none"> Develop NA language & culture curriculum, aligned with standards. 	<ul style="list-style-type: none"> School district personnel
Objective 4.c: ... schools will have integrated cultural values & traditions into the school climate, as measured by project developed assessment.	<ul style="list-style-type: none"> Develop NA language/culture assessments. Provide Native language/culture classroom instruction & summer immersion camps. Provide materials, activities to integrate culture into school climate. 	<ul style="list-style-type: none"> Community Elders Evaluation Team

Goal 5: To Increase Skills of Instructional Staff, Parents and Community to Meet the Cultural and Linguistic Needs of

Students

Objectives: By the end of the project....	Activities	Personnel
Objective 5.a: ... staff will have increased use of standards-based, culturally appropriate activities addressing students' ELP needs, as measured by surveys and assessments.	<ul style="list-style-type: none"> Provide training on standards-based, culturally appropriate instructional 	<ul style="list-style-type: none"> Director Instructional Coach

<p>Objective 5.b: ... staff will have the knowledge to make data-based decisions, as demonstrated by project-developed surveys and observations.</p>	<p>strategies for staff.</p> <ul style="list-style-type: none"> • Provide training on using educational data & online portfolios to make data-based decisions. • Provide training for parents on student data & online portfolios. 	<ul style="list-style-type: none"> • Cultural/community liaison • PAC • School district personnel • Professional
<p>Objective 5.c: ... parents will have increased knowledge of student educational data, as measured by project-developed surveys and observations.</p>	<ul style="list-style-type: none"> • Provide training on NA language, culture & ND tribal nations; offered as workshops during school year & summer immersion camp. 	<p>Development Consultants</p> <ul style="list-style-type: none"> • Community Elders & cultural experts
<p>Objective 5.d: ... staff will have increased knowledge of students' language/culture & history of ND tribes, as measured by project-developed surveys and observations.</p>	<ul style="list-style-type: none"> • Provide training on Civic Learning and Engagement. 	<ul style="list-style-type: none"> • Evaluation Team
<p>Objective 5e: ... staff will have increased knowledge of civil learning and engagement, as measured by project-developed surveys and observations.</p>	<ul style="list-style-type: none"> • Provide training on parental involvement. 	
<p>Objective 5f: ...staff will have increased knowledge of parent-involvement methods, as measured by project-developed surveys, observations, and sign-in sheets.</p>		

Table 3: Student Achievement Benchmarks

Summary Objective	Measurement Tool	Year 1 Benchmark	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark
Objective 1a: 75% of project students will make progress in ELP as measured by state ELP assessment.	WIDA ACCESS for ELLs.	5% of students will increase their scale scores.	15% of students will increase their scale scores.	30% of students will increase their scale scores.	50% of students will increase their scale scores.	75% of students will increase their scale scores.
Objective 1b: 50% of project students will attain proficiency as measured by state ELP assessment.	WIDA ACCESS for ELLs.	5% of students will attain proficiency.	10% of students will attain proficiency.	20% of students will attain proficiency.	35% of students will attain proficiency.	50% of students will attain proficiency.
Objective 1c: 50% of students will score proficient or higher on the annual state achievement test in reading.	ND State Reading Assessment (NDSA)	5% of students will score proficient or advanced.	10% of students will score proficient or advanced.	20% of students will score proficient or advanced.	35% of students will score proficient or advanced.	50% of students will score proficient or advanced.
Objective 1.d: Students will have a greater awareness of post secondary options as measured by projected developed survey.	Project developed survey	Planning & development.	Student responses on survey will increase by 10%.	Student responses will increase by additional 10%.	Student responses will increase by additional 10%.	Student responses will increase by additional 10%.

Summary Objective	Measurement Tool	Year 1 Benchmark	Year 2 Benchmark	Year 3 Benchmark	Year 4 Benchmark	Year 5 Benchmark
Objective 2d: students will have a better understanding of data & assessment in making college & career decisions.	Project developed survey	Planning & development.	Student scores on survey will increase by 10%.	Student scores will increase by 10%.	Student scores will increase by 10%.	Student scores will increase by 10%.
Objective 3d: By the end of the project, students will have increased their knowledge & engagement with civic issues.	Project developed survey	Planning & development.	Student scores will increase by 10%.			
Objective 4.c: By the end of the project, students will have increased proficiency in Native language/culture.	Project developed assessment	Planning & development.	Students will average 40% correct on assessment.	Students will average 50% correct on assessment.	Students will average 60% correct on assessment.	Students will average 75% correct on assessment.

