



CNMI Public School System FY2022 Consolidated Grant for the Insular Areas

Application Package

Submitted: April 11, 2022

Updated: May 13, 2022

CNMI Consolidated Grant Year 3 (FY 22)

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*New Project

Consolidated Grant Year 3 (Fiscal Year 2022) Submission Form (Required)

A. Continuing Project(s) – Project(s) from Year 1 full application package that is being implemented without any changes

- ❖ Submit Year 3 [Budget Narrative](#)
- ❖ Submit Year 3 [Means of Evaluating Program Outcome\(s\) Chart](#)

Project Number: 1	Project Title: Schoolwide (SWP) Program
Project Number: 2	Project Title: Technology (Public Schools)
Project Number: 3	Project Title: Technology (Private & Non-Profit Schools)
Project Number: 4	Project Title: Title I Reading Tutorials (Public Schools)
Project Number: 5	Project Title: Title I Reading Tutorials (Private & Non-Profit Schools)
Project Number: 6	Project Title: Class Size Reduction (CSR) Teachers
Project Number: 7	Project Title: Early Literacy K-2
Project Number: 8	Project Title: CTE & Co-Op Education (Public)
Project Number: 9	Project Title: CTE & Co-Op Education (Private & Non-Profit Schools)
Project Number: 10	Project Title: Athletics (Public)
Project Number: 11	Project Title: Athletics (Private & Non-Profit Schools)
Project Number: 12	Project Title: Professional Development (Public)
Project Number: 13	Project Title: Professional Development (Private & Non-Profit Schools)
Project Number: 14	Project Title: Student Competitions (Public)
Project Number: 15	Project Title: Student Competitions (Private & Non-Profit Schools)
Project Number: 16	Project Title: Mental Health Specialists (Public)
Project Number: 17	Project Title: Mental Health Specialists (Private & Non-Profit Schools)
Project Number: 18	Project Title: Community & Family Engagement (Media)

Consolidated Grant Year 3 (Fiscal Year 2022) Submission Form (Required)

B. Modified Project(s) – Project(s) from Year 1 full application package that is changed in some way

- ❖ Submit updated Project and Budget Narratives reflecting either deleted or added section(s) with highlighted text and/or track changes
- ❖ Submit Means of Evaluating Program Outcome(s) Chart

1. Project Number: 4-5	Project Title: Title I Reading Tutorials & Literacy Coaches
	Explanation of Why Project is Being Modified: Amended to “Title I Reading Tutorials” only for Private and Non-Public Schools. Funding for Literacy Coaches is now under another federal funding source.
2. Project Number: 4-5	Project Title: Title I Reading Tutorials & Literacy Coaches
	Explanation of Why Project is Being Modified: Title 1 Reading Tutorials is only being implemented at Private and Non-Public Schools. <ul style="list-style-type: none"> • Funding for Literacy Coaches is now under another federal funding source. • Funding for Title I Reading Tutorials for Public Schools is now under another federal funding source.

C. New Project(s) – Project(s) that is completely new and was not part of Year 1 application package

- ❖ Submit Project and Budget Narratives
- ❖ Submit Means of Evaluating Program Outcome(s) Chart

1. Project Number: 7	Project Title: Early Literacy K-2
2. Project Number:	Project Title:

D. Discontinued Project(s) – Project(s) that was in Year 1 application package, but is no longer being implemented

1. Project Number:	Project Title: Advanced Placement (AP)
	Rationale for Discontinuation: Discontinued as a “stand alone” project. AP has been moved under Project #2 Technology.
2. Project Number:	Project Title:
	Rationale for Discontinuation:

Applicant Information Form

1. TYPE OF SUBMISSION

<input type="radio"/> Application
<input type="radio"/> Year 2 Submission
<input checked="" type="radio"/> Year 3 Submission
<input type="radio"/> Application Amendment

2. FISCAL YEAR Start and End Dates

Start: July 1, 2022	End: September 30, 2023
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3. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER (CFDA)/ASSISTANCE LISTING NUMBER (ALN):

84.403A

4. APPLICANT INFORMATION

a. Legal Name:	CNMI Public School System
b. Employer/Taxpayer Identification Number (EIN/TIN):	660446193
c. Unique Entity ID (UEI):	P1AVLPPF9XSA3
d. Address:	
i. Street 1:	Bldg 1203 Isleta Court
ii. Street 2:	P.O. Box 501370
iii. City:	Saipan
iv. County/Parish:	
v. State:	MP
vi. Province:	
vii. Country:	USA
viii. Zip/Postal Code:	96950
e. Organizational Unit:	
i. Department Name:	Federal Programs Office
ii. Division Name:	

f. Name and Contact Information of Person to be Contacted on Matters Involving this Application:

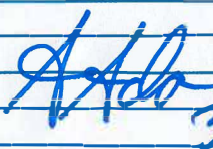
- i. Prefix: _____
- ii. First Name: Tim
- iii. Last Name: Thornburgh
- iv. Title: Federal Programs Officer
- v. Organizational Affiliation: CNMI Public School System
- vi. Telephone Number: (670) 237-3065
- vii. Fax Number: (670) 664-3797
- viii. Email: Tim.Thornburgh@cnmipss.org

By signing this application, I certify (1) to the statements contained in the list of certifications;** (2) that the grantee will meet the requirements of ESEA Section 8501 regarding the participation of private school children and teachers; and 3) that the statements herein are true, complete, and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

**The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

I agree

Authorized Representative:

- i. Prefix: _____
- ii. First Name: Alfred
- iii. Last Name: Ada
- iv. Title: Commissioner of Education
- v. Telephone Number: (670) 237-3061
- vi. Email: alfred.ada@cnmipss.org
- vii. Signature of Authorized Representative: 
- viii. Date Signed: 3/18/22

CONSOLIDATED GRANT ALLOCATION WORKSHEET

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at:

<https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

This allocation worksheet identifies the Federal formula grant programs you are consolidating and the ones you are not consolidating. It also identifies the allocation of funds among the programs you are consolidating. Please follow the instructions in the columns below and use the FY 2022 Preliminary Consolidated Grant Budget Allocation Table included in the application package to complete this worksheet. **Once completed, this form must be converted to a .PDF file and uploaded to MAX.gov.**

Column 1 ED Programs not included in the Consolidated Grant Application (<i>Enter the FY 2022 appropriation amount in the row of each program that will not be included in your Consolidated Grant application.</i>)	Column 2 Eligible ED Programs	Column 3 ED Program Funding Included in the Consolidated Grant Application (<i>Enter the FY 2022 appropriation amount in the row of each ED program that is included in your Consolidated Grant application.</i>)	Column 4 ED Program Funding under which FY 2022 Consolidated Grant Funds Are to be Administered (<i>Enter the total amount of funds you wish to consolidate under each program on the appropriate row.</i>)	Column 5 ED Carryover Funds from FY 2021 (<i>Enter the anticipated FY 2021 carryover amounts you plan to expend under each ED program in FY 2022.</i>)
	Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	\$ 13,018,246.00		\$ 400,000.00
	Title I, Part B - State Assessment Grants	\$ 262,211.00	\$ 1,746,343.00	
	Title II, Part A – Supporting Effective Instruction	\$ 1,875,889.00		
	Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement	\$ 1,207,774.00		
	Title IV, Part A – Student Support and Academic Enrichment Grants	\$ 1,199,241.00		
	Title IV, Part B - 21st Century Community Learning Centers	\$ 874,636.00		
	Title V, Part B, Subpart 2 - Rural and Low-Income School Program	\$ 69,265.00	\$ 17,195,435.00	
	Education for Homeless Children and Youth Grants - McKinney-Vento Homeless Assistance Act	\$ 21,469.00		
	Career and Technical Education - Basic State Grants	\$ 413,047.00		
TOTAL:		TOTAL: \$ 18,941,778.00	TOTAL: \$ 18,941,778.00	TOTAL: \$ 400,000.00
Column 3: Total amount available for consolidation in FY 2022: (This is the applicant's total amount available for consolidation)				\$ 18,941,778.00
Column 4: Total amount being consolidated in FY 2022: The sum total of Column 4 will populate				\$ 18,941,778.00
Column 1: Total amount not being consolidated in FY 2022: The sum total of Column 1 will populate				\$ 18,941,778.00
Column 5: Total amount of anticipated FY 2021 carryover funds that will be used in FY 2022: The sum total of Column 5 will populate				\$ 400,000.00
The combined total of FY 2021 funds being consolidated and the anticipated FY 2021 funds that will be used in FY 2022: The sum total of Columns 4 and 5 will populate				\$ 19,341,778.00



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

Amended
State and Local Governments
Indirect Cost Negotiation Agreement

EIN: 66-0446193

Date: 08/27/2021

Organization:

Report Number: 2021-0352

Commonwealth of the Northern Mariana Islands, Public School System
PO Box 501370
Saipan, MP 96950

Filing Ref:
Last Negotiation Agreement
dated: 07/23/2021

The indirect cost rate contained herein is for use on grants, contracts, and other agreements with the Federal Government to which 2 CFR Part 200 applies subject to the limitations in Section II.A. of this agreement. The rate was negotiated by the U.S. Department of the Interior, Interior Business Center, and the subject organization in accordance with the authority contained in applicable regulations.

Section I: Rate

Start Date	End Date	Rate Type	Name	Rate	Base	Location	Applicable To
10/01/2018	09/30/2019	Final	Indirect	4.76 %	(A)	All	Unrestricted Programs 1/
			Name	Rate	Base	Location	Applicable To
10/01/2018	09/30/2019	Final	Restricted Indirect	3.80 %	(A)	All	Restricted Programs 2/
			Name	Rate	Base	Location	Applicable To
10/01/2019	09/30/2020	Provisional	Restricted Indirect	4.20 %	(A)	All	Restricted Programs 2/
			Name	Rate	Base	Location	Applicable To
10/01/2020	09/30/2021	Provisional	Restricted Indirect	4.20 %	(A)	All	Restricted Programs 2/
			Name	Rate	Base	Location	Applicable To
10/01/2021	09/30/2022	Fixed Carryforward	Indirect	4.76 %	(A)	All	Unrestricted Programs 1/
			Name	Rate	Base	Location	Applicable To
10/01/2021	09/30/2022	Provisional	Restricted Indirect	3.80 %	(A)	All	Restricted Programs 2/
			Name	Rate	Base	Location	Applicable To

1/ Applicable to all programs except as noted in 2/.

2/ Applicable to all Federal programs which require the use of a restricted rate as defined by 34 CFR 75.563 and 76.563.

Section I: Rate (continued)

(A) Base: Total direct costs less capital expenditures, food costs, the portion of subawards/subcontracts/subgrants in excess of the first \$25,000, and passthrough funds. Passthrough funds are normally defined as payments to participants and stipends to eligible recipients, all of which normally require minimal administrative effort.

Note: The restricted rates were reviewed and approved by the USDOE who will provide the administrative support and technical assistance in case of an appeal or other disagreement regarding the restricted rates.

Treatment of fringe benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs; fringe benefits applicable to indirect salaries and wages are treated as indirect costs.

Section II: General

- A. Limitations:** Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost rate proposal, (2) all such costs are the legal obligations of the grantee/contractor, (3) similar types of costs have been accorded consistent treatment, and (4) the same costs that have been treated as indirect costs have not been claimed as direct costs (for example, supplies can be charged directly to a program or activity as long as these costs are not part of the supply costs included in the indirect cost pool for central administration).
- B. Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based will be compensated for in a subsequent negotiation.
- C. Changes:** The rate(s) contained in this agreement are based on the accounting system in effect at the time the proposal was submitted. Changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rate(s) in this agreement may require the prior approval of the cognizant agency. Failure to obtain such approval may result in subsequent audit disallowance.
- D. Rate Type:**
- 1. Fixed Carryforward Rate:** The fixed carryforward rate is based on an estimate of the costs that will be incurred during the period for which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to the rate for a future period, if necessary, to compensate for the difference between the costs used to establish the fixed rate and the actual costs.
 - 2. Provisional/Final Rate:** Within six (6) months after year end, a final indirect cost rate proposal must be submitted based on actual costs. Billings and charges to contracts and grants must be adjusted if the final rate varies from the provisional rate. If the final rate is greater than the provisional rate and there are no funds available to cover the additional indirect costs, the organization may not recover all indirect costs. Conversely, if the final rate is less than the provisional rate, the organization will be required to pay back the difference to the funding agency.
 - 3. Predetermined Rate:** A predetermined rate is an indirect cost rate applicable to a specified current or future period, usually the organization's fiscal year. The rate is based on an estimate of the costs to be incurred during the period. A predetermined rate is not subject to adjustment.
- E. Rate Extension:** Only final and predetermined rates may be eligible for consideration of rate extensions. Requests for rate extensions of a current rate will be reviewed on a case-by-case basis. If an extension is granted, the non-Federal entity may not request a rate review until the extension period ends. In the last year of a rate extension period, the non-Federal entity must submit a new rate proposal for the next fiscal period.
- F. Agency Notification:** Copies of this document may be provided to other federal offices as a means of notifying them of the agreement contained herein.
- G. Record Keeping:** Organizations must maintain accounting records that demonstrate that each type of cost has been treated consistently either as a direct cost or an indirect cost. Records pertaining to the costs of program administration, such as salaries, travel, and related costs, should be kept on an annual basis.
- H. Reimbursement Ceilings:** Grantee/contractor program agreements providing for ceilings on indirect cost rates or reimbursement amounts are subject to the ceilings stipulated in the contract or grant agreements. If the ceiling rate is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.
- I. Use of Other Rates:** If any federal programs are reimbursing indirect costs to this grantee/contractor by a measure other than the approved rate(s) in this agreement, the grantee/contractor should credit such costs to the

Section II: General (continued)

affected programs, and the approved rate(s) should be used to identify the maximum amount of indirect cost allocable to these programs.

J. Central Service Costs: If the proposed central service cost allocation plan for the same period has not been approved by that time, the indirect cost proposal may be prepared including an amount for central services that is based on the latest federally-approved central service cost allocation plan. The difference between these central service amounts and the amounts ultimately approved will be compensated for by an adjustment in a subsequent period.

K. Other:

1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.
2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.
3. Indirect cost proposals must be developed (and, when required, submitted) within six (6) months after the close of the governmental unit's fiscal year, unless an exception is approved by the cognizant agency for indirect costs

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the State and Local Governments

By the Cognizant Federal Government Agency

**Commonwealth of the Northern Mariana Islands,
Public School System**

US Department of the Interior - OIA

DocuSigned by:
Alfred Ada
8D99BE43A4FD4C7...

DocuSigned by:
Craig Wills
B47DB1F4A5DB4BF...

Signature

Signature

Alfred Ada

Craig Wills

Name:

Name:

**Division Chief
Indirect Cost Services Division
Interior Business Center**

Commissioner of Education

Title:

Title:

9/13/2021

9/13/2021

Date

Date

**Negotiated by: Elena Chan
Telephone: (916) 930-3824**

Next Proposal Due Date: 03/31/2022

RLIS WAIVER REQUEST FORM

Commonwealth of the the Northern Mariana Islands PSS (CNMI) hereby request(s) waivers of the following provisions in Title V, Part B, Subpart 2–Rural and Low-Income School Program (RLIS) of the Elementary and Secondary Education Act (ESEA), as amended:

- Section 5222 in order to use fiscal year (FY) 2022 funds under the Consolidated Grant to Insular Areas (Consolidated Grant) (and any remaining FY 2021 Consolidated Grant funds) to provide equitable services for private school students and teachers under the RLIS program.

This waiver request is made under section 8401 of the ESEA.


This Consolidated Grant application includes the following information that supports this waiver request:

- Identification of the Federal programs to be included in the Consolidated Grant;
- A detailed budget that identifies the amount of funds that are consolidated from each applicable program, and the amount of the Consolidated Grant funds that we intend to use under RLIS;
- A description of the process that will be followed to engage in timely and meaningful consultation with private school officials concerning equitable participation of private school students and teachers under RLIS and other applicable programs;
- A description of how the use of Consolidated Grant funds under RLIS will increase the quality of instruction for students and improve the academic achievement of students;
- Specific measurable educational goals and a description of how the activities supported under RLIS will assist us in reaching those goals.