Table 4: Timeline and Milestones for Project Activities**Goal 1: To Increase the Secondary and Post-secondary Success of Students by Supporting Academic English Language Proficiency**

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Objectives 1a – 1.d					
Develop curriculum, materials & survey on post secondary options.	Plan in place for curriculum & survey development.	Curriculum developed; survey drafted.	Curriculum implemented; survey finalized & implemented.	Curriculum & survey implemented; revised as needed; materials drafted.	Final curriculum, materials & survey in place.
Develop online cultural, interdisciplinary resource centers.	Website & framework established for resource centers.	First phase of resource centers developed.	Second phase of resource centers developed.	Additional materials & resources developed.	Resource centers finalized.
Provide instructional coaching for teachers.	Plan developed for coaching support for teachers.	Coaching support plan implemented; revised as needed.	Coaching support plan implemented; revised as needed.	Coaching support plan implemented; revised as needed.	Coaching support plan implemented; revised as needed.
Incorporate culturally appropriate, standards-based	Awareness meetings on expectations for implementation of instructional	Instructional activities implemented.	Instructional activities implemented.	Instructional activities implemented.	Instructional activities implemented.

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Objectives 1a – 1.d instructional activities.	activities held.				
Provide support for students with state assessments.	Test-taking strategies & materials provided.				

Goal 2: To improve the Capacity of Project Schools to Make Data-Based Instructional Decisions

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Addressing Objectives 2a – 2d					
Assess data collection system; build more items, based on survey.	System surveyed to determine additional needs.	Additional elements identified & steps taken to implement them.	Data elements implemented; system adjusted as needed.	Data elements implemented; system adjusted as needed.	System finalized.
Assess educator needs for information on students.	Educators assessed.	Additional elements identified & steps taken to implement them.	Data elements implemented; system adjusted as needed.	Data elements implemented; system adjusted as needed.	Data elements implemented; system adjusted as needed.

Activities Addressing Objectives 2a – 2d	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Assess parent & student needs for information on data.	Students and parents assessed.	Additional elements identified & implemented.	Elements implemented; system adjusted as needed.	Elements implemented; system adjusted as needed.	Elements implemented; system adjusted as needed.
Assess need for portfolio; build portfolios.	Assessments conducted.	Draft online portfolio developed & field- tested.	Online portfolios implemented & revised as needed.	Online portfolios implemented & revised as needed.	Online portfolios implemented & revised as needed.
Coordinate with pre & middle schools to collect data.	Connections made; data identified.	System in place.	Additional data available & utilized.	Additional data available & utilized.	Additional data available & utilized.
Incorporate information on data & online portfolios into lessons & curricula.	Parents, students & school personnel informed of additional data collection efforts.	Plan developed to incorporate data & online portfolio information into lessons & curricula.	Lessons & information for curricula on data & portfolios implemented.	Lessons & curricula on data and portfolios used.	Lessons & curricula on data & portfolios used.

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

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
addressing objectives 3a – 3c					
Enhance current PAC activities.	Enhanced activities identified.	An additional 2 PAC activities conducted.	An additional 3 PAC activities conducted.	An additional 4 PAC activities conducted.	An additional 5 PAC activities conducted.
Provide increase of activities involving teachers, parents, community & students.	Current activities are reviewed; areas to be enhanced & identified.	An additional 2 activities are conducted.	An additional 3 activities are conducted.	An additional 4 activities are conducted.	An additional 5 activities are conducted.
Develop curriculum on civic learning & engagement.	Themes for curriculum are identified.	Draft curriculum is developed.	Curriculum is implemented; revised as needed.	Curriculum is implemented; revised as needed.	Curriculum is finalized.