Notice and information has been provided to the public regarding this waiver request, as required by section 8401(b)(3)(A) of the ESEA. The following procedures(s) were used to provide this notice and information, which is the manner in which this agency customarily provides similar notice and information to the public:


Notice and information to the public were provided at a meeting of the CNMI Public School System State Board of Education meeting held on March 25, 2022

CNMI PSS understands that if this waiver request is approved,
CNMI PSS may use grant funds under the FY 2022 Consolidated
Grant for the RLIS program (Title V, Part B, Subpart 2 of the ESEA) and that CNMI PSS
must provide equitable services to private school students and teachers under RLIS.

Signature of Authorized Official 	Title Commissioner of Education
Printed Name Alfred b. Ada, Ed D.	Date 3/18/22

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

<p>1. Type of Federal Action: a. contract x _____ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: a. bid/offer/application x _____ b. initial award c. post-award</p>	<p>3. Report Type: a. initial filing _____ b. material change</p> <p>For material change only: Year _____ quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity: x _____ Prime _____ Subawardee Tier _____, if Known:</p> <p>Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</p> <p>Congressional District, if known:</p>	
<p>6. Federal Department/Agency: US Department of Education</p>	<p>7. Federal Program Name/Description:</p> <p>CFDA Number, if applicable: <u>84,403A</u></p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): None</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: <u></u></p> <p>Print Name: <u>Alfred B. Ada, Ed D.</u></p> <p>Title: <u>Commissioner of Education</u></p> <p>Telephone No.: <u>(670) 287-1611</u> Date: <u>3/18/22</u></p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

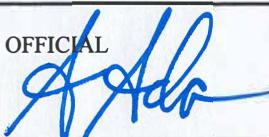
PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Alfred B. Ada, Ed D. 		TITLE Commissioner of Education
APPLICANT ORGANIZATION CNMI Public School System		DATE SUBMITTED 3/18/2022

EDGAR ASSURANCES (34 CFR 76.132)

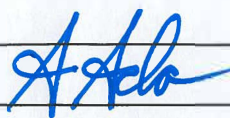
In order to receive funding under the Consolidated Grant Program, an Insular Area must submit the assurances below in its application. These assurances remain in effect for the duration of the projects they cover.

Commonwealth of the Northern Mariana Islands Public School System



assures the US Department of Education that it will do the following:

- Follow policies and use administrative practices that will insure that non-Federal funds will not be supplanted by Federal funds made available under the authority of the programs in the consolidated grant;
- Comply with the requirements (except those relating to the submission of State plans or similar documents) in the authorizing statutes and implementing regulations for the programs under which funds are to be used and administered, (except requirements for matching funds);
- Provide for proper and efficient administration of funds in accordance with the authorizing statutes and implementing regulations for those programs under which funds are to be used and administered;
- Provide for fiscal control and fund accounting procedures to assure proper disbursement of, and accounting for, Federal funds received under the consolidated grant;
- Submit an annual report to the Secretary containing information covering the program or programs for which the grant is used and administered, including the financial and program performance information required under 2 CFR 200.327 and 200.328.
- Provide that funds received under the consolidated grant will be under control of, and that title to property acquired with these funds will be in, a public agency, institution, or organization. The public agency shall administer these funds and property;
- Keep records, including a copy of the State Plan or application document under which funds are to be spent, which show how the funds received under the consolidated grant have been spent.
- Adopt and use methods of monitoring and providing technical assistance to any agencies, organizations, or institutions that carry out the programs under the consolidated grant and enforce any obligations imposed on them under the applicable statutes and regulations.
- Evaluate the effectiveness of these programs in meeting the purposes and objectives in the authorizing statutes under which program funds are used and administered;
- Conduct evaluations of these programs at intervals and in accordance with procedures the Secretary may prescribe; and
- Provide appropriate opportunities for participation by local agencies, representatives of the groups affected by the programs, and other interested institutions, organizations, and individuals in planning and operating the programs.

Signature of Authorized Official 	Title Commissioner of Education
Printed Name Alfred B. Ada, Ed D.	Date 3/18/22

(Authority: 48 U.S.C. 1469a)

Compliance with Section 427 of GEPA

The CNMI Public School System is responsible for the education of 9,139 children ages 6-18 at our 20 public schools and provides services (educational materials, professional development, food services, bussing and special education) to the 1,687 children enrolled in our 12 private schools. Our student population is ethnically diverse with the majority of the students being children of immigrants to the CNMI. English is a second or third language for over 98% of our students. English is the language of instruction at all of our schools both public and private.

Our Special Education Program has identified 1,034 children with special needs and has developed individual education plans (IEPS) for each of these children. Each child with a special need is provided with the assistance (sign language specialist, hearing aides, wheelchair, Braille, one-to-one assistance for the visually impaired or blind students, one-to-one assistance for the severely handicapped or autistic students) as specified in the child's IEP. Our Special Education Program, our classroom teachers and school principals work collaboratively each year on identifying students with special needs. Then our Special Education Program schedules an IEP meeting with the child, his/her parents, the classroom teacher and specialists with the expertise to diagnose the special needs of the student.

The CNMI Public School System assures that Consolidated Grant funds used for the purchase of educational materials and appropriate technology will be inclusive of the needs of our special students. Professional development activities will also focus on inclusion of all of our students including those with special needs. Our class size reduction efforts will also directly benefit children with special needs, especially those who are mainstreamed, as smaller classes enable more one-to-one teacher contact time with special focus on the child's IEP. Our Title 1 tutorials and ELL teachers will also benefit all children in grades K-8 as we work towards the 2026 goal of having at least 60% of our children reading on the ready (on grade level or above) on the STAR reading and STAR math assessments.

Lastly, the CNMI Public School System assures access and participation in all of our projects and activities to our students, teachers and school administrative staff regardless of gender, race, national origin, color, age or disability.

Synopsis of the SY22-23
CNMI PSS Consolidated Grant - Title V-subpart B RLIS and Title 1, Part B State
Assessments

Goals:

1. That our students graduate from high school with college and career-ready skills as demonstrated by enrollment in college, enlisting in the military and/or by securing private sector jobs through certification programs;
2. That 60% of our students score at the ready level (OGL) in reading as measured by the STAR reading assessment by 2026;

Total Consolidated Grant	Est.	\$18,941,778
Carryover		400,000
Total		\$19,341,778
Funds Reserved for Assessment	(5 FTEs)	1,746,343
State Admin (<1%)		120,474
Funds Reserved for Title V Programs		\$17,474,961
1. Public Schools	@84%	\$14,685,659
2. Private Schools	@16%	\$2,789,302

Programs:

1.	Schoolwide (SWP) Program	\$6,630,159
2.	Technology (iPads, DE, NCSPs, & NS)	\$4,495,638
	Public School Share	\$3,057,960
	Private School Share	\$1,437,678
3.	Private School Share	\$
4.	Title 1 Reading Tutorials	\$475,500
	Public School share	\$ 0
	PNP school share	\$ 475,500
5.	Class Size Reduction Teachers (35)	\$ 1,941,794
6.	Early Literacy K-2	\$ 1,308,534
7.	CTE & Co-Op Education	\$ 1,151,021
	Public School Share	\$951,021
	PNP School Share	\$200,000
8.	Athletic Program	\$ 379,247
	Public School Share	\$194,023
	Private School Share	\$185,224
9.	Professional Development	\$ 471,719
	Public School Share	\$171,719
	PNP School Share	\$300,000
10.	Student Competitions	\$ 178,349
	Public school Share	\$87,449
	PNP School Share	\$90,900
11.	Mental Health Specialists	\$ 285,685
	Public School share	\$185,685
	Private School share	\$100,000
12.	Community Engagement (Media)	\$ 157,315

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at [Link to Website](#)

Please keep in mind that the project’s: a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Assessment		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title I, Part B- State Assessment Grants (Title I-B) Use of funds as an allowable activity under ESSA Section 1201 (a) (2) (A) (B) (D) (F) and (K) to administer assessments and evaluate student academic achievement		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	9,140	Students Teachers
			Number of Participants
			9,140 464

4. NEED(S) for PROJECT

The CNMI PSS aspires to have students at each grade level be on track to achieve proficiency in all content areas with the ultimate goal of graduating from high school ready to succeed in college and/or careers. To measure student progress towards this goal, the CNMI PSS administers various assessments, one of which is the STAR Reading and Math Assessments and Online Standard Based Assessments for the content areas of Social Studies, Science, Chamorro and Carolinian Language Heritage Studies. PSS also plans to administer Smarter Balance for Reading and Math in SY 2022-2023.

With several years of test results available, positive trends are emerging, while challenges are better defined. The gains students are making reflect the collaboration and leveraging of resources both in the Consolidated Grant and local funds; however, the scores also demonstrate that we are not where we want to be.

The Renaissance STAR assessments help provide teachers with useful information that will drive their instructional practices. These reports are designed to assist in targeting which students need intervention and what areas they need assistance in. Extensive research was conducted to arrive at the skills most appropriate for assessing reading development (2010 Common Core State Standards; the Reading Framework for the 2009 National Assessment of Educational Progress; the National Council of Teachers of English (2006) Principles of Adolescent Literacy Reform policy brief; and the Alliance for Excellent Education (2004) Reading Next report).

The CNMI PSS continues to face enormous challenges due to the surge of the COVID-19 pandemic in the CNMI. The rising number of positive COVID-19 cases in the CNMI and the unprecedented circumstances required the closure of schools for face-to-face instructions and transition students to online teaching and learning on several occasions. The pandemic also caused interruptions in daily instructions in the classrooms due to low student and teacher attendance rate. Many students and teachers tested positive and suffered from the COVID-19. Despite these challenges, the CNMI PSS continues to monitor student performance, as well as growth over time in various content areas relative to collegiate academic expectations. School administrators and teachers were asked to develop plans to improve student attendance and mitigate learning loss. Attendance and academic data from both formative and summative assessments are monitored and used regularly to inform instructions.

The migration of the end-of-year assessments to an online platform was successful. In February 2022, the first online End of Course assessment in Social Studies at the High School level was implemented. Both the Accountability, Research and Evaluation (ARE) and the Office of Curriculum and Instruction (OCI) continuously work with teachers in building the end-of-course and end-of-year assessments for Social Studies, Science, and CCLHS in an online platform.

The CNMI PSS does not have any local funds to pay for summative student assessments or growth assessments. According to the US Government Accountability Office, the CNMI economy plunged 49% in 2018 due to a sharp drop in tourist spending and casino gaming revenue following Super Typhoon Yutu in October 2018 and now the pandemic. The CNMI is currently experiencing the worst economic crisis in its history. Up to date, 90% of our hotels are still closed due to travel restrictions of tourists in the CNMI. Since CNMI has Russian investors and about 20% of the tourists are from Russia, the conflict between Russia and Ukraine becomes a threat to the ailing economy and loss of revenue in the CNMI.

For this reason, we request supplemental funds to manage and administer our summative assessment, the STAR assessment, AP Exams, and the district's student information system. We also request technical support and funding as we engage in the test development process.

Our theory of action is that if we provide a comprehensive, structured training and professional development program for teachers, by 2023 we will achieve the following:

An increase of 3% of the STAR Reading and STAR Math scores across all grade levels and an increase in the End of Year assessments scores of at least 3% and above.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

Based on the needs assessment findings, the CNMI PSS established the following goals:

A. STAR

By 2023, CNMI PSS will increase the STAR assessments scores of at least 3% and above by cohort.

STAR Reading

By 2023, current students in 3rd grade will increase at or above proficiency scores from 40 % to 43% in STAR Reading.

By 2023, current students in 4th grade will increase at or above proficiency scores from 39% to 42% in STAR Reading.

By 2023, current students in 5th grade will increase at or above proficiency scores from 37% to 40% in STAR Reading.

By 2023, current students in 6th grade will increase at or above proficiency scores from 37% to 41% in STAR Reading.

By 2023, current students in 7th grade will increase at or above proficiency scores from 40% to 43% in STAR Reading.

By 2023, current students in 8th grade will increase at or above proficiency scores from 34% to 37% in STAR Reading.

By 2023, current students in 9th grade will increase at or above proficiency scores from 33% to 36% in STAR Reading.

By 2023, current students in 10th grade will increase at or above proficiency scores from 39% to 42% in STAR Reading.

STAR Math

By 2023, current students in 3rd grade will increase at or above proficiency scores from 29 % to 32% in STAR Math.

By 2023, current students in 4th grade will increase at or above proficiency scores from 30% to 33% in STAR Math.

By 2023, current students in 5th grade will increase at or above proficiency scores from 34% to 37% in STAR Math.

By 2023, current students in 6th grade will increase at or above proficiency scores from 38% to 41% in STAR Math.

By 2023, current students in 7th grade will increase at or above proficiency scores from 38% to 41% in STAR Math.

By 2023, current students in 8th grade will increase at or above proficiency scores from 35% to 38% in STAR Math.

By 2023, current students in 9th grade will increase at or above proficiency scores from 44% to 47% in STAR Math.

By 2023, current students in 10th grade will increase at or above proficiency scores from 64% to 67% in STAR Math.

STAR Early Literacy

By 2023, current students in Kindergarten will increase at or above proficiency scores from 42% to 45% in STAR Early Literacy.

By 2023, current students in 1st grade will increase at or above proficiency scores from 39% to 42% in STAR Early Literacy.

By 2023, current students in 2nd grade will increase at or above proficiency scores from 45% to 48% in STAR Early Literacy.

B. End of Year Assessment

By 2023, CNMI PSS will increase the End of Year assessments scores of at least 3% and above.

By 2023, students in the High School will meet the 42% proficient and advanced benchmark of the NMI History Assessment

The goals will measure the student outcomes in reading, math, and NMI History assessments which are addressed in the District's Strategic Performance Management Plan. Through the collaborative School-Wide Improvement Plan (SWP) process, each school develops a comprehensive plan for improvement by addressing identified needs to improve student outcomes, with resources focused on academic achievement in the core content areas.

The quarterly and end-of-year targets will directly measure progress towards reaching the goal for this three-year improvement cycle. The goal is also aligned to the basic program of instruction and supports the supplemental project, with all expenditures allocated to each school for their School-Wide Improvement Plan.

C. AP Exam

By 2023, CNMI PSS will increase the percentage of students who will pass the AP Exam by at least 4% from 56% to 60% . .

D. Passing Rate

By 2023, CNMI PSS 9th grade students passing rate will increase from 57% to 65%

5b. Annual Objectives:

The following targets for the STAR assessments are calculated by the entering student cohort for that particular School Year (SY). The percentages are sequentially adjusted as students progress to higher grade levels in the next year. For example, students entering third grade in SY 2020-2021 (Year 1) will be considered fourth-grade students in SY 2021-2022 (Year 2), and fifth-grade students in SY 2022-2023 (Year 3).

Following the diagonal pattern on the table below, the 3rd-grade students who are at or above proficiency level are at 37% in SY 2020-2021 (Year 1). These third-grade students will move up to the 4th grade level in SY 2021-2022 (Year 2). 40% of the students will be at or above proficiency level of the STAR Reading in SY 2021-2022. By SY 2022-2023 (Year 3), 43% of 3rd-grade students will be at or above proficiency level as measured by STAR Reading Assessment.

By 2023, CNMI PSS will increase the STAR assessments scores of at least 3% and above.

STAR Reading

Grade Level	SY 20-21	SY 21-22	SY 22-23
3rd	37%	-	-
4th	36%	40%	-
5th	34%	39%	43%
6th	34%	37%	42%
7th	37%	37%	40%
8th	31%	40%	40%
9th	30%	34%	43%
10th	36%	33%	37%
11th		-	36%
12th	-	-	-

STAR Math

Grade Level	SY 20-21	SY 21-22	SY 22-23
3rd	26%	-	-
4th	27%	29%	
5th	31%	30%	32%
6th	35%	34%	33%
7th	35%	38%	37%
8th	32%	38%	41%
9th	41%	35%	41%
10th	61%	44%	38%
11th	-	-	47%
12th	-	-	-

STAR Early Literacy**Early Literacy**

Grade Level	SY 20-21	SY 21-22	SY 22-23
Kindergarten	39%	42%	45%
1st	36%	42%	45%

2nd	42%	39%	45%
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B. NMI History

Since the NMI History is only given once in a yearly basis to the 10th-grade students, the cohort score tracing is not possible. However, the data can be compared on a yearly basis with the different groups of students:

Grade Level	SY 2020-2021	SY 2021-2022	SY 2022-2023
10th Grade	36%	39%	42%

C. AP Exam

The data to be compared for AP Exam is the percentage of students who pass AP Exams in a yearly basis. Below is the data that will be compared on a yearly basis with the different groups of students:

Grade Level	SY 2021-22	SY2022-23
9th-12th Grades	56%	60%

E. Passing Rate of the 9th Grade Students

The passing rate of the 9th grade students will increase from 57% to 65% in SY2022-2023

Grade Level	SY 2020-2021	SY2022021-2022	SY2022-2023	
9 th Grade	57%	61%	65%	

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
- (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
- (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or

- (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Assessment

Means of Evaluating Program Outcome(s) Chart #

<p>Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i></p>	<p>Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i></p>	<p>Data Source <i>Enter where the data are located. Identify where the data will come from.</i></p>	<p>Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i></p>	<p>Evidence-Based <i>Please indicate: Yes or No</i></p>	<p>Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i></p>	<p align="center">Quarterly Performance Targets</p> <p align="center"><u>Please focus on outcomes rather than outputs.</u></p> <p align="center">(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)</p>							
<table border="1"> <thead> <tr> <th data-bbox="1310 678 1486 1442"> <p>Performance Target End of December 2022</p> </th> <th data-bbox="1486 678 1663 1442"> <p>Performance Target End of March 2023</p> </th> <th data-bbox="1663 678 1839 1442"> <p>Performance Target End of June 2023</p> </th> <th data-bbox="1839 678 2028 1442"> <p>Performance Target End of September 2023</p> </th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>						<p>Performance Target End of December 2022</p>	<p>Performance Target End of March 2023</p>	<p>Performance Target End of June 2023</p>	<p>Performance Target End of September 2023</p>				
<p>Performance Target End of December 2022</p>	<p>Performance Target End of March 2023</p>	<p>Performance Target End of June 2023</p>	<p>Performance Target End of September 2023</p>										

<p>Implement and collect data from the Renaissance Assessment program and WIDA assessments to inform instructions</p>	<p>By 2023, CNMI PSS will increase the STAR assessments scores of at least 3% and above by cohort.</p>	<p>Renaissance STAR</p>	<p>Percentage of students at or above proficiency scores</p>	<p>Yes</p>	<p>SY 2021-2022 Reading: 3rd: 40% 4th: 39% 5th: 37% 6th: 37% 7th: 40% 8th: 34% 9th: 33% 10th: 39%</p> <p>SY 2021-2022 Math : 3rd: 29% 4th: 30% 5th: 34% 6th: 38% 7th: 38% 8th: 35% 9th: 44% 10th: 64%</p> <p>SY 21-22 EL K: 42% 1st: 39% 2nd: 45%</p>	<p>SY 2021-2022 Dec. Reading Target: 3rd: 41% 4th: 40% 5th: 38% 6th: 38% 7th: 41% 8th:35% 9th: 34% 10th: 40%</p> <p>SY 2020-2021 Math Target: 3rd: 30% 4th: 31% 5th: 35% 6th: 39% 7th: 39% 8th: 36% 9th: 45% 10th: 65%</p> <p>SY21-22 EL Target: K: 43% 1st: 40% 2nd: 46%</p>	<p>SY 2022-2023 <u>March</u> Reading Target: 3rd: 42% 4th: 41% 5th: 39% 6th: 39% 7th: 42% 8th:36% 9th: 35% 10th: 41%</p> <p>SY 2020-2021Math Target: 3rd: 31% 4th: 32% 5th: 36% 6th: 40% 7th: 40% 8th: 37% 9th: 46% 10th: 66%</p> <p>SY 21-22 EL Target: K: 44% 1st: 41% 2nd: 47%</p>	<p>SY 2022-2023 <u>June.</u> Reading Target: 3rd: 43% 4th: 42% 5th: 40% 6th: 40% 7th: 43% 8th:37% 9th: 36% 10th: 42%</p> <p>SY 2021-2022 Math Target: 3rd: 32% 4th: 33% 5th: 37% 6th: 41% 7th: 41% 8th: 38% 9th: 47% 10th: 67%</p> <p>SY 21-22 EL Target: K: 45% 1st: 42% 2nd: 48%</p>	<p>SY 2022-2023 <u>Sept.</u> Reading Target: If summer school runs (screener 4)</p>
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Implement and collect data from Smarter Balanced and End of Year online assessments to inform instructions	By 2023, CNMI PSS will increase the End of Year assessments scores of at least 3% and above by cohort.	End of Year Assessments	Percentage of benchmarks that meet proficient and advanced	Yes	SY 21-22 NMI History Actual: 10 th : 39%			SY 2021-2022 <u>June</u> NMI History Target: 10 th : 42%	
Implement and collect data from AP Exams	By 2023, CNMI PSS will increase the percentage of students who will pass the AP Exam of at least 4% from 56% to 60%..	End of Year AP Exams	Percentage of students who pass AP Exams	Yes	SY20-21 Percentage of Students Who Pass AP Exams: 56%			SY 2022-2023 <u>June</u> AP Exams Target: 60%	
Increase data dialogue and collaboration using assessment data between middle schools and high schools to increase passing rates of students in	By 2023, student passing rate of 9 th grade students will increase from 57% to 65%	Passing Rate	Percentage of students who completed their credits	Yes	SY2020-2021 57%	SY2021-2022 61%	SY2022-2023 65%		

9 th Grade									
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6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

The Department of Accountability, Research, and Evaluation (ARE) is charged with the training and administration of all state assessments, inclusive of the Smarter Balanced Assessments, End of Year, and End of Course Assessments, Renaissance STAR assessments, and AP Exams. The major responsibilities of the Department also include monitoring, analyzing, and reporting the data as reflected in all the content areas.

To support instruction, ARE generates special reports and evaluates the performance of all CNMI PSS schools and the effectiveness of different instructional programs. In addition, to support instruction, the CNMI PSS continues to train teachers on the core subject content matter, pedagogical practice; to administer both formative and summative assessment; and to provide technical assistance in accessing, interpreting, and using data to inform and drive decision-making. CNMI PSS will improve instruction through Student-Centered Learning Environment and Research-based Instructional Strategies.

Besides working with Professional Learning Community (PLC) on the professional development for effective classroom strategies, ARE will work collaboratively with REL Pacific for technical service support to develop a comprehensive plan and provide assessment development training for teachers. The assessment development training is essential for teachers to create and develop classroom formative assessments based using the depth of knowledge and rigor and relevance.

Instructional Review Process (IRP)

The IRP will be used to measure the project outcome for teacher training. This process uses the Effective Learning Environments Observation Tool (ELEOT), and Understanding by Design (UbD), which identify the research-based instructional practices and application of teacher training. The IRP involves education specialists (ELA, Math, Science, Health, and Social Studies) who conduct pre-conferences, classroom observations, followed by support and guidance for teachers to improve their instructional practice. The five curriculum specialists and the additional staff from the Office of Curriculum and Instruction will conduct the IRP and training for all teachers throughout the school year.

In addition, support will be provided for the administration of the Smarter Balanced Assessments, End of Year and End of Course assessments, AP Exams, and Renaissance STAR assessments. Program evaluation and research application will also be conducted to monitor the effectiveness of the instructions in the classrooms.

We believe the increase of collaboration between middle schools and high schools will increase student achievement. The increase of collaboration between middle and high schools will allow them to discuss the students learning gaps through data dialogue. Ellerbrok & Kiefer (2015) explained that middle to high school transition and the first year of high school are critical periods in students' lives. Through collaboration between middle and high school teachers and school administrators, they will be able to identify the necessary foundational skills needed by middle schools students to become successful in the high school.

The CNMI PSS does not receive sufficient funding to pay for these assessments since local funds are only able to pay for the salaries of teachers and support staff and for utilities and bussing services to students. Continued support will also be provided for the annual cost of the Infinite Campus student data management system which serves all students grades K-12 and is mainly used for Consolidated Grant purposes.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

It is crucial to give teachers at every school the opportunity to measure students' growth and progress over time and to identify learning gaps. The Standard Operating Procedures for Screening and Processes for Reading (see attached) provides teachers, literacy coaches, Title I Tutors, High Dosage tutors, and SPED teachers with the process for assessing, monitoring, and planning intervention for students. This system uses the RtI and Multi-Tiered Systems of Supports to carry out the programs for each student.

CNMI PSS is committed to the inclusion of English Language Learners (ELL) and students with IEP in the district's assessment and accountability system to ensure the appropriate allocation of resources and learning opportunities for all.

Those students with severe cases who can't participate even with the use of accommodations can take the alternate assessment, Multi-State Alternate Assessment (MSAA), which is a computer-based assessment and uses an online platform with supports embedded into the system.

The MSAA has two designations of test support. First are accessibility features that are available to any student who benefits from the support. The second are accommodations that must be included in the student's IEP prior to test administration. The Test is not timed and can be paused for a variety of reasons. Students are allowed to take a break at any time. There are no restrictions regarding pausing or the length of breaks.

All SPED teachers who are identified as Test Administrators undergo training every year.

	<p>Prior to the day of the test, Test Administrators know what accommodations each student will be using and how to administer them properly. It is the responsibility of the Test Administrator to see that each student who qualifies for testing accommodations receive appropriate accommodations.</p> <p>There are no connections to Federal Agencies/Programs.</p>
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7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
State Assessment Manager	<p>Under ARE, this position oversees all aspects of state-administered assessments, including preparation and administration of all testing materials, creating an annual testing schedule, and producing student achievement reports based on these assessments. This position takes the lead in managing the assessment program.</p> <p>This position will only work for assessment activities related to the Consolidated Grant.</p>	Provides leadership over state-administered assessments.	1

<p>Student Information System Records Manager</p>	<p>Under ARE, this position oversees student records and manages the Student Information System, which houses tracks, and manages all student data. Records are pulled from this software to administer assessments and report on student achievement in these assessments.</p> <p>This position will only work for assessment activities related to the Consolidated Grant.</p>	<p>To manage Rediker’s integrated school management system</p>	<p>1</p>
<p>Accountability Program Manager</p>	<p>Under ARE, this position oversees the accountability processes and reporting with respect to assessment. Responsibilities include using the district’s student data to measure student performance over time, providing management and school leadership with data analysis and interpretation.</p> <p>This position will only work for assessment activities related to the Consolidated Grant.</p>	<p>To oversee the Accountability program</p>	<p>1</p>
<p>Ed Spec - Math</p>	<p>Under OCI, this position works closely with the math teachers across the system to ensure student learning and academic success.</p>	<p>To oversee the Math program</p>	<p>1</p>
<p>Ed Spec - Reading</p>	<p>Under OCI, this position works closely with the reading teachers across the system to ensure student learning and academic success.</p>	<p>To oversee the Reading program</p>	<p>1</p>

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Assessment				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 14,820.00		\$ 390,000.00	\$ 404,820
3. Travel	\$ 4,231.30		\$ 111,350.00	\$ 115,581
4. Equipment	\$ 456.00		\$ 12,000.00	\$ 12,456
5. Supplies	\$ 380.00		\$ 10,000.00	\$ 10,380
6. Contractual (Purchased Services)	\$ 42,955.31		\$ 1,130,402.95	\$ 1,173,358
7. Other	\$ 1,089.02		\$ 28,658.42	\$ 29,747
Indirect Cost Rate:	Subtotals	\$ 63,931.63	\$ -	\$ 1,682,411.37
3.80%			Grand Total:	\$ 1,746,343

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
State Assessment Program Manager	Under ARE, this position oversees all aspects of state administered assessments, including preparation and administration of all testing materials, creating annual testing schedule, and producing student achievement reports based on these assessments. This position takes the lead for managing the assessment program. This position will only work for assessment activities related to the Consolidated Grant.	100%				\$-	\$ 65,000.00		\$13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	\$78,000.00
Student Information System Records Program Manager	Under ARE, this position oversees student records and manages the Student Information System, which houses, tracks and manages all student data. Records are pulled from this software to administer assessments and report on student achievement in these assessments. This position will only work for assessment activities related to the Consolidated Grant.	100%				\$-	\$ 65,000.00		\$13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	\$78,000.00
Accountability Program Manager	Under ARE, this position oversees the accountability processes and reporting with respect to assessment. Responsibilities include using the district's student data to measure student performance over time, providing management and school leadership with data analysis and interpretation. This position will only work for assessment activities related to the Consolidated Grant.	100%				\$-	\$ 65,000.00		\$13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	\$78,000.00
Program Manager - Math	Under OCI, this position works closely with the math teachers across the system to ensure student learning and academic success.	100%				\$-	\$ 65,000.00		\$13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	\$78,000.00
Program Manager - Reading	Under OCI, this position works closely with the reading teachers and literacy coaches across the system to ensure student learning and academic success.	100%				\$-	\$ 65,000.00		\$13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	\$78,000.00
Subtotals			\$-	\$-	\$-	\$-	\$325,000.00	\$-	\$65,000.00	\$390,000.00	\$325,000.00	\$-	\$65,000.00	\$390,000.00
Grand Total											\$		390,000.00	

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2020 Carryover Funds	FY 2021 Funds
CCSSO-Student Assessment Conference	Attend assessment meetings and share district data	5	\$15,000	\$7,500	\$230 x 5 days = \$1,150 x 5 pax= \$5750		\$2,500			\$ 30,750.00
MSAA-TAC /Planning Meetings	Attend alternate assessment meetings to plan and discuss concerns raised by states on test administrations.	3	\$9,000	\$4,500	\$230 x 5 days = \$1,150 x 3 pax= \$ 3450		\$1,500			\$ 18,450.00
WIDA Board Meeting	Attend WIDA Board subcommittee meetings on WIDA ACCESS	3	\$9,000	\$4,500	\$230 x 5 days = \$1,150 x 3 pax= \$ 3450		\$1,500			\$ 18,450.00
Rota and Tinian travels	ARE to conduct data dialogues and collaboration between schools in Rota and Tinian during beginning, mid, and end of school year	12	\$8,280 (Rota 2 times a year) and \$ 4,000 for Tinian 3 times a year	0	Tinian: \$ 130 x 2 days = \$260 x 12= 3,120 x 2 times a year= \$6,240. Rota \$ 110 x 2 days=\$220 x 12=\$ 2,640 x 2 times a year=\$5,280 (Total: \$11,520)					\$ 23,800.00
	ARE to conduct annual data custodian training for Rota, Tinian, and Saipan	12	\$4,140 (Rota) and \$ 2,000 for Tinian	\$8,000	Tinian: \$ 130 x 2 days = \$260 x 12= 3,120 Rota \$ 110 x 2 days=\$220 x 12=\$ 2,640 (Total: \$5,760)					\$ 19,900.00
Travel Subtotals									\$-	\$111,350.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2020 Carryover Funds	FY 2021 Funds
Computers	For online assessments set-up, data collection, data analysis, and data presentation	\$3,000 ea. X 4 computers		\$ 12,000.00
		Equipment Subtotals	\$-	\$12,000.00

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2020 Carryover Funds	FY 2021 Funds
Supplies for assessments and trainings	Papers, pens, chart papers, sticky note pads, markers, folders for 200 participants for every meeeting and trainings (3 times a year)		\$ 10,000.00
Supply Subtotals		\$ 0.00	\$ 10000.00