Goal 4: To Increase the Native Language and Cultural Skills of Students

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Addressing Objectives 4a –4c					
Establish cultural/language committee to	Committee established; plan in place.	Essential NA knowledge, skills and traditional ways	Curriculum & school climate further reviewed;	Curriculum & school climate further reviewed;	Curriculum & school climate further reviewed;

Activities	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Addressing Objectives 4a-4c examine curricula; identify knowledge & skills.	of learning identified.	recommendations provided.	recommendations provided.	recommendations provided.	recommendations provided.
Develop NA language & culture curriculum, aligned with state standards.	Current curricula reviewed.	Curricula developed, based on recommendations by committee.	Curriculum revised & supplemented as needed.	Curriculum revised & supplemented as needed.	Curriculum finalized.
Develop culturally appropriate ways of being to enhance school climate.	Current school climates assessed for cultural appropriateness.	Enhancements drafted.	Enhancements implemented.	Enhancements implemented.	Enhancements implemented.
Develop materials to assist in teaching Native language & culture.	Current materials reviewed & plan drafted for additional materials.	Workshop held to develop materials to teach Native language & culture.	Workshop held to develop materials to teach Native language & culture.	Workshop held to develop materials to teach Native language & culture.	Materials catalogued, dissemination plan in place.
Develop assessments to show progress in language & cultural	Current assessments reviewed; revisions drafted.	Draft assessments field-tested.	Language/cultural assessment implemented.	Language/cultural assessment implemented.	Language/cultural assessment finalized.

Activities Addressing Objectives 4a –4c learning.	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Provide enhanced Native language/culture instruction, including summer immersion camps.	Students receive Native language & culture instruction.	Students receive enhanced school year instruction; summer camp provided.	Students receive enhanced school year instruction; summer camp provided.	Students receive enhanced school year instruction; summer camp provided.	Students receive enhanced school year instruction; summer camp provided.

Goal 5: To Increase Skills of Instructional Staff to Meet the Cultural and Linguistic Needs of NA Students

Activities Addressing Objectives 4a –4f	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Provide training on standard based, culturally appropriate instructional activities.	Plan in place to provide training.	1st set of workshops on instructional activities are provided.	2nd set of workshops on instructional activities provided.	3rd set of workshops on instructional activities provided.	Coaching & technical assistance on instructional activities provided.

Activities Addressing Objectives 4a -4f	Year 1 Milestone	Year 2 Milestone	Year 3 Milestone	Year 4 Milestone	Year 5 Milestone
Provide training on educational data and online portfolios.	Planning & development & activities completed.	Plan in place to provide teacher training.	1st set of workshops for teachers provided.	2nd set of workshops for teachers provided.	3rd set of workshops for teachers provided.
Provide training for parents on student data & portfolios.	Planning & development activities completed.	Plan place on parent training.	1st set of workshops for parents provided.	2nd set of workshops for parents provided.	3rd set of workshops for parents provided.
Provide training on NA language, culture & ND tribes.	Planning & development activities completed.	Plan in place for training.	1st set of workshops; summer camp provided.	2nd set of workshops; summer camp, provided.	Final expanded summer camp is provided.
Provide training on civic learning & engagement curriculum.	Planning, development & awareness activities completed.	Plan in place to provide training on curriculum.	Introductory workshops on curriculum provided.	2nd set of workshops on curriculum provided.	Final workshops provided.
Provide training on parental involvement.	Planning & development activities completed.	Plan in place for training.	Training on parental involvement provided.	Training on parental involvement provided.	Training on parental involvement provided.

Capacity Building

Primary CIRCLE proposes to build the capacity of the MREC to support project activities beyond the grant period by developing additional resources that will exist beyond the project and by providing data on exemplary project activities. All of the goals include some objectives and activities that both provide direct services and support to students and teachers *and* build infrastructure to continue improving the system. The specific “stand-alone” activities will provide examples of successful practices, and combined with evaluation data, serve as “flag-ship” models that merit adoption. Close relationships between the outside evaluation team and the project personnel will generate data that demonstrate the effectiveness of project activities and models. Regular reports to the MREC board and local school boards will provide administrators with the data needed to adopt project activities after funding ceases. Specific examples for each goal of activities that support capacity building include the following:

- Goal One includes curriculum, materials and resource center development that will extend beyond the grant period;
- Goal Two includes the enhancement of data collection and data warehouse systems that will extend beyond the grant;
- Goal Three involves the development of a curriculum on civic engagement that will extend beyond the funding of the project;
- Goal Four involves curriculum development, standards and an assessment on language and culture that will be in place after the funding ceases; and
- Goal Five includes professional development activities that allow instructional staff to improve their skills; staff members who 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 and to allow current staff members to provide the same information to future staff members.

Parental Involvement

The overall philosophy of Primary CIRCLE is based on a belief that students succeed in an environment in which the family and community are important elements in the educational process. Thus, 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 in the project because of their importance in providing cultural knowledge and connections with the students, consistent with research demonstrating that students who have a supportive community and family succeed at greater rates in post secondary institutions.

Project Personnel

MREC does not discriminate against members of groups traditionally underrepresented in educational settings. MREC will actively recruit from these categorical groups.

Project Director

Mr. Billy Demaree will serve as Project Director of Primary CIRCLE. Mr. Demaree has over 40 years' experience working in multicultural education settings. He has a Master's Degree in Educational Administration and has served as a principal and project director, in addition to having classroom experience. Mr. Demaree has directed a number of federal grants related to ELs and NAs and has 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 NAs, including a Cultural Recognition Award and Teacher of the

Year for Indian Students Award. Mr. Demaree is the current MREC Title III director and assessment coordinator.

Cultural Coordinator/Community Liaison

Kathy Froelich will serve as part-time Cultural Coordinator/Community Liaison. Dr. Froelich is an enrolled member of the Three Affiliated Tribes of the Fort Berthold Reservation and is of Arikara descent, one of the target languages of project students. She has lived on the Standing Rock Reservation for most of her adult life and familiar with the Lakota/Dakota culture and Language. She has a Ph.D. from the University of ND in Teaching and Learning, and has taught at both the college and K – 12 levels.

In conjunction with Mr. Demaree and Dr. Froelich, there will be two more additional staff members hired for the project and will include: a fulltime Instructional Coach and one halftime Data/administrative assistant.

Instructional Coach

Minimum Qualifications:

- Master's degree in an Bilingual/ ELL education or education-related area, with three to five years' experience teaching in a K-12 bilingual or ESL classroom and 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 and demonstrated experience working with NA students.

Data/Administrative Assistant

Minimum Qualifications:

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

Desirable Qualifications:

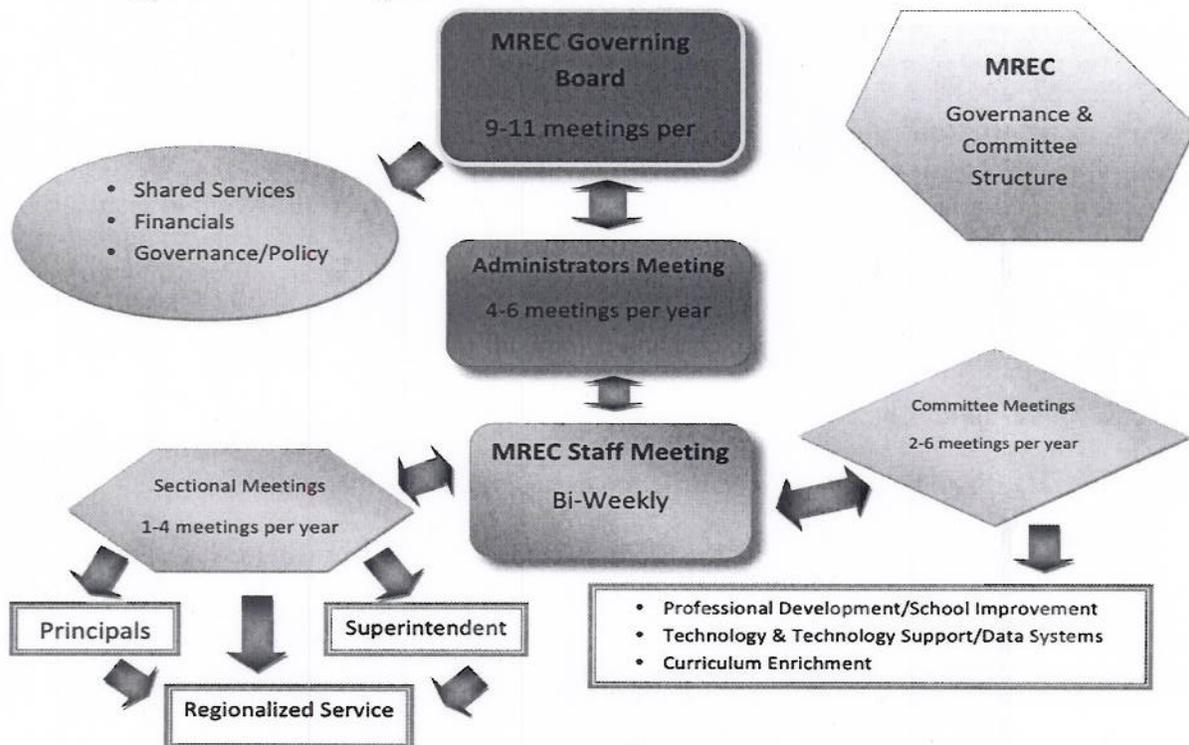
- Experience working with educational data in educational setting,