6. CONTRACTUAL – (PURCHASED SERVICES)

Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2020 Carryover Funds	FY 2021 Funds
Smarter Balance Student Summative Assessments	To monitor student growth and progress in Reading and Math toward college and career readiness	To monitor student growth and progress toward college and career readiness. To also include test development services.		\$ 180,000.00
Infinite Campus Student Information System	To keep records, generate, and use student data including report cards and assessments using an online platform	To manage data, handle attendance, report cards, schedule building, discipline, billing, maximize student success, and communicate with parents and families		\$ 204,290.00
Renaissance Program Software Subscription for All Schools	Provides reliable data showing progress made by each student and if they are on track to meet expected standards in the learning pathway	Tests all students grades K-10 with on-line tests that are taken 4 times a year to track student growth and provides Accelerated Reader, Accelerated Math, and English in a Flash so students can pace their learning		\$ 303,008.00
Multi-State Alternate Assessment	Assessment for students who are required to take the alternate assessment	Assessment for students who are required to take the alternate assessment		\$ 40,000.00
MSAA Cooperative Agreement	Annual consortium membership fee	Comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes		\$ 15,000.00
AP Exam	Assess AP students in all AP content areas	To purchase the AP exams that the AP students need to pass and qualify for course credits		\$ 56,000.00
EXCELSOFT Standard Based Online Assessments	Online test administration for the SBA for Social Studies, Science, and CCLHS	Platform and technical services that are needed for the implementation and online access of the SBA		\$ 195,500.95
LifeTrack Services for Senior Exit Surveys	To gather feedback from senior high school students in order to document the success of schools and our graduates	\$18.00 per survey x 700 Seniors = \$12,600		\$ 12,600.00
IT & E and Docomo Internet and Communication Contracts	To ensure online connections of equipment and assessment platform	Communication and internet services \$ 917 x 12 months		\$ 11,004.00
Intrado Communicate and Attendance Alert	Provide online communication for parents on assessments, attendance, and student behavior	To communicate daily absences to parents and guardians		\$ 50,000.00
Pay Differential for Saturday and After School assessment trainings and activities.	Provide teachers and staff with pay differentials for Saturday and after school trainings and assessment activities	\$ 150/day x 120 teachers= \$18,000 x 3 Saturdays= \$ 54,000. \$ 40/after school hours. x 30 teachers=\$ 1,200 x 7.5 days= \$ 9,000		\$ 63,000.00
Contractual Subtotals			\$-	\$1,130,402.95

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2020 Carryover Funds	FY 2021 Funds
Printing of Annual Report	Printing of Annual Report, to be disseminated to Schools and stakeholders (information purpose)	\$70 x 60 copies = \$4200		\$ 4,200.00
Training venue for data dialogue and middle school and high school collaboration	Provide training venues for middle and high school schools during collaobarion meetings and data dialogue	\$ 6,114.605 x 4 meetings		\$ 24,458.42
Other Subtotals			\$-	\$28,658.42

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	State Admin Title V-B		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)		
2b. SEA OR LEA SERVICES	SEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	9,140 Public School Students	Student
			9,140 Public School Students
4. NEED(S) for PROJECT	To effectively administer 12 Title V RLIS programs requires project monitoring and training on a monthly basis on the island of Saipan and quarterly on our neighboring islands, Tinian and Rota. We will monitor school performance based on the School-wide standard operating procedures and each school’s Schoolwide plan (SWP) that is uploaded into the ASSIST database (See attached example). We will schedule monthly and quarterly program monitoring and training on our 12 Title V RLIS. We will focus on operating our programs with fidelity and on addressing the six required actions in our Accreditation Report. For further background, the PSS was granted five years of system-wide		

	<p>accreditation by the North Central Association, but there are six areas requiring improvement (See attached Advanced Education Accreditation Report).</p> <p>Our theory of action is if we provide monthly training for our school leaders and conduct weekly project monitoring, then our programs will be implemented with fidelity and in accordance with the desired growth in our accreditation six areas for improvement. Our 3-year goal is a 5% increase in the accreditation Index of Quality from 307 in SY 19-20 to 322 in SY 20-21 to 338 in SY 21-22 to 354 in SY 22-23.</p>

5. GOAL STATEMENT/OBJECTIVES	
5a. Goal Statement:	
<p>The goal of our state admin program is to provide program monitoring of our RLIS programs as well as training and technical assistance to our schools using the Accreditation Index of Quality to measure our success by at least 5% per year. The Accreditation Index of Quality is a measure of quality of our programs on in aggregate for all 3 islands. We are one unified school system and do not have separate goals and objectives by island.</p>	

5b. Annual Objectives:

By the end of SY22-23, the number of schools indicating satisfactory technical assistance services will increase to 20, or a 5% increase per year.

- By the end of SY19-20, the survey results will increase from 17 “satisfactory” results to 18 “satisfactory” results.
- By the end of SY20-21, the survey results will increase from 18 “satisfactory” results to 19 “satisfactory” results.
- By the end of SY21-22, the survey results will increase from 19 “satisfactory” results to 20 “satisfactory” results.

By the end of SY22-23, the Accreditation Index of Quality will increase from the current 307 to 354 or a 5% increase per year.

- By the end of SY19-20, the Accreditation Index of Quality will increase from the previous score of 307.
- By the end of SY20-21, the Accreditation index of Quality will increase from 307 in SY19-20 to 318.
- By the end of SY21-22, the Accreditation Index of Quality will increase from 318 in SY20-21 to 336
-

By the end of SY22-23, the number of CNMI PSS project outcomes will increase to 12 of 12 outcomes achieved, or a 17% increase per year.

- By the end of SY19-20, the number of project outcomes will increase to 6 successful outcomes.
- By the end of SY20-21, the number of project outcomes will increase to 8 successful outcomes.
- By the end of SY21-22, the number of project outcomes will increase to 10 successful outcomes.
- By the end of SY21-22, the number of project outcomes will increase to 12 successful outcomes.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) **strong evidence** from at least 1 well-designed and well-implemented experimental study;
 - (II) **moderate evidence** from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) **promising evidence** from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) **demonstrates a rationale** based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;or
- (ii)
 - (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: State Admin

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).	Quarterly Performance Targets Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
(e.g., Teacher trainings on new tools and resources to utilize in the classroom to improve instruction.)	(e.g., By the end of the 2022-2023 school year, 70% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction.)	(e.g., web- based survey from post-professional development event on new tools and resources to use in the classroom to improve instruction)	(e.g., percentage of teachers who self-report as feeling “well prepared” and more than “well prepared” to use new tools and resources in the classroom to improve instruction)		(e.g., 30% of teachers self-reported as feeling “well prepared” to use new tools and resources in the classroom to improve instruction on web-based survey collected during School Year 2021-2022.)				

School satisfaction survey on T/TA provided to schools (data from Principals - 20, teachers - 158 and students -493 on the following: 1. Overall level of satisfaction with T/TA 2. Access to student courses, 3. Use of technology (e.g., ipad/laptop) for classroom and homework, 4. Effectiveness of Students 1 st newsletter	By the end of SY22-23, the number of schools indicating satisfactory technical assistance services will increase to 20, or a 5% increase per year.	Survey results	20 out of 20 schools satisfied with T/TA or some schools expressing a need for more T/TA	20	19	20	20	20
Advanced Ed review of the	By the end of SY22-23, the	Advanced Ed review and	A 5% increase in the accreditation	307 in SY 20-21				354

PSS responses to the six required actions and Advanced Ed ratings of PSS as a result of the responses and evidence	Accreditation Index of Quality will increase from the current 307 to 354 or a 5% increase per year	ratings of PSS	Index of Quality						
Annual report on the outcomes of our projects	By the end of SY22-23, the number of CNMI PSS project outcomes will increase to 12 of 12 outcomes achieved, or a 17% increase per year.	Annual Report to the USDE	Project annual outcomes report <u>Number of project outcomes achieved will increase by 12 out of 12</u>	8 project outcome fully achieved and 12 project outcomes partially achieved	10	10	11	12 project outcomes fully achieved	

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<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>Core services at the elementary level include instruction in English, math, science, social studies, heritage language, computers, physical education, and health. Core services at the middle school level include instruction in English, math, science, social studies, NMI History, Leadership Corps, health, computers, and physical education. Core services at the high school level include instruction in English, math, science, World History, CNMI History, economics, and six electives.</p>
	<p>We will use State Admin funds for project monitoring and training on our three islands. We will also require our schools to address the six required actions in our Accreditation Report which are as follows: 1.) Embed the use of instructional strategies reflective of higher order thinking, 2.) Ensure that the instructional process is based on a data-driven system that supports change and clearly informs students of learning expectations and standards of performance, 3.) Sustain the current momentum for continuous improvement by gathering and analyzing data to determine verifiable growth and readiness for the next level, 4.) Expand technology and the technical infrastructure to ensure that students have the tools to achieve academic excellence, 5.) Develop and implement a vigorous safety plan that provides a clean and healthy environment for all students, 6.) Enlist the aid of the community and systems partners to ensure that financial resources adequately support effective teaching and learning. The \$70,000 is for a Contract Program Monitor who conducts daily monitoring of our Title I teachers and their interaction with students, classroom teachers, and Literacy Coaches as these three (classroom teacher, Title I tutor and Literacy Coaches) team to provide the additional support, encouragement and tutoring that struggling readers grades K-3 need to achieve the success that all young students seek at school.</p> <p><u>We assure that FY22 Consolidated Grant Funds will supplement, not supplant state and local funds.</u></p> <p>We will monitor on a monthly basis on how our schools are performing on their Schoolwide Plans (SWPs) and on all other allocations as well as how our schools are performing in addressing the six required actions. We will also provide on-site monitoring of our RLIS programs for continuous improvement. We will also contract for the supervision, monitoring, evaluation, and reporting on our Title 1 tutorial and coaching program. The contracted monitor will work closely with the Federal Programs Officer, Commissioner of Education and the principals of our public and private schools.</p>

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: State Admin				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 1,810.32	\$ -	\$ 47,640.00	\$ 49,450.32
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -
6. Contractual (Purchased Services)	\$ 2,470.00	\$ -	\$ 65,000.00	\$ 67,470.00
7. Other	\$ 130.10	\$ -	\$ 3,423.60	\$ 3,553.70
Indirect Cost Rate:	Subtotals	\$ 4,410.42	\$ -	\$ 116,063.60
3.80%			Grand Total:	\$ 120,474

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
Subtotals			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total													\$ -	

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Quarterly Commute to Rota	Monitoring and technical assistance (add'l 2 McRel coaches, 2 PSS coaches)	4	\$300/air x 4 trips = \$1,200 x 4 pax = \$4,800		\$135/p.diem x 2 days x 4 trips = \$1,080 x 4 pax = \$4,320	\$65/car x 2 days x 4 trips = \$520 x 4 pax = \$2,080				\$11,200.00
Quarterly Commute to Tinian	Monitoring and technical assistance (add'l 2 McRel coaches, 2 PSS coaches)	4	\$85/air x 4 trips = \$340 x 4 pax = \$1,360		\$135/p.diem x 2 days x 4 trips = \$1,080 x 4 pax = \$4,320	\$65/car x 2 days x 4 trips = \$520 x 4 pax = \$2,080				\$7,760.00
Washington, D.C.	Annual Consolidated Grant TA Meeting	5	\$2,700/air x 1 trips = \$2,700 x 5 pax = \$13,500		\$328/p.diem x 6 days x 1 trip = \$1,968. Plus transit Hawaii \$328 + Guam (2-day) \$560 = \$2,856 x 5 pax = \$14,280	\$30/ground trans. x 6 days x 1 trips = \$180 x 5 pax = \$900				\$ 28,680.00
Travel Subtotals									\$ -	\$ 47,640.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$ -	\$ -

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g.,computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Federal Programs Monitor	Monitors 28 Title I teachers tutoring students grades K-3 public schools and K-12 private schools. Prepares reports of 700+ public school students and 25+ private school students who are struggling with reading and/or math.	\$65,000.00	\$ -	\$ 65,000.00
Contractual Subtotals			\$ -	\$ 65,000.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
DSL Connectivity	Internet Access	\$90 X 12 mos X 1 device		\$ 1,080.00
Communication costs	Long Distance Communication	\$195X 12 months		\$ 2,343.60
Other Subtotals			\$ -	\$ 3,424

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	School Wide Improvement Plan (SWP) Program		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	School Wide Program (SWP) ESEA Title V, Part B, Subpart 2 Use of RLIS funds under ESSA Title 1 Section 1114 (b) (7) (A) (i) (ii) (iii) (I-V) for programs that meet the needs of all children, particularly those at-risk of meeting challenging State academic standards.		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12th	9,140	464-Teachers 31 school Administrators (P & VPs)
4. NEED(S) for PROJECT	Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making reading comprehension instruction particularly critical. Based on the FY 2019 ACT Aspire summative results, 25% of 3rd-grade students have met or exceeded grade-level proficiency in Reading. Therefore, the School-Wide Program will provide funds for schools to purchase instructional materials such as workbooks, software, and hardware that supplement the core program instruction. For SY 2022-2023, the CNMI PSS plans to further invest in campuses and their students by allocating \$682 per student on Saipan and \$712.50 per		

student on Rota and Tinian to address learning loss: these funds will accelerate progress to close learning gaps resulting from school closures; schools will also use funds for extended learning, remediation, and /or enrichment opportunities for students (summer learning, afterschool programs, additional pay for teachers, extended schedules, etc.)

Based on the STAR Reading assessment, student proficiency in Reading indicates that 37% of 3rd-grade students scored proficient or above during the Screener 1 assessment, compared with 36% by Screener 2. Reading proficiency affects academic performance in other subject areas (such as mathematics) and is linked to graduating college and career ready. Therefore, it is essential that the CNMI PSS track student proficiency in reading and math, and readiness to attend college or start a career path post-graduation. Instructional interventions (e.g., Achieve3000 and Renaissance Learn products) will also be purchased for monitoring, planning, and supporting students struggling academically).

Through the collaborative School-Wide Improvement Plan (SWP) process, each school develops a comprehensive plan for improvement by addressing identified needs to improve student outcomes. The process follows the Cognia Improvement Process and includes Cognia's Performance Standards and Domains, Measurable Goals and Objectives, Strategies, Activities, Funding Sources (local appropriations, federal grants – including grants from other sources, non-appropriated funds, etc.), and a method to evaluate the effectiveness of the improvement efforts. Utilizing programs that meet the needs of all children, particularly those at risk of not meeting challenging State academic standards, is an allowable activity under ESSA Title I Section 1114 (b) (7) (A) (i) (ii) (iii) (I-IV).

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

Based on the needs assessment findings, the CNMI PSS established the following goals:

A. STAR

By 2023, CNMI PSS will increase the STAR assessments scores of at least 3% and above by cohort.

STAR Reading

- By 2023, current students in 3rd grade will increase at or above proficiency scores from 40% to 43% in STAR Reading.
- By 2023, current students in 4th grade will increase at or above proficiency scores from 39% to 42% in STAR Reading.
- By 2023, current students in 5th grade will increase at or above proficiency scores from 37% to 40% in STAR Reading.
- By 2023, current students in 6th grade will increase at or above proficiency scores from 37% to 40% in STAR Reading.
- By 2023, current students in 7th grade will increase at or above proficiency scores from 40% to 43% in STAR Reading.
- By 2023, current students in 8th grade will increase at or above proficiency scores from 34% to 37% in STAR Reading.
- By 2023, current students in 9th grade will increase at or above proficiency scores from 33% to 36% in STAR Reading.
- By 2023, current students in 10th grade will increase at or above proficiency scores from 39% to 42% in STAR Reading.

STAR Math

- By 2023, current students in 3rd grade will increase at or above proficiency scores from 29 % to 32% in STAR Math.
- By 2023, current students in 4th grade will increase at or above proficiency scores from 30% to 33% in STAR Math.
- By 2023, current students in 5th grade will increase at or above proficiency scores from 34% to 37% in STAR Math.
- By 2023, current students in 6th grade will increase at or above proficiency scores from 38% to 41% in STAR Math.
- By 2023, current students in 7th grade will increase at or above proficiency scores from 38% to 41% in STAR Math.
- By 2023, current students in 8th grade will increase at or above proficiency scores from 35% to 38% in STAR Math.
- By 2023, current students in 9th grade will increase at or above proficiency scores from 44% to 47% in STAR Math.
- By 2023, current students in 10th grade will increase at or above proficiency scores from 64% to 67% in STAR Math.

STAR Early Literacy

- By 2023, current students in kindergarten will increase at or above proficiency scores from 42% to 45% in STAR Early Literacy.
- By 2023, current students in 1st grade will increase at or above proficiency scores from 39% to 42% in STAR Early Literacy.
- By 2023, current students in 2nd grade will increase at or above proficiency scores from 45% to 48% in STAR Early Literacy.