Management Plan

Primary CIRCLE will be managed within the administrative structure of MREC.

Management of the MREC is conducted through a governing board that operates through the consensus 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 will report to the MREC 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.

Figure 3: MREC Organizational Structure



Project management and accountability will be also achieved through the involvement of the PACs that represent the interests of the communities and family members. In addition to the director, all project personnel are responsible for assisting with the delivery of activities that will lead to meeting the goals and objectives in the grant. Though the project staff will work together as a team, the roles of project personnel are clearly defined, with specific titles and duties. Along with project personnel, school district personnel are 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 p.14.

The timeline, activities and milestones and corresponding budget are appropriate for the project and can be found on pp. 20. 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.

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 (typically year 1 and into year 2) and summative evaluation used for accountability purposes (at the end of each year, and for the final report). 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

Component	Project Goals/Objectives	Comments
	development.	
Product	Goals 3, 4, & 5	By the end of the project, there will be documentation that describes the processes and activities that led to the completion of these goals.
Product effectiveness	Goals 1 & 2	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 project students.
Sustainability	Goals 3 & 5	While we anticipate that elements of all goals will be sustained, goals related to school/community relations and ongoing professional development are essential to 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 NA 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 NA 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	

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 challenges and successes. Major events, plans, and activities in this project will serve as implementation indicators to be used to measure program effectiveness in relation to timelines and milestones. Context indicators, such as collaboration and cooperation among partners and constituents, will also be used to evaluate the project.

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 consultants, project personnel 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 state as a whole. This strengthens their ability to work together and for the benefit of the project.

The qualitative and quantitative methods to be used are noted in Table 5. 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. 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 Beta Group Consulting. Because the goals of this project are both process- and product-oriented, these methods of evaluation are entirely appropriate. Beta Group Consulting, a nationally known evaluation group, founded and led by Judith Wilde, PhD, a professional evaluator of programs and services for ELs and NA students will conduct the evaluation.

The process aspects of the project evaluation will provide guidance on effective strategies for those wanting to replicate the project in other settings and can be documented by previous evaluation projects and clients (see <http://www.betagroupconsulting.com>).

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Status: Submitted
Last Updated: 02/26/2013 10:43 AM

Technical Review Coversheet

Applicant: Missouri River Educational Cooperative (MREC) (T365C130005)
Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	30	27
Sub Total	100	95
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	110

Technical Review Form

Panel #1 - Native American Program - 1: 84.365C

Reader #1: *****

Applicant: Missouri River Educational Cooperative (MREC) (T365C130005)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

Note: For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 points)

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

Strengths:

The project design is comprehensive and will use various strategies to address the English Language Proficiency (ELP) population (p. 1). There is clear alignment between goals, objectives, and outcomes of this initiative. Targeted goals have been identified for areas regarding student focus, teacher focus, parent and community focus, and system focus (p. 9). Support services, remediation efforts, and other related school-wide systems will be used to cultivate these efforts. Various approaches related to content and pedagogy will be implemented to provide activities to improve teaching and learning outcomes. Approaches like comprehensive early learning, parents as teachers programming, and in-home language are included (pp. 4-6). Efforts are identified to foster greater cultural awareness, instructional strategies, data-based decision making, and civic learning (p. 13). Academic courses, supplemental instruction, and other institutional capacity building efforts will be used to sustain the activities that would have been instituted (pp. 1-27).

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:

(i) 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)

(ii) The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)

(iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

Strengths:

The selected project personnel have more than adequate qualifications to administer the project. The credentials of the proposed project director demonstrate competencies in the areas of project implementation, professional development, administrative and teaching, and other relevant experiences.

Weaknesses:

There are no clearly defined efforts toward attracting members from underrepresented groups to apply for the position (pp. 28-29). More details are needed about recruitment efforts.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, 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)**

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

Strengths:

The proposal identifies clearly articulated responsibilities, timelines, and milestones for accomplishing project tasks. The project includes a Project Director, Project Coordinator, and Project Staff involved in executing these various activities (pp. 20-26). Each of the goals and objectives has presented specific tasks, primary participants, methods used, tangible outcomes, and timeframe. There is an appropriate time period established for data collection and analyses. Milestones have been reasonably proposed to meet the demands of the project's initiative (pp. 20-26). Efforts have been included for feedback and continuous improvement. Multiple stakeholders will be invited to provide input toward the overall implementation of the project.

Weaknesses:

There are no identifiable weaknesses in this section of the proposal.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

(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)

Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.

(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)

Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance

measures discussed in section VI of this notice.

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

(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)

Strengths:

The methods used in the proposal are appropriate to the project as they are thorough, feasible, and appropriate to the demands of the project. Both qualitative and quantitative data collection measures are being used (pp. 31-34). Student achievement data, surveys, and interview data are some of the data that will be collected (pp. 30-34). Formative will be conducted and details are provided about the processes used (p. 31). Evaluation plan will be inclusive of data toward sustaining the efforts of internal and external stakeholders.

Weaknesses:

More details are needed about the summative evaluation (pp. 31-34). The proposal indicates that the summative will be administered, but there no details about the implementation of the summative.

Reader's Score: 27

Competitive Priority 1 - Increasing Postsecondary Success

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Strengths:

The proposal focus on building skills in language and culture. There is emphasis on getting students involved early in the pipeline for toward improving the likelihood they would want to attend college.

Weaknesses:

There are no identified weaknesses in this section of the proposal.

Reader's Score: 10

Competitive Priority 2 - Enabling More Data-Based Decision-Making

1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this

notice), in one or more of the following priority areas:

- (a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.
- (b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Strengths:

There are data efforts integrated within the project. Data will be collected from internal and external stakeholders who will contribute toward decision making efforts.

Weaknesses:

There are no identified weaknesses in this section of the proposal.

Reader's Score: 5

Status: Submitted
Last Updated: 02/26/2013 10:43 AM

Status: Submitted
Last Updated: 03/04/2013 10:52 AM

Technical Review Coversheet

Applicant: Missouri River Educational Cooperative (MREC) (T365C130005)
Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	30	30
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	30	30
Quality of the Project Evaluation		
1. Project Evaluation	30	24
Sub Total	100	92
Competitive Priority 1		
Increasing Postsecondary Success		
1. Postsecondary Success	10	10
Sub Total	10	10
Competitive Priority 2		
Enabling More Data-Based Decision-Making		
1. DataBased Decision Making	5	5
Sub Total	5	5
Total	115	107

Technical Review Form

Panel #1 - Native American Program - 1: 84.365C

Reader #2: *****

Applicant: Missouri River Educational Cooperative (MREC) (T365C130005)

Questions

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

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

Note: For example, applicants might, in addressing this factor, include in their application ambitious, measurable objectives that reflect the performance measures discussed in section VI of this notice regarding improved student English language proficiency and reading proficiency, and that include annual targets of expected student achievement in English language proficiency and in reading proficiency. Applicants also might include measurable objectives that reflect all or some of the competitive preference and invitational priorities, if they choose to address those priorities.