The goals will measure 3rd-grade student outcomes in reading and math which is addressed in the District's Strategic Performance Management Plan. Through the collaborative School-Wide Improvement Plan (SWP) process, each school develops a comprehensive plan for improvement by addressing identified needs to improve student outcomes, with resources focused on academic achievement in the core content areas. The quarterly and end-of-year targets will directly measure progress towards reaching the goal for this three-year

improvement cycle. The goal is also aligned to the basic program of instruction and supports the supplemental project, with all expenditures allocated to each school for their School-Wide Improvement Plan.

5b. Annual Objectives:

The following targets for the STAR assessments are calculated by the entering student cohort for that particular School Year (SY). The percentages are sequentially adjusted as students progress to higher grade levels in the next year. For example, students entering third grade in SY 2020-2021 (Year 1) will be considered as fourth-grade students in SY 2021-2022 (Year 2), and fifth-grade students in SY 2022-2023 (Year 3).

Following the diagonal pattern on the table below, students in 3rd grade will increase their at or above proficiency benchmark scores in STAR Reading from 37% to 40% in SY 2021-2022 (Year 1). These third-grade students will move up to the 4th grade level in SY 2021-2022 (Year 2). By SY 2021-2022 (Year 2), the students in 4th grade will increase their at or above proficiency scores in STAR reading from 40% to 43%. These fourth-grade students will move up to the 5th grade level in SY 2022-2023 (Year 3). By SY 2022-2023 (Year 3), by fifth grade, students will increase at or above proficiency benchmark scores by 3%.

STAR Reading

Grade Level	SY 20-21	SY 21-22	SY 22-23
3 rd	37%		
4 th	36%	40%	
5 th	34%	39%	43%
6 th	34%	37%	42%
7 th	37%	37%	40%
8 th	31%	30%	40%
9 th	30%	34%	43%
10 th	36%	33%	37%
11 th			36%
12 th			

STAR Math

Grade Level	SY 20-21	SY 21-22	SY 22-23
3 rd	26%		
4 th	27%	29%	
5 th	31%	30%	32%
6 th	35%	34%	33%
7 th	35%	38%	37%
8 th	32%	38%	41%

9th	41%	35%	41%
10th	61%	44%	38%
11th			47%
12th			

STAR Early Literacy

Grade Level	SY 20-21	SY 21-22	SY 22-23
K	39%	42%	45%
1st	36%	42%	45%
2nd	42%	39%	45%

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;or
- (ii)
 - (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: School Wide Improvement Plan (SWP) Program

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based Please indicate: Yes or No	Baseline Data	Quarterly Performance Targets			
					<i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	<u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Administer the STAR assessments during the following: Screener 1 (Fall) Screener 2 (Winter) Screener 3 (Spring) Screener 4 (Outcome)	By 2023, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.	Renaissance STAR	Percentage of students at or above proficiency scores.	Yes	SY2021-2022 Baseline data: Reading Target: 3 rd : 44% 4 th : 45% 5 th : 42% 6 th : 32% 7 th : 34% 8 th : 39% 9 th : 29% 10 th : 39% SY2020-2021 Baseline data:	Dec. 2022 Reading Target: 3 rd : 45% 4 th : 46% 5 th : 43% 6 th : 33% 7 th : 35% 8 th : 40% 9 th : 30% 10 th : 40%	Mar. 2023 Reading Target: 3 rd : 46% 4 th : 47% 5 th : 44% 6 th : 34% 7 th : 36% 8 th : 41% 9 th : 31% 10 th : 41%	Jun. 2023 Reading Target: 3 rd : 47% 4 th : 48% 5 th : 45% 6 th : 35% 7 th : 37% 8 th : 42% 9 th : 32% 10 th : 42%	Sept. 2023 Reading Target: 3 rd : 47% 4 th : 48% 5 th : 45% 6 th : 35% 7 th : 37% 8 th : 42% 9 th : 32% 10 th : 42%

					Math 3 rd : 31% 4 th : 39% 5 th : 37% 6 th : 29% 7 th : 34% 8 th : 34% 9 th : 45% 10 th : 60% SY2021-2022 Baseline Data: STAR Early Literacy K: 67% 1 st : 47% 2 nd : 20%	Math Target: 3 rd : 32% 4 th : 39% 5 th : 38% 6 th : 30% 7 th : 35% 8 th : 35% 9 th : 46% 10 th : 61% Dec. 2022 Star Early Literacy Target: K: 68% 1 st : 47% 2 nd : 21%	Math Target: 3 rd : 33% 4 th : 40% 5 th : 39% 6 th : 31% 7 th : 36% 8 th : 36% 9 th : 47% 10 th : 62% Mar. 2023 Star Early Literacy Target: K: 69% 1 st : 48% 2 nd : 22%	Math Target: 3 rd : 34% 4 th : 41% 5 th : 40% 6 th : 32% 7 th : 37% 8 th : 37% 9 th : 48% 10 th : 63% Jun. 2023 Star Early Literacy Target: K: 70% 1 st : 49% 2 nd : 23%	Math Target: 3 rd : 34% 4 th : 41% 5 th : 40% 6 th : 32% 7 th : 37% 8 th : 37% 9 th : 48% 10 th : 63% Sept. 2023 Star Early Literacy Target: K: 70% 1 st : 50% 2 nd : 23%
Conduct data dialogue with schools to unpack STAR data and use the data to inform instructions	By 2023, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.	Renaissance STAR	Percentage of students at or above proficiency scores.	Yes	SY2021-2022 End of Year Actual Results: STAR Reading 3 rd : 44% 4 th : 45% 5 th : 42% 6 th : 32% 7 th : 34% 8 th : 39% 9 th : 29% 10 th : 39% SY201-2022 Baseline data: Math 3 rd : 31% 4 th : 39% 5 th : 37% 6 th : 29%	Dec. 2022 Reading Target: 3 rd : 45% 4 th : 46% 5 th : 43% 6 th : 33% 7 th : 35% 8 th : 40% 9 th : 30% 10 th : 40% Dec. 2022 Math Target: 3 rd : 32% 4 th : 39% 5 th : 38% 6 th : 30%	Mar. 2023 Reading Target: 3 rd : 46% 4 th : 47% 5 th : 44% 6 th : 34% 7 th : 36% 8 th : 41% 9 th : 31% 10 th : 41% Mar. 2023 Math Target: 3 rd : 33% 4 th : 40% 5 th : 39% 6 th : 31%	Jun. 2023 Reading Target: 3 rd : 47% 4 th : 48% 5 th : 45% 6 th : 35% 7 th : 37% 8 th : 42% 9 th : 32% 10 th : 42% Jun. 2023 Math Target: 3 rd : 34% 4 th : 41% 5 th : 40% 6 th : 32%	Sept. 2023 Reading Target: 3 rd : 47% 4 th : 48% 5 th : 45% 6 th : 35% 7 th : 37% 8 th : 42% 9 th : 32% 10 th : 42% Sept. 2023 Math Target: 3 rd : 34% 4 th : 41% 5 th : 40% 6 th : 32%

					<p>7th: 34% 8th: 34% 9th: 45% 10th: 60%</p> <p>SY201-2022 Baseline Data: STAR Early Literacy K: 67% 1st: 47% 2nd: 20%</p>	<p>7th: 35% 8th: 35% 9th: 46% 10th: 61%</p> <p>Dec. 2022 Star Early Literacy Target: K: 68% 1st: 47% 2nd: 21%</p>	<p>7th: 36% 8th: 36% 9th: 47% 10th: 62%</p> <p>Mar. 2023 Star Early Literacy Target: K: 69% 1st: 48% 2nd: 22%</p>	<p>7th: 37% 8th: 37% 9th: 48% 10th: 63%</p> <p>Jun. 2023 Star Early Literacy Target: K: 70% 1st: 49% 2nd: 23%</p>	<p>7th: 37% 8th: 37% 9th: 48% 10th: 63%</p> <p>Sept. 2023 Star Early Literacy Target: K: 70% 1st: 50% 2nd: 23%</p>
<p>Provide all schools with supplemental materials to improve instructions, address learning loss and achieve goals.</p>	<p>By 2023, CNMI PSS will increase STAR assessment scores of at least 3% and above by cohort.</p>	<p>Renaissance STAR</p>	<p>Percentage of students at or above proficiency scores.</p>	<p>Yes</p>	<p>SY201-2022 Baseline data: Reading</p> <p>3rd: 44% 4th: 45% 5th: 42% 6th: 32% 7th: 34% 8th: 39% 9th: 29% 10th: 39%</p> <p>SY2021-2022 Baseline data: Math</p> <p>3rd: 31% 4th: 39% 5th: 37% 6th: 29% 7th: 34% 8th: 34% 9th: 45% 10th: 60%</p> <p>SY2021-2022</p>	<p>Dec. 2022 Reading Target:</p> <p>3rd: 45% 4th: 46% 5th: 43% 6th: 33% 7th: 35% 8th: 40% 9th: 30% 10th: 40%</p> <p>Dec. 2022 Math Target:</p> <p>3rd: 32% 4th: 39% 5th: 38% 6th: 30% 7th: 35% 8th: 35% 9th: 46% 10th: 61%</p> <p>Dec. 2022 Star Early</p>	<p>Mar. 2023 Reading Target:</p> <p>3rd: 46% 4th: 47% 5th: 44% 6th: 34% 7th: 36% 8th: 41% 9th: 31% 10th: 41%</p> <p>Mar. 2023 Math Target:</p> <p>3rd: 33% 4th: 40% 5th: 39% 6th: 31% 7th: 36% 8th: 36% 9th: 47% 10th: 62%</p> <p>Mar. 2023 Star Early</p>	<p>Jun. 2023 Reading Target:</p> <p>3rd: 47% 4th: 48% 5th: 45% 6th: 35% 7th: 37% 8th: 42% 9th: 32% 10th: 42%</p> <p>Jun. 2023 Math Target:</p> <p>3rd: 34% 4th: 41% 5th: 40% 6th: 32% 7th: 37% 8th: 37% 9th: 48% 10th: 63%</p> <p>Jun. 2023</p>	<p>Sept. 2023 Reading Target:</p> <p>3rd: 47% 4th: 48% 5th: 45% 6th: 35% 7th: 37% 8th: 42% 9th: 32% 10th: 42%</p> <p>Sept. 2023 Math Target:</p> <p>3rd: 34% 4th: 41% 5th: 40% 6th: 32% 7th: 37% 8th: 37% 9th: 48% 10th: 63%</p> <p>Sept. 2023 Star Early</p>

					Baseline Data: STAR Early Literacy K: 67% 1 st : 47% 2 nd : 20%	Literacy Target: K: 68% 1 st : 47% 2 nd : 21%	Literacy Target: K: 69% 1 st : 48% 2 nd : 22%	Star Early Literacy Target: K: 70% 1 st : 49% 2 nd : 23%	Literacy Target: K: 70% 1 st : 50% 2 nd : 23%
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6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

Core services at the elementary level include instruction in Reading, Math, Science, Social Studies, Heritage Language, Computers, Physical Education, and Health. Core services at the middle school level include instruction in English, Math, Science, Social Studies, NMI History, Leadership Corps, Health, Computers, and Physical Education. Core services at the high school level include instruction in Reading, Math, and Science, World History, CNMI History, Economics, and six electives. In the School-wide Improvement Plans, the Basic Program of Instruction is implemented in the activities and strategies along with the 3-year trend data that each school has discussed with their stakeholders. Therefore, the Basic Program Instruction is addressed in the objectives and goals of the SWP that meets the project need.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

School-Wide Programs at each public school supplements core classroom instruction in reading by providing the needed workbooks and supplemental instruction programs and character education programs needed by each school. One of the first steps in the process is for a school's leadership team or school improvement team to determine what problem they should focus on as a school-based on their student data. The data should identify a gap between where the school wishes to be and how it is currently functioning, based upon its vision statement (Meyer-Looze, 2015), which typically happens in the summer before school resumes. During this data dialog and needs assessment, school principals and teachers meet to review by grade level and by class the student achievement data for each student on the STAR reading, math, and early literacy quarterly computer-generated reports. As a result, the schools look for research-based and best practices to address the needs and implement them with fidelity. These steps are part of the School-Wide Improvement Plan (SWP).

In the SWP, school leaders and teachers must demonstrate how they will meet the instructional needs of our struggling students (those performing at 2 or more grades below level) utilizing the Response to Intervention (RTI) models for Reading (What Works Clearinghouse, 2011) and Math (What Works Clearinghouse, 2009), and how they will meet the instructional needs of students performing near, at or above grade level used the Rigor, Relevance and Relationship model (Wallach et al, 2006). In addition, each school uses a portion of their School-wide allocation for software programs such as Achieve3000 (What Works Clearinghouse, 2012), Renaissance Learn products such as Accelerated Reader (What Works Clearinghouse, 2006), online libraries such as Concourse and Safari Montage, and character education programs (Jeynes, 2019) such as Peace Builders, Character Counts, We the People, Virtues Project, and Second Step. Each school on Saipan will receive an allocation of \$626.00 per student, and \$654 for schools on Tinian and Rota. If we divide the per-student allocation by 180 school days, we arrive at \$3.48 per day for Saipan schools and \$3.63 per day for Tinian and Rota schools for supplemental instructional materials.

The approved SWPs are uploaded to the PSS ARE website for stakeholder access (See Attached Koblerville Elementary School). Schools may begin to implement activities requiring funding through the procurement processes. The instructional materials that supplement the Basic Program of Instruction are procured and distributed to the teachers before the beginning of the school year. The SWP is monitored by the Federal Programs Officer, the Office of Accountability, Research and Evaluation (ARE), and the principal of each of our public schools. The monitoring is performed throughout the school year; a formative evaluation to allow schools to make mid-course corrections, and a summative evaluation to measure how many objectives were met (on the last progress update). All proposed expenditures are cross reference to the SWP. The Federal Programs Officer provides training ensuring that all proposed costs are allocable, allowable, reasonable, necessary, compliant with all laws, are supplemental, and do not supplant local funds.

Further, please consult our annual audit reports which show the following: 1. The clean audit opinion on financial statements and federal compliance, 2. No questioned costs, and 3. Low-risk auditee status.

There are no connections to other Federal Agencies/Programs.