(ii) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance. (5 points)

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

Strengths:

(i)

Five goals with measureable objectives for each are identified and include the specific percentages of students who will accomplish the objective or the number, data, or specific outcome that indicates achievement of the objectives. (pp. 14-17) For example the 75% of students will make progress in English language proficiency for objective one which addresses increasing secondary and postsecondary success of student by supporting academic English language proficiency. Another example is schools will improve capacity to make data based instructional decision making by increasing to 5 the data elements upon which teachers make student and program decisions. (p. 14) Activities to achieve each of the objectives and the personnel responsible are identified. The goals correlate with each of the invitational and competitive priorities. (pp. 14-17)

(ii)

The applicant has provided a comprehensive description of how they will build capacity. For each of the program goals, specific activities are identified to build capacity. For example, curriculum materials and a resource center will be developed and last beyond the scope of the project. Data collection will be stored and used beyond the grant period. Staff development will have a significant impact embedding strategies to enhance children academic readiness and learning provide long term benefits for children and their families. Staff training and coaching will help refine the current staff's skills and extend to future staff members. (pp. 14-28)

(iii)

Parental involvement is interwoven into all aspects of the program and clearly delineated in Goal 3 objectives and activities. (p. 28) Some of the objectives include adding five Parent Advisory Council activities, for parents, and developing a curriculum for civic learning and involvement for parents. (p. 15) The MREC board and local school boards will be provided with information and evaluation data on activities that would warrant adoption in the individual school districts after funding ceases. (p. 27)

Weaknesses:

(i)

No weaknesses noted.

(ii)

No weaknesses noted.
(iii)
No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the following factors:
- (i) 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)
 - (ii) The qualifications, including relevant training and experience, of the project director or principal investigator. (4 points)
 - (iii) The qualifications, including relevant training and experience, of key project personnel. (4 points)

Strengths:

(i)
The applicant states they will not discriminate against members of groups traditionally underserved. (p. 28)

(ii)
The Project Director is identified and has a Master's Degree in Educational Administration and 40 years of experience working in multicultural educational settings. Experience includes federal grants related to English Language Learners, data based decision making, and school reform. He brings a strong set of skills and knowledge to the program that will ensure implementation and achievement of the project goals. (pp. 28-29)

(iii)
Other program staff includes the .5 Cultural Coordinator/Community Liaison, the 1.0 Instructional Coach, and the .5 Data/Administrative Assistant. The qualifications including the minimal and desired qualifications and experience are provided. For example the Instructional Coach must possess a Master's degree in Bilingual/ELL education and five years of teaching experience in K-12 bilingual or ESL classrooms. Key project personnel will be highly qualified and have the skills and background needed to implement the program and achieve the project goals and objectives. (pp. 29-30)

Weaknesses:

(i)
The applicant does not provide and identify the recruitment strategies and the audiences and types of media they would use to encourage applicants traditionally underserved. (p. 28) (2 points not awarded)

(ii)
No weaknesses noted.

(iii)
No weaknesses noted.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, 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)

Note: For example, applicants, in addressing this criterion, might include in their application information on how management activities support the accomplishment of each objective, costs associated with the accomplishment of each objective, persons responsible for each management activity, and timeframes for the completion of each management activity.

Strengths:

A comprehensive description of the management plan is presented and includes project governance, program and personnel management, and a detailed description of the specific activities for each objective including milestones and benchmarks, and personnel responsible. (pp. 30-31) A five year timeline is presented for each of the goals. A governing board representing each of the schools involved in the project, an administrators group, and MREC staff will meet periodically during the year. (PP. 30-31) Responsibilities of each group are delineated and create a strong infrastructure and support system to ensure the project is implemented and goals are achieved. (pp.(P. 14) Budget costs are directly correlated with program activities and address the project goals and objectives. (pp. 20) A strong, layered and interwoven system has been developed to manage the project. (pp. 14-31)

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:
 - (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)
Note: For example, applicants, in addressing this factor, might include in their application information on how each proposed objective, including those objectives addressing competitive priorities and invitational priorities (if the applicants choose to address those priorities), will be evaluated.
 - (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)
Note: For example, applicants, in addressing this factor, might include in their application information on how the proposed project will collect, analyze, and report quantitative data on the performance measures discussed in section VI of this notice.
 - (iii) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies. (5 points)
 - (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)

Strengths:

(i)

The applicant has designed an inclusive evaluation system that will use Scriven (formative and summative approaches), Tyler (objectives-oriented approach, and Stufflebeam (context-input-process-product (CIPP)) methods to assure the evaluation is thorough and valid, reliable and appropriate for the program goals. A professional evaluator of programs and

services for ELs and NA work with the Project Director and staff to implement the evaluation. (pp. 31-34)

(ii)

The applicant will use Tyler's objectives oriented approach for the objectives that address measurable participant behaviors. This will be supported by Stufflebeam's CIPP model to address the process and product oriented goals. A table delineates the component to be evaluated and the project goals and objectives including the quantitative and qualitative methods. (pp. 32-33) Quantitative and qualitative data will be used for formative and summative evaluation by the staff, governing board, and administrators for guidance and identification of effective strategies.

(iii)

Using the formative and summative data, the applicant will use major events, plans, and activities as indicators to measure program effectiveness as they relate to the project timelines and milestones. This will include collaboration and cooperation among partners and constituents. This component of the evaluation will identify promising and effective strategies for successful practices that could be used in program replication. (pp. 33-34)

(iv)

The applicant identifies yearly milestones and benchmarks for each of the specific activities identified to achieve each of the five goals. (pp.18-26)

Weaknesses:

(i)

No weaknesses noted.

(ii)

The applicant states it will include a summative evaluation but fails to provide the specific details how it will be used and who will receive the evaluation. (pp. 31-34) (3 points not awarded)]

(iii)

No weaknesses noted.

(iv)

The applicant identifies what the milestones and benchmarks are but does not provide a plan for periodic assessment. Inclusion of a specific timeline such as monthly or quarterly reviews would provide staff, administrators, and the governance board with data to make timely program adjustments in services and activities and monitor progress toward achieving project outcomes. (pp.18-26) (3 points not awarded)

Reader's Score: 24

Competitive Priority 1 - Increasing Postsecondary Success

- 1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.**

Projects that are designed to address the following priority area:

Increasing the number and proportion of high-need students (as defined in this notice) who are academically prepared for and enroll in college or other postsecondary education and training.

Note: High-need children and high-need students means children and students at risk of educational failure, such as children and students who are living in poverty, who are English learners, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school or college before receiving, respectively, a regular high school diploma or a college degree or certificate, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Strengths:

The Circle is a program developed around research and evidenced based best practices in learning and teaching, cultural, and language acquisition. A scaffold system and uses Response to Intervention to address students' needs as they move through the educational system. This multi-tiered approach using student portfolios will provide ongoing monitoring of student progress toward high school graduation and postsecondary entrance and completion. (pp. 6-8 Data collection will provide extensive feedback and allow staff to make timely and critical interventions in student learning. Family and community support are embedded into the program and will provide another layer of support for students. A strong infrastructure has been developed that will provide a strong support system for students, staff, parents, and community now and the future. (pp. 9-13)

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Competitive Priority 2 - Enabling More Data-Based Decision-Making

- 1. Competitive preference priority points for Priorities 1 and 2 only to applications with a score of 75 or higher.**

Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in one or more of the following priority areas:

- (a) Improving postsecondary student outcomes relating to enrollment, persistence, and completion and leading to career success.**
- (b) Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

A comprehensive program of data based decision making has been designed. Components of the plan include increasing data collection, training, staff, parents, and community, using technology for immediate feedback and data, and using it for planning for college and careers. (pp. 14-15) The applicant will collect data on students from the kindergarten through their transition to middle school. This will include electronic portfolios allowing teachers to provide differentiated instruction. Quantitative and qualitative data is identified which will be used for formative and summative evaluations. Formative data will be used to provide ongoing student and program interventions and adjustments. Summative data will provide staff with program effectiveness. (pp. 14-15, 17, 21)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

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