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Meyer-Looze, C. L. (2015). Creating a Cycle of Continuous Improvement through Instructional Rounds. *NCPEA International Journal of Educational Leadership Preparation*, Vol.10, No.21-April 2015. ISSN: 2155-9635, 2015 National Council of Professors of Educational Administration. MI: Grand Valley State University

Wallach, C. A., Ramsey, B. S., Lowry, L. K., & Copland, M. (2006). *Student voice: Tapping the potential of relationships, relevance, and rigor*. Small Schools Project, 1–49. Retrieved from <https://eric.ed.gov/?id=ED505506>

What Works Clearinghouse. (2009). *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*. IES PRACTICE GUIDE NCEE 2009-4060 U.S. DEPARTMENT OF EDUCATION WHAT WORKS CLEARINGHOUSE Retrieved from https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rTI_math_pg_042109.pdf

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What Works Clearinghouse. (2012). *Accelerated Reader*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_accelreader_101408.pdf

What Works Clearinghouse. (2018). *A summary of findings from a systematic review of the evidence Achieve3000® Intervention Description 1*. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_alachieve_022718.pdf

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE),

			Part-Time, Hourly, Per Diem)
Research and Evaluation Program Manager	<p>Under ARE, this position oversees the evaluation of all the Consolidated Grant programs and oversees the action research conducted in the schools to improve teaching and learning in the classrooms. Responsibilities include the quarterly evaluation and reporting of the assessments and schoolwide plan programs and the reporting of the implemented action research outcomes.</p> <p>This position will also work closely with the 20 public schools in the CNMI for the data dialogue, quarterly SWP progress, and the development of their school plan based on the assessment results.</p>	To evaluate and monitor all the CNMI PSS consolidated programs including assessments and schoolwide plan.	FTE

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: School Wide Programs (SWP)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 2,964.00		\$ 78,000.00	\$ 80,964.00
3. Travel	\$ 1,133.16		\$ 29,820.00	\$ 30,953.16
4. Equipment	\$ 512.09		\$ 13,476.00	\$ 13,988.09
5. Supplies	\$ 190.00		\$ 5,000.00	\$ 5,190.00
6. Contractual (Purchased Services)	\$ -		\$ -	\$ -
7. Other	\$ 237,923.32		\$ 6,261,140.00	\$ 6,499,063.32
Indirect Cost Rate:	Subtotals	\$ 242,722.57	\$ -	\$ 6,387,436.00
3.80%			Grand Total:	\$ 6,630,159

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe (7.65%+4%+8.35%)*Salary	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Research and Evaluation Program Manager	Under ARE, this position oversees the evaluation of all the Consolidated Grant programs and oversees the action research conducted in the schools to improve teaching and learning in the classrooms. Responsibilities include the quarterly evaluation and reporting of the assessments and schoolwide plan programs and the reporting of the implemented action research outcomes. This position will also work closely with the 20 public schools in the CNMI for the data dialogue, quarterly SWP progress, and the development of their school plan based on the assessment results.	100				\$-	\$ 65,000.00		\$ 13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	\$78,000.00
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$65,000.00	\$-	\$13,000.00	\$78,000.00	\$65,000.00	\$-	\$13,000.00	
Grand Total													\$	78,000.00

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
7 SWP Committee to travel within the CNMI twice a year (Rota)	Commutes to Rota for SWP planning, data dialogue work sessions with school admin, teachers, parents, and students	7	Rota- \$250/person x 7 = \$1,750 X 2 commutes =\$3,500		\$ 110 x 4 days x 7 pax x 2 commutes=\$ 6,160	Car Rental \$ 75 x 2 cars x 4 days x 2 commutes= \$1,200				\$10,860.00
7 SWP Committee to travel within the CNMI twice a year (Tinian)	Commutes to Tinian for SWP planning, data dialogue work sessions with school admin, teachers, parents, and students	7	Tinian- \$90/person =\$630 x 2 commutes =\$1,260		\$ 125 x 4 days x 7 pax x 2 commutes=\$ 7,000	Car Rental \$ 75 x 2 cars x 4 days x 2 commutes= \$1,200				\$9,460.00
One Contract Specialist will travel to CNMI	School Improvement On-Site Coaching and Training	1	\$3,000	\$1, 500				\$5,000		\$9,500
								Travel Subtotals	\$-	\$29,820.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
MacBook Pros	For ease of use with Data Dialogues, monitoring progress of the SWP, Assessments Data and SPM (remote desktop access)	MacBook Pro x 3 x \$4,492		\$ 13,476.00
		Equipment Subtotals	\$-	\$13,476.00

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Supplies for School Improvement work sessions	Papers, pens, chart papers, sticky note pads, markers, folders, binders, and other materials needed for the training		\$ 5,000.00
Supply Subtotals		\$ 0.00	\$ 5000.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Contractual Subtotals			\$-	\$-

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
SWP Per School (20 schools)	Provide the 20 schools with funding to address learning loss. Funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	SWP Allocation per child on Saipan is \$682 x 8,218 = \$5,604,676; For Tinian and Rota is \$712 x 922 = \$656,464. Total \$6,261,140		\$ 6,261,140.00
Other Subtotals			\$-	\$6,261,140.00

FY 2022 Consolidated Grant SWP Allocation			
School	Enrollment	x \$682/student (Saipan) x \$712/student (Tinian and Rota)	Allocation
GTC Elementary School	311		\$ 212,102
Garapan Elementary School	517		\$ 352,594
Kagman Elementary School	458		\$ 312,356
Koblerville Elementary School	543		\$ 370,326
Oleai Elementary School	375		\$ 255,750
San Vicente Elementary School	585		\$ 398,970
Sinapalo Elementary School	238		\$ 169,456
Tinian Elementary School	242		\$ 172,304
WSR Elementary School	565		\$ 385,330
Elementary School Total	3,834		\$ 2,629,188
Chacha Oceanview Middle School	266		\$ 181,412
Dandan Middle School	430		\$ 293,260
FMS Middle School	359		\$ 244,838
Hopwood Middle School	688		\$ 469,216
Tanapag Middle School	305		\$ 208,010
Tinian Jr/Sr High School	71		\$ 50,552
Middle School Total	2,119		\$ 1,447,288
Da'ok Academy	59		\$ 40,238
Kagman High School	486		\$ 331,452
Marianas High School	1534		\$ 1,046,188
RHI Jr/Sr High School	216		\$ 153,792
Saipan Southern High School	737		\$ 502,634
Tinian Jr/Sr High School	155		\$ 110,360
High School Total	3,187		\$ 2,184,664
Total K-12 Students	9,140		\$ 6,261,140

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s)** should be aligned and connected.

1. PROJECT TITLE	Technology - Public Schools		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Use of funds under ESSA Title IV-A Section 4109 (a) (1) (D) (2) B Effective use of Technology		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	Pre K -12th	9,140	Instructional staff, non-instructional staff, school and district administrators, school and district staff
4. NEED(S) for PROJECT	<p>1. <u>Identified Need for This Project</u></p> <p>The CNMI Public School System’s Strategic Priority Goal # 1 focused on Student Success aims to provide each student with equitable, rigorous, relevant, and evidence-based instruction. A key factor in ensuring equitable, rigorous, relevant, and evidence-based instruction is access, training, implementation, and monitoring of both quality and reliable instructional and infrastructure technology. To support the effective learning environment for students, the CNMI PSS has also placed emphasis on supporting teacher and student success in the digital learning environment (DLE). Academic outcomes in the digital learning</p>		

environment, as described by the CNMI PSS accrediting agency Cognia, include students being able to demonstrate “1) using digital tools/technology to gather, evaluate and use the information for learning 2) using digital tools/technology to conduct, research, solve problems, and create original works for learning, and 3) using digital tools/technology to communicate and work collaboratively for learning.” Currently, the CNMI PSS averages 2.36 out of 4 total points on the DLE, which is an area of need in comparison to other aspects of the ELEOT observation tool. To support an effective digital learning environment, there is a need for continued educational technology and instructional design training for educators. Additionally, students, school, and district staff need access to 1-to-1 devices combined with a reliable and secure infrastructure network to be able to support digital learning environments and connect to technology tools that support academic outcomes for all learners.

To support the CNMI PSS’s Strategic Priority Goal # 1 Student Success and Goal # 3 High Performing Personnel, providing students and PSS personnel (instructional & non-instructional staff and administrators) access to rich online learning experiences has been a key technology objective. In a recent professional learning survey provided for all PSS staff, 61% of respondents shared that they prefer professional learning via an online format and 11% via a blended learning format (PSS Professional Learning Survey, 2021). CNMI PSS students also avail of core curricular and elective classes through the Student Portal Program, which provides distance education courses. In the school year 2020-2021 alone, there were a total of 2,538 students enrolled in distance education classes for a variety of purposes such as credit recovery, enrichment, and early advancement. There continues to be a need to offer comprehensive distance education opportunities for professionals and students of the CNMI PSS.

Distance education opportunities also support equity and access for students to engage in CTE and Advanced Placement coursework that may not be readily available at their schools due to staff shortages. This issue is particularly exacerbated in the smaller neighboring islands of Tinian and Rota. To address the lack of teachers in core curricular subjects, Advanced Placement, and CTE courses at the high school level, many high school students avail themselves of online coursework. The Student Portal provides high school students from Saipan, Tinian, and Rota the opportunity to enroll in quality online, credit-bearing courses for learning enrichment. The availability of online courses is critical to supporting 135 high school students in Rota and 159 high school students in Tinian (CNMI PSS Facts & Figures, 2021). There continues to be a need for expansion of AP course offerings in the online platform as well as on-ground student service supports. With the growing reliance on distance education to serve the student and staff needs on the island of Tinian and Rota, a distance education satellite is needed on each island respectively, equipped with technology resources and staffing for assistance for stakeholders.

2. Explanation of How Project Activities Connect to the Need for This Project

To address the needs for the project, the following activities will be implemented: The 21st-Century Classroom Program, the Student & Professional Portal Programs, Online Advance Placement Expansion, Digital Skills Curriculum, EdTech Program, Instructional Design & Core Days, Multimedia Equipment, Instructional Technology Satellite Centers, Infrastructure Networking, and Infrastructure Technology Security.

The 21st-Century Classroom activity will aim to improve teacher skills to effectively utilize technology to support rigorous and

relevant learning for all students to empower college and career readiness in a technology-driven, global society. This project activity will continue to equip classrooms throughout the CNMI with the educational technology resources to support the growing reliance on the online activities and digital curricula as well as to ensure equity in access.

The Student Portal Program activity aims to increase student equity and access to online learning opportunities. The Student Portal is an auxiliary online learning program that serves students, offering a range of core curricular and elective courses for elementary, middle, high school students. This service supports students seeking advancement and extended learning in both public and private schools throughout the CNMI. This activity is particularly important for mitigating learning gaps, credit recovery, and ensuring that the highly qualified teacher shortage in core subjects, particularly at the secondary level in the outlying islands, does not impede students' ability to meet graduation requirements.

The Professional Portal activity aims to provide professional learning and certification opportunities for educators to promote higher-level practices and support the recruitment and retention of highly-qualified personnel leveraging technology as a medium of learning. The virtual platform course offerings include BOE Certification and Licensure courses as well as options for professional growth and advancement. This activity ensures the retention of highly qualified personnel by leveraging technology based learning management systems to deliver required professional development to simulate continual growth and advancement for professionals.

The Digital Skills Curriculum Initiative for middle schools aims to improve digital learning competencies of students through focused teacher training, curriculum support, and evaluation of the program of choice. This activity focuses on ensuring that digital literacy becomes a core competency to support student success in a technology driven age.

The EdTech Program aims to strengthen teacher's use of technology resources to promote effective, pedagogically sound, tech-based practices that support student learning. The activity empowers teachers to integrate a range of educational technology in evidence-based ways that promote higher levels of engagement.

The Multimedia Equipment activity provides technological resources and access to multimedia equipment such as printers, scanners, and other electronic sharing devices to support 21st-century learning. Teachers having access to multimedia equipment provides options for learning material as well as allows for document sharing and digital storage.

The Instructional Technology Centers activity will ensure increased equity and access to the outlying islands of Tinian and Rota as well as ensure direct and immediate technology and technical support are readily available. The centers will provide more robust technology to support the various technology-driven services provided by the district. These services include the Student Portal, Parent Portal, Professional Learning Portal, Aspiring Leaders, and Ed Tech. All of which rely upon distance learning modalities to support learning and growth for all stakeholders. Lastly, the centers will provide a vision for the classrooms of the future to drive infrastructure improvement throughout the district to better support teaching and learning in the 21st Century.

The Online Advanced Placement and Expansion activity will provide students access to additional AP course offerings to support equity and access to rigorous coursework for college and career readiness on all three islands. As it stands, the outlying

islands of Tinian and Rota have a staffing shortfall of highly qualified educators to teach core curricular subjects much less Advanced Placement courses. However, the student population on both islands shows a high interest in higher-level coursework. The goal of this activity is to ensure that all Advanced Placement Courses offered in the district will be made available through the online platform. Students throughout the CNMI, regardless of their island, will have access to rigorous learning opportunities provided by Advanced Placement. Additionally, this activity will ensure appropriate training, support, and compensation for the staff who will develop and support the migration of ground-based Advanced Placement courses into the online learning management system.

The Instructional Design & Core Day activity will provide instructional intervention for middle schools whose data indicates a need for instructional intervention. The pilot will focus on instructional design and evidence-based teaching approaches to support professional growth for teachers. Moreover, instructional time will be increased on “core days” for primary curricular subjects, namely Math and Language Arts. In addition to increased instructional time, teachers will follow an instructional routine that integrates Response to Intervention Strategies, targeted use of the primary curriculum, integration of Social Emotional Learning, and robust use of Instructional Technology tools. School leaders will be empowered to outline the intervention of the “Core Day” to best meet their school needs as driven by their data. The goal is to show marked increases in student learning outcomes in these core competencies because of this instructional intervention.

Incentive for teachers and and students/online course/what are students saying/eric jensen

The Infrastructure Technology activity aims to improve network speeds and reduce downtime of the network to ensure a robust and connected system of infrastructure technology in schools.

The Network Security activity aims to optimize the district system infrastructure by ensuring security and improving operations by more efficient technology integration to better monitor, troubleshoot, respond, support, and protect the system. As the district has moved to integrate more educational technology and leverage distance education and hybrid learning modalities, the reliance on technology has risen substantially. As a result, increased stress and vulnerability are placed on the system that requires mitigation from the administrative level through the endpoint devices. Therefore, there is a need for increased technology infrastructure capacity through hardware and software to support the need for filtration of unwanted content and ensure protection against malicious cyber-attacks that may compromise school records and student data security. Optimizing the state technology infrastructure will ensure compliance with FERPA, COPPA, and CIPA.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

Prompts:

1. State one main goal for this project to achieve during the three-year grant cycle. (Although the project may encompass several activities, there should be a common thread (i.e., goal) that connects all project activities into one main goal for this Consolidated Grant project).
2. Explain how the goal will meet the project's need(s).

The CNMI PSS Technology Project's overarching goal is to ensure that the school system is equipped with the instructional and infrastructure technology resources to support highly skilled educators to deliver 21st Century instruction and to ensure equity and access to technology for all students.

The CNMI PSS aspires to have all students, PreK-12, take advantage of instructional technologies as powerful mediums that support critical thinking and problem-solving skills to promote post-secondary education and workforce success. To address this overarching goal, the following activities will be executed: the 21st-Century Classroom Program, the Student & Professional Portals, Online Advance Placement Expansion, Digital Skills Curriculum, EdTech Program, Instructional Design & Core Days, Multimedia Equipment, Instructional Technology Satellite Centers, Infrastructure Networking, and Infrastructure Technology Security.

The project's overarching goal will meet the project needs by ensuring continued support for the following areas 1) student access to high quality online courses via the Student Portal Program, Digital Skills course, and expanded online AP course offerings 2) professional development that targets instructional technology and design 3) retention of highly qualified PSS personnel through the professional portal 4) monitoring and intervention for 21st century classroom environments through teacher observations and instructional design coaching, implementation of CORE days 5) robust, reliable and secure infrastructure network through increased data security of endpoint devices and continued support for multi network file sharing system.

5b. Annual Objectives:

Objective 1: SY 2020-2021: Increase classroom instructional-tech score as measured by the Effective Learning Environment Observation Tool Digital Learning Environment (ELEOT) from a rating of 1.95 to 2.10. SY 2021-2022 Increase classroom instructional-tech score as measured by the Effective Learning Environment Observation Tool Digital Learning Environment (ELEOT) from a rating of 2.10 to 2.21. By the end of SY 2022-2023 the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment Observation (ELEOT) classroom observation tool from a rating of 2.36 to 2.38.

Objective 2: SY 2020-2021: 2250 students will be annually enrolled in DE courses as measured by registration data. SY 2021-2022: 2,340 students will enroll, as measured by registration data. By the end of SY 2022-2023: 2,350 students will be annually enrolled in Student Portal Program online courses as measured by registration data.

Objective 3: SY 2020-2021: Implementing middle schools will increase the percentage of students scoring “proficient” on the digital skills assessment by 5%. SY 2021-2022: Implementing middle schools will increase the percentage of students scoring “proficient” on the digital skills assessment by 5%. By the end of SY 2022-2023: Implementing middle schools will increase the percentage of students scoring “proficient” on the digital skills assessment by 5%.

Objective 4: SY 2020-2021: 300 educators will enroll annually in certification courses as measured by Professional Portal/EdTech enrollment data. SY 2021-2022: 350 educators will enroll annually in certification courses as measured by Professional Portal/EdTech enrollment data. By the end of SY 2022-2023: 400 educators will enroll annually in certification courses as measured by Professional Portal/EdTech enrollment data.

Objective 5: SY 2020-2021: 75% of schools will connect to an electronic document sharing network as measured by IT office log. SY 2021-2022: Schools will maintain 80% connectivity to an electronic document sharing network as measured by IT office log. By the end of SY 2022-2023 all CNMI PSS schools will maintain 85% connectivity in an electronic document sharing network as measured by IT office log.

Objective 6: SY 2020-2021: Network downtime job tickets will decrease by 5% as measured by IT office records. SY 2021-2022: Downtime job tickets will decrease by 5% as measured by IT office records. By the end of SY 2022-2023 CNMI PSS network infrastructure downtime job tickets will decrease by 5% as measured by IT office records.

Objective 7: SY 2020-2021: Schools will maintain 75% connectivity to an electronic document sharing network as measured by IT office log. SY 2021-2022: Schools will maintain 80% connectivity to an electronic document sharing network as measured by IT office log. By the end of SY 2022-2023, ITDE Students and Stakeholder Satellite Use Survey will indicate 85% overall satisfaction rating as measured by users’ perception survey.

Objective 8: By the end of SY 2022-2023, the CNMI PSS will increase its number of online AP course offerings from 3 courses to 5 courses as measured by its course offering data.

Objective 9: By the end of SY 2022-2023, CORE day teachers will report a positive change in knowledge and attitude of instructional design as measured by end of course evaluations.

Objective 10: By the end of SY 2022- 2023, CNMI PSS will secure 3000 endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats and establish baseline data as measured by the new dashboard.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

SY 2022-2023 Objectives

Objective 1: By the end of SY 2022-2023 the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment Observation (ELEOT) classroom observation tool from an average rating of 2.36 to 2.38.

Objective 2: By the end of SY 2022-2023: 2,350 students will be annually enrolled in Student Portal Program online courses as measured by registration data.

Objective 3: By the end of SY 2022-2023 students enrolled in the digital skills course will increase the percentage of scoring “proficient” on the digital skills assessment by 5%.

Objective 4: By the end of SY 2022-2023: 400 educators will enroll annually in certification courses as measured by Professional Portal/EdTech enrollment data.

Objective 5: By the end of SY 2022-2023 all CNMI PSS schools will maintain 85% connectivity in an electronic document sharing network as measured by IT office log.

Objective 6: By the end of SY 2022-2023 CNMI PSS network infrastructure downtime job tickets will decrease by 5% as measured by IT office records.

Objective 7: By the end of SY 2022-2023, ITDE Students and Stakeholder Satellite Use Survey will indicate 85% overall satisfaction rating as measured by users’ perception survey.

Objective 8: By the end of SY 2022-2023, the CNMI PSS will increase its number of online AP course offerings from 3 courses to 5 courses as measured by its course offering data.

Objective 9: By the end of SY 2022-2023, CORE day teacher participants will report a positive change in knowledge and attitude on the topic of instructional design as measured by end of course evaluations.

Objective 10: By the end of SY 2022- 2023, CNMI PSS will secure 3000 endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job ticket logs.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: TECHNOLOGY - PUBLIC

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source (Enter where the data are located. Identify where the data will come from.)	Unit of Measurement (i.e. metric) (Enter the unit of measurement.)	Evidence-Based (Please indicate: Yes or No)	Baseline Data (Current school year or most recent) (If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).)	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Activity 1: 21st Century Classroom Resources and Teacher Observations	Objective 1: By the end of SY 2022-2023 the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment Observation (ELEOT) classroom observation tool from an average rating of 2.36 to 2.38.	ELEOT Teacher Observation Data	Point value of growth as measured by the CNMI PSS average score on Digital Learning Environment ELEOT Tool	YES	2.36 DLE ELEOT SCORE	2.365 DLE ELEOT SCORE	2.37 DLE ELEOT SCORE	2.375 DLE ELEOT SCORE	2.38 DLE ELEOT SCORE
Activity 2: Student Portal Program online	Objective 2: By the end of SY 2022-2023: 2,350 students will be annually enrolled in	Student Portal Program Registration Data	Total # of students enrolled	YES	1,900 students enrolled in SY 2021-2022	783 students enrolled in Fall 2022 Student Portal term	783 students enrolled in Spring 2023 Student Portal	784 students enrolled in Summer 2022 Student Portal	

course offerings for high school and middle school students.	Student Portal Program online courses as measured by registration data.						term	Term	
Activity 3: Digital Skills course for middle school students	Objective 3: By the end of SY 2022-2023 students enrolled in the digital skills course will increase the percentage of scoring “approaching proficiency” on the digital skills assessment by 5%.	Digital Skills 21st Century Assessment Data	Percentage of students scoring 50% or above on the Digital Skills Assessment	YES	63% of students enrolled are currently scoring “approaching proficiency”	64.25 % of students enrolled are currently scoring “approaching proficiency”	65.5 % of students enrolled are currently scoring “approaching proficiency”	66.75 % of students enrolled are currently scoring “approaching proficiency”	68 % of students enrolled are currently scoring “approaching proficiency”
Activity 4: Professional Portal and Ed Tech Program Course Offerings to support teacher and staff retention and equip educators with education technology knowledge and skills	Objective 4: By the end of SY 2022-2023: 400 educators will enroll annually in certification courses as measured by Professional Portal/EdTech enrollment data.	Professional Portal and Ed Tech Program Registration Data	Total # of participants enrolled	YES	370 educators enrolled in certification and ed tech courses in SY 2021-2022	133 educators enrolled in certification and ed tech courses	133 educators enrolled in certification and ed tech courses	140 educators enrolled in certification and ed tech courses	
Activity 5: Improved infrastructure hardware activity provides technological resources and access to multimedia equipment such as printers, scanners, and other electronic sharing to	Objective 5: By the end of SY 2022-2023 all CNMI PSS schools will maintain 85% connectivity in an electronic document sharing network as measured by IT office log.	Infrastructure Technology Connectivity Records	Percentage of schools maintaining connectivity on the electronic document sharing network	YES	20 Public Schools connected to electronic document sharing network				20 schools connected to electronic document sharing network at 85% connectivity

support 21st-century learning.								
Activity 6: The Infrastructure Technology activity aims to improve network speeds and reduce downtime of the network to ensure a robust and connected system of infrastructure technology in schools.	Objective 6: By the end of SY 2022-2023 CNMI PSS network infrastructure downtime job tickets will decrease by 5% as measured by IT Mojo ticket records.	Infrastructure Technology Mojo Helpdesk Job Records	Average time of network downtime reported	YES	Average of 11 network related job tickets reported per month in SY 2021-2022			5% decrease in network downtime
Activity 7: ITDE Satellite centers will provide student support services and access to technological resources for students and staff enrolled in online learning.	Objective 7: By the end of SY 2022-2023, ITDE Students and Stakeholder Satellite Use Survey will indicate 85% overall satisfaction rating as measured by users' perception survey.	Satellite Users Perception Surveys	Percentage of satellite users reporting on perception survey	YES	Baseline data to be available by the end of SY 2022-2023.			85% users reporting satisfaction of support services provided at ITDE satellite centers
Activity 8: Expansion of Online AP Course Offerings	Objective 8: By the end of SY 2022-2023, the CNMI PSS will increase its number of online AP course offerings from 3 courses to 5 courses as measured by its course offering data.	Student Portal Program Course Offering Data	# of total online AP courses offered	YES	3 online AP courses offered via the Student Portal Program in SY 2021-2022			5 online AP courses offered via Student Portal Program
Activity 9: Instructional Design Support	Objective 9: By the end of SY 2022-2023, CORE day teacher participants will report	Instructional Design Professional	Percentage of teachers reporting increase of knowledge/attitude of instructional	YES	Baseline data to be available by the end of SY 2022-2023.			5% positive change in knowledge and attitude on the

& Core Days	a 5% positive change in knowledge and attitude on the topic of instructional design as measured by end of course evaluations.	Development Course Evaluation	design based on course evaluation						topic of instructional design as measured by end of course evaluations
Activity 10: Network Security enhancements for CNMI PSS Infrastructure Technology Network	Objective 10: By the end of SY 2022- 2023, CNMI PSS will secure 3000 endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job ticket logs.	Infrastructure Technology Job Ticket Records	Total # of devices with improved security measures installed	YES	Baseline data to be available by the end of SY 2022-2023.				3000 endpoint devices secured

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Technology (Public)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 2,236	\$ -	\$ 58,835	\$ 61,071
4. Equipment	\$ 3,040	\$ -	\$ 80,000	\$ 83,040
5. Supplies	\$ 2,548	\$ -	\$ 67,050	\$ 69,598
6. Contractual (Purchased Services)	\$ 93,789	\$ -	\$ 2,468,141	\$ 2,561,930
7. Other	\$ 10,335	\$ -	\$ 271,986	\$ 282,321
Indirect Cost Rate: 3.80%	Subtotals	\$ 111,948	\$ -	\$ 2,946,012
			Grand Total:	\$ 3,057,960

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
											Grand Total		\$	-

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Travelers(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
ITDE Commute for Tinian	eTeacher and ITDE Admin meeting with Tinian online students: (\$85/air x 4 meetings) + (\$125/per diem + \$55/car x 1day x 4 meetings) x 5 teachers = \$5,300	5	\$85.00		\$125.00			\$55.00 car rental per day	\$ -	\$ 5,300.00
ITDE Commute for Rota	eTeacher and ITDE Admin meeting with Rota online students: (\$245/air x 4 meetings) + (\$110/per diem + \$55/car x 2 days x 4 meetings) x 5 teachers =	5	\$245.00		\$110.00			\$55.00 car rental per day	\$ -	\$ 11,500.00
Infrastructure Support Commute for Rota	Infrastructure tech support for Rota: (\$245/air x 9 visits) + (\$110/per diem + \$55/car x 2 days x 9 visits) x 2 support techs = \$10,350	2	\$245.00		\$110.00			\$55.00 car rental per day	\$ -	\$ 10,350.00
Infrastructure Tech Support Commute for Tinian	Infrastructure tech support for Tinian: (\$85/air x 9 visits) + (\$125/per diem + \$55/car x 1day x 9 visits) x 2 support techs = \$4,770	2	\$85.00		\$125.00			\$55.00 car rental per day	\$ -	\$ 4,770.00
ISTE Educational Technology Conference	(\$1,700/air + \$635/conf fee) + (\$218/per diem+\$55/car x 8 days) x 3 participants = \$13,557	3	\$1,700.00		\$218.00		\$635.00	\$55.00 car rental per day	\$ -	\$ 13,557.00
eRate Certification Conference	Infrastructure Technology Training for Cisco certification: (\$1,700/air + \$2795/conf fee) + (\$218/per diem+\$55/car x 8 days) x 2 participants = \$13,358	2	\$1,700.00		\$218.00		\$2,795.00	\$55.00 car rental per day	\$ -	\$ 13,358.00
Travel Subtotals									\$-	\$58,835.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
Infrastructure Tech Toolkit	Infrastructure Technology Toolkit for network maintenance	IT Tools and accessories (Cable, RJ45, keystone jack, Wifi and networking equipment) = \$20,000	\$ -	\$ 20,000.00
Infrastructure Tech UPS Back Up Power Supply	UPS back-up power supply to ensure protection of devices and network	UPS Back Up Supply for Surge Protection (\$500 x 20 school sites) = \$10,000	\$ -	\$ 10,000.00
Infrastructure Tech CORE Switch Backup	Switches for Backup for infrastructure network maintenance	Information Technology Equipment (Dell switches – N3024EF-ON, N3024EP-ON, N3048EP-ON, N20048P L2 POE, and N2024P L2 Switch replacement) = \$50,000	\$ -	\$ 50,000.00
		Equipment Subtotals	\$-	\$80,000.00

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Instructional Technology: Office Supplies	Office Supplies (Consumables: staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders) = \$500/month x 12 months = \$6000	\$ -	\$ 6,000.00
Infrastructure Technology: Office Supplies	Office Supplies (Consumables: staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders) = \$500/month x 12 months = \$6000	\$ -	\$ 6,000.00
21st Century Classroom Teacher Resources	Don't Ditch That Tech, Tech like a Pirate, and Ditch That Homework Bundle \$55 x 750 classroom teachers = \$41,250	\$ -	\$ 41,250.00
Core Day Instructional Resources	Supplies (Consumables: staples, paper clips, bond paper, fidgets, stock paper, folders, organizers, pens, markers, and binders) = \$650/month x 12 months = \$7800	\$ -	\$ 7,800.00
Instructional Tech: Distance Education Sattelite Resources	Sattelite Resources for Distance Education Centers on Saipan, Tinian & Rota (Consumables: staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders) = \$500/month x 12 months = \$6000		\$ 6,000.00
Supply Subtotals		\$ 0.00	\$ 67050.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Instructional Tech: eTeacher Differential	eTeacher Differential for online student instruction: There is a need to provide pay differential to teachers and staff who are teach online courses in addition to their regular full time workload. eTeacher work is completed during after school hours and the weekends. Differential pay is provided to current CNMI PSS teachers and staff who meet eTeacher requirements. The pay differential will follow the local CNMI PSS Human Resource rate for Distance Education eTeacher compensation, set at a rate of \$225.00 per student per semester. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to eTeachers for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$225/student x 780 students x 3 terms = \$526,500 + fringe benefits at 15.65% (\$82,397.25) = \$608,897 This activity will fund a total of 50 eTeachers	\$ -	\$ 608,897.00
Instructional Tech: eCounselor Differential	eCounselor Differential for online student support: There is a need to provide pay differential to certified counselors who provide academic and behavioral support to online students in addition to their regular full time workload. eCounselor work is completed during after school hours and the weekends. Differential pay is provided to current CNMI PSS staff who meet eCounselor requirements. The pay differential will follow the after-school Federal rate. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to eCounselors for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$2520/counselor x 6 counselors x 3 terms = \$45,360 + fringe benefits at 15.65% (\$7,099) = \$52,459 This activity will fund a total of 6 eCounselors.	\$ -	\$ 52,459.00
Instructional Tech: EdTech Instructor Differential	Instructor Differential for Ed Tech Program: There is a need to provide pay differential to teachers and staff who are teach Ed Tech online courses in addition to their regular full time workload. EdTech instructor work is completed during after school hours and the weekends. Differential pay is provided to current CNMI PSS teachers and staff who meet the EdTech Instructor requirements. The pay differential will follow the local CNMI PSS Human Resource rate for EdTech instructors, set at a rate of \$112.50 per student per course. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to EdTech Instructors for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$112.50/student x 6 courses in program x 150 participants = \$101,250.00 + fringe benefits at 15.65% (\$15,845) = \$117,095 This activity will fund a total of 15 EdTech Instructors	\$ -	\$ 117,095.00
Instructional Tech: Course Development Differential	Exemplar online course development differential: There is a need to provide pay differential to teachers and staff who are develop new online courses in addition to their regular full time workload. Online course development is completed during after school hours and the weekends. Differential pay is provided to current CNMI PSS teachers and staff who meet the online course developer requirements. The pay differential will follow the local CNMI PSS Human Resource rate for course developers, set at a rate of \$1687.50 per course. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to course developers for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$1,687.50/course x 10 new courses = \$16875.00 + fringe benefits at 15.65% (\$2641) = \$19516	\$ -	\$ 19,516.00
Instructional Tech: Teacher Technology Training Differential	Training differential for technology workshops: There is a need to provide pay differential to CNMI PSS teachers and staff who complete teacher technology trainings after school and in the weekends. The pay differential will follow the after-school Federal rate. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to CNMI PSS teachers and staff for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$100/differential x 16 meetings x 80 Teachers= \$128,000 fringe benefits at 15.65% (\$20,032) = \$148,032	\$ -	\$ 148,032.00
Instructional Tech: Professional Portal Instructor Differential	Instructor differential for professional portal certification courses: There is a need to provide pay differential to teachers and staff who are teach online certification courses in addition to their regular full time workload. Professional Portal instructor work is completed during after school hours and the weekends. Differential pay is provided to current CNMI PSS teachers and staff who meet the Professional Portal Instructor requirements. The pay differential will follow the local CNMI PSS Human Resource rate for Professional Portal instructors, set at a rate of \$112.50 per student per course. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to Professional Portal Instructors for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$112.50/student x 400 participants = \$45,000 + fringe benefits at 15.65% (\$7042) = \$52042 This activity will fund a total of 30 Professional Portal Instructors.	\$ -	\$ 52,042.00
Instructional Tech: LMS Subscription	Learning Management System License Subscription	Learning Management System License Subscription for 10,000 students and 1,000 staff = \$180,000	\$ -	\$ 180,000.00
Instructional Tech: Jot Form Subscription	Subscription to Jotform Services for secure form creation and data collection	Subscription for annual enterprise level services to Jotform = \$11,000	\$ -	\$ 11,000.00
Instructional Tech: PowToon	Subscription to Powtoon Corporate License for Instructional Technology Video Creation	Subscription for annual corporate access to Powtoon for district = \$7000	\$ -	\$ 7,000.00
Instructional Tech: Canva	Subscription to Canva Enterprise License for Instructional Technology Graphic Design Creation	Subscription for annual enterprise access to Canva for district = \$4,500	\$ -	\$ 4,500.00
Instructional Tech: Screencastomatic	Subscription to Screen-cast-o-matic Premium Services for Instructional Video Creation	Subscription for annual premiere access Screen-cast-o-matic for district = \$5,000	\$ -	\$ 5,000.00
Instructional Tech: Digital Skills	Subscription to Digital Skills Curriculum and assessment	Subscription for Digital Skills Curriculum and Assessment for district = 3,000	\$ -	\$ 3,000.00
Instructional Tech: Quality Matters	Subscription to Quality Assurance Training and Technical Assistance for Online Learning	Subscription for Quality Assurance Technical Assistance = \$1500	\$ -	\$ 1,500.00
Infrastructure Tech: Mojo HelpDesk & Software	Infrastructure Technology service contracts for Mojo Helpdesk for technology troubleshooting reporting	Mojo Helpdesk, technical software = \$40,000	\$ -	\$ 40,000.00
Infrastructure Tech: Expansion of DSL - Wifi for schools	Expansion of Wifi Coverage at schools sites for teacher and student access	\$4150/month x 12 months = \$49,800	\$ -	\$ 49,800.00
Infrastructure Tech: Networked Computer Scanner/Printer (NCSPs)	Infrastructure Technology service equipment lease for schools and district offices	\$2,875/month x 12 months x 30 sites = \$1,035,000	\$ -	\$ 1,035,000.00
Communication Services (Cellular Contract for ITDE Office)	Mobile communication services for Technology program administrators and staff	\$85/month x 12 months x 6 devices = \$6,120	\$ -	\$ 6,120.00
Communication Services (DSL Contract for ITDE Office)	DSL Services for Instructional Technology Office	\$600/month for upgrade to Fiber Optic services x 12 months = \$7200	\$ -	\$ 7,200.00
Instructional Tech: 21st Century Classroom Teacher Summer Conference	PSS Virtual Technology Summer Conference	\$60/participant x 750 participants (Teachers, Parent Leaders, Student Leaders, School Admin, School Staff, District Staff) = \$45,000	\$ -	\$ 45,000.00
Infrastructure Tech: Enterprise Firewall Protection	Provide Network Protection from the internet to the PSS Network Infrastructure.	Enterprise Firewall Protection Subscription for district = \$30,000.00	\$ -	\$ 30,000.00
Infrastructure Tech: Endpoint Device Security	To secure endpoint devices and ensure protection against Malware, Ransomware, and other cyber threats.	Cloud-based Endpoint Device Security Solution \$20 x 1000 devices = \$20000	\$ -	\$ 20,000.00
Instructional Tech: AP Support Differentials	Differentials for school-level AP coordinators to support online AP Expansion program	\$150/day x 24 days [8 days (Summer) + 8 days (Fall) + 8 days (Spring)] x 6 School AP Coordinators = \$21,600 + fringe benefits at 15.65% (\$3,380.40) = \$24,980	\$ -	\$ 24,980.00
Contractual Subtotals			\$ -	\$2,468,141.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Ed Tech Program Participant Resources	EdTech Program Participant laptops and software	\$1080 (EdTech laptops and software) x 150 participants = \$16200	\$ -	\$ 162,000.00
eTeacher Laptop Resources	Maintenance & repair of eTeacher Laptops	\$100 x 50 eTeacher laptops = \$5,000	\$ -	\$ 5,000.00
Venue Rental for ITDE Workshops	Venue rental for various professional development events and technology training	\$2,500/space rental x 6 training sessions (Ed Tech, Student Portal, Professional Portal) = \$15,000	\$ -	\$ 15,000.00
Laptops & Carts (21st century classroom initiative)	Supplemental laptops for 1 to 1 technology initiative	\$500/laptop x 90 qty = \$45,000	\$ -	\$ 45,000.00
iPads & carts (21st century classroom initiative)	Supplemental iPads for 1 to 1 technology initiative	\$480/iPad x 90 qty = \$43,200	\$ -	\$ 43,200.00
Banners	Program banners to promote educational use of technology	\$357.20/banner x 5 banners = \$ 1,786	\$ -	\$ 1,786.00
Other Subtotals			\$-	\$271,986.00

Project Narrative

This document is available on the U.S. Department of Education's Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project's: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s)** should be aligned and connected.

1. PROJECT TITLE	Technology - Private and Non-Profit Schools (PNP)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Use of funds under ESSA Title IV-A Section 4109 (a) (1) (D) (2) B Effective use of Technology		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	Pre K-12th Grade	1,766	Teachers
4. NEED(S) for PROJECT	<p>Funds will be focused on technology, most especially for the purpose of equipping educators to be able to support students virtually as well as to be updated on 21st century learning. In light of the challenges presented by COVID-19 and the need to leverage technology to support a range of instructional modes, full-remote as well as hybrid instruction restively, technology resources and connectivity have become quintessential to ensuring optimal safety while ensuring learning continuity. While improvements toward bridging the technology divide have been made, data indicates a strong need for continued technology-based initiatives to improve equity and access, increase digital literacy, and support highly effective personnel. Given the CNMI's remote location and limited technology resources and infrastructure, technology-driven programs remain a top priority. Integration of technology in teaching and learning remains critical to ensure equity and access for the private school students in the CNMI who have limited opportunities for expanded learning. Technology becomes the mode through which students can access a broad array of content as well as engage with to enhance their learning.</p>		

Several meetings have been held with the private school stakeholders and technology is one of the top priorities that they have expressed they need support in. The CNMI PSS has held monthly meetings with private school stakeholders and have discussed at great length which programs and resources their students and staff require in order to effectively and efficiently operate. Based on the surveys and feedback from previous years that private schools have availed to these programs, many of their students and staff have expressed their satisfaction of taking part in these activities.

The CNMI PSS will ensure that the private schools entities are afforded an equitable opportunity to take part in programs and avail of resources that are available to public school students and instructors so that learning opportunities are accessible and equitable.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

Through highly skilled educators, The CNMI Private Non Profit System aspires to have all students, K-12, take advantage of instructional technologies as powerful mediums of teaching critical thinking and problem-solving skills to prepare themselves for post-secondary education and workforce success.

By the end of SY 2022-2023, the PSS will ensure that private school staff are 21st Century ready with the use of up-to-date technology as well as the application of lessons that ensure that students are doing hands-on activities with each other with the use-of-technology. The 21st-Century Classroom goal is to improve teacher skills to effectively utilize technology to support rigorous and relevant learning for all students to empower college and career readiness in a technology-driven, global society. The EdTech Program aims to strengthen teacher's use of technology resources to promote effective, pedagogically sound, tech-based practices that support student learning. The Multimedia Equipment goal is to provide technological resources and access to multimedia equipment for schools to be connected in an electronic document sharing network to support 21st-century learning.

5b. Annual Objectives:

21st Century Classroom Objective: By the end of SY 2022-2023, 90% of private school students will be equipped with 1-to-1 21st Century Technology

Ed Tech Program Objective: By the end of SY 2022-2023, 30 private school teachers will participate in the Educational Technology Program as measured by EdTech enrollment data.

Multimedia Equipment Objective: By the end of SY 2022-2023: Private schools will maintain 85% connectivity in an electronic document sharing network as measured by school office logs.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

21st Century Classroom Objective: By the end of SY 2022-2023, 90% of private school students will be equipped with 1-to-1 21st Century Technology

Ed Tech Program Objective: By the end of SY 2022-2023, 30 private school teachers will participate in the Educational Technology Program as measured by EdTech enrollment data.

Multimedia Equipment Objective: By the end of SY 2022-2023: Private schools will maintain 85% connectivity in an electronic document sharing network as measured by school office logs.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Technology for PNP

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative .)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2021-2022).</i>	Quarterly Performance Targets			
						<i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2021 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2021	Performance Target End of March 2022	Performance Target End of June 2022	Performance Target End of September 2022
Educational Technology Program	Ed Tech Program: By the end of SY 2022-2023, 30 private school teachers will participate in the Educational Technology Program as measured by EdTech enrollment data.	Based on enrollment data to show growth	Number of private school teachers and staff who will participate in the Educational Technology Program	Yes	25 private school teachers completing the Educational Technology Program	Technology 30 private school teachers will pass Course 1 of the Educational Technology Program as measured by EdTech	Technology 30 private school teachers will pass Course 2 of the Educational Technology Program as measured by EdTech	Technology 30 private school teachers will pass Course 3 of the Educational Technology Program as measured	Technology 30 private school teachers will pass Course 4 and 5 of the Educational Technology Program as measured by EdTech course

						course evaluation data	course evaluation data	by EdTech course evaluation data	evaluation data
21st Century Classroom Initiative	By the end of SY 2022-2023, 75% of private school students will be equipped with 1-to-1 21st Century Technology	Device to student ratio based CNMI PSS Federal Program Office Private School Technology procurement logs	Ratio of students to devices	Yes	Start-up Baseline data will be collected at the beginning of the school year.	By End of December 2022, an increase of 35% of private school students will be equipped with 1-to-1 21st Century Technology	By End of March 2023, an increase of 52.5% of private school students will be equipped with 1-to-1 21st Century Technology	By End of June 2023, an increase of 52.5% of private school students will be equipped with 1-to-1 21st Century Technology	By End of September 2023, an increase of 70% of private school students will be equipped with 1-to-1 21st Century Technology
Increase Connectivity to an Electronic Document Sharing Network	Multimedia Equipment: By the end of SY 2022-2023: 85% of PNP schools will be connected to an electronic document sharing network as indicated in school IT office logs.	Based on Private School IT office logs	Percentage of private schools connected to an electronic document sharing network	Yes	Start-up Baseline data will be collected at the beginning of the school year.	By End of December 2022, there will be a 20% increase in the usage of the electronic document sharing network by private schools	By End of March 2023, there will be a 40% increase in the usage of the electronic document sharing network by private schools	By End of June 2023, there will be a 60% increase in the usage of the electronic document sharing network by private schools	By End of September 2023, there will be an 80% increase in the usage of the electronic document sharing network by private schools

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Technology for PNPs				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 1,030.33	\$ -	\$ 36,152.00	\$ 37,182
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 2,491.28	\$ -	\$ 65,560.00	\$ 68,051
6. Contractual (Purchased Services)	\$ 35,674.07	\$ -	\$ 938,791.37	\$ 974,465
7. Other	\$ 13,108.48	\$ -	\$ 344,960.00	\$ 358,068
Indirect Cost Rate: 3.80%	Subtotals	\$ 52,647.61	\$ -	\$ 1,385,463.37
			Grand Total:	\$ 1,437,767.53

2. PERSONNEL SALARIES & FRINGE BENEFITS

Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2020 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Grand Total												\$	-	

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
ISTE Educational Technology Conference	(\$1,700/air + \$635/conf fee) + (\$218/per diem+\$55/car x 8 days) x 8	8	\$1,700.00		\$218.00		\$635.00	\$55.00 car rental per day	\$ -	\$ 36,152.00
Travel Subtotals									\$-	\$36,152.00

Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
PNP School Office Supplies	Office Supplies (Consumables: staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders) = \$295/month x 12 months x 14 schools = \$49,560	\$ -	\$ 49,560.00
21st Century Classroom Teacher Resources	The Interactive Class Text \$20 x 80 elementary school teachers = \$1600	\$ -	\$ 1,600.00
21st Century Classroom Teacher Resources	Ditch that Textbook Text \$30 x 120 classroom teachers = \$3600	\$ -	\$ 3,600.00
21st Century Classroom Teacher Resources	Don't Ditch That Tech Text \$30 x 120 classroom teachers = \$3600	\$ -	\$ 3,600.00
21st Century Classroom Teacher Resources	Tech Like a Pirate Text \$30 x 120 classroom teachers = \$3600	\$ -	\$ 3,600.00
21st Century Classroom Teacher Resources	Ditch that Homework Text \$30 x 120 classroom teachers = \$3600	\$ -	\$ 3,600.00
Supply Subtotals		\$ 0.00	\$ 65560.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Teacher Technology Training Differential	Training differential for technology workshops	\$100/differential x 16 meetings x 80 Teachers= \$128,000 + fringe benefits at 15.65% (\$20,032) = \$148,032	\$ -	\$ 148,032.00
Infrastructure Technology Expansion of DSL - Wifi for schools	Expansion of Wifi Coverage at schools sites for teacher and student access	\$1075/month x 12 months x 14 school sites= \$180,600	\$ -	\$ 180,600.00
Networked Computer/ Scanner/Printer (NCSPs)	Infrastructure Technology service equipment lease for schools and district offices	\$2000/month x 12 months x 14 sites = \$336000	\$ -	\$ 336,000.00
Infrastructure Maintenance and Support Services	Routine maintenance for network systems, servers, and software	\$3500/year x 14 school sites = \$49,000		\$ 49,000.00
21st Century Classroom Teacher Summer Conference	PSS Virtual Technology Summer Conference	\$150/participant x 200 participants (Teachers, Parent Leaders, Student Leaders, School Admin, School Staff) = \$45,000	\$ -	\$ 30,000.00
Instructional Tech: eTeacher Differential	eTeacher Differential for online student instruction: eTeacher Differential for online student instruction: There is a need to provide pay differential to CNMI PSS teachers and staff who teach online courses that will be offered to PNP students in addition to their regular full time workload at the CNMI PSS. eTeacher work is completed during after school hours and the weekends. Differential pay is provided to current CNMI PSS teachers and staff who meet eTeacher requirements. The pay differential will follow the local CNMI PSS Human Resource rate for Distance Education eTeacher compensation, set at a rate of \$225.00 per student per semester. CG funds are used to supplement and not supplant local funds. Fringe benefits are provided to eTeachers for this activity, which is in accordance with CNMI PSS Personnel Rules and Regulations.	\$225/student x 250 students x 3 terms = \$135,000 + fringe benefits at 15.65% (\$26,409.37) = \$195,159.37 <u>This activity will fund 10 online eteachers.</u>	\$ -	\$ 195,159.37
Contractual Subtotals			\$-	\$938,791.37

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Ed Tech Program Participant Resources	EdTech Program Participant laptops and	\$2500 (EdTech laptops and software) x 50 participants	\$ -	\$ 125,000.00
Teacher Laptop Resources	Maintenance & repair of Teacher Laptops	\$100 x 150 Teacher laptops = \$15,000	\$ -	\$ 15,000.00
Venue Rental for Technology Workshops	Venue rental for various professional	\$2,500/space rental x 6 training sessions = \$15,000	\$ -	\$ 15,000.00
Laptops & Carts (21st century classroom initiative)	Supplemental laptops for 1 to 1 technology initiative	\$650/laptop x 150 qty = \$97500	\$ -	\$ 97,500.00
iPads @ carts (21st century classroom initiative)	Supplemental iPads for 1 to 1 technology initiative	\$480/iPad x 150 qty = \$72000	\$ -	\$ 72,000.00
Desktop Computers	Desktop Computers for School Computer	\$972.50/computers x 20 qty = \$19,450		\$ 19,450.00
Banners	Program banners to promote educational use of technology	\$84.15/banner x 12 banners = \$1,010	\$ -	\$ 1,010.00
Other Subtotals			\$-	\$344,960.00

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Title I Reading Tutorial for Public		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V-B Subpart 2, - Rural and Low Income Schools (RLIS). <u>Allowable Uses of Funds: Title 1-A.</u>		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-3 Public	1,374 (Per Star Early Literacy Screener #3)	List participants other than students (e.g., Teachers, administrators, other staff, and parents) Public School students Public School Title I Reading Tutors
			Breakdown By Type 1,374 20
4. NEED(S) for PROJECT	<p>The National Center for Education Statistics recently found that 2 out of 3 children in fourth grade are not meeting standards for reading proficiency. The overall student progress in reading has stalled in the last decade, with the lowest achieving students falling even further behind and the higher achieving students stagnating.</p> <p>Improving reading proficiency for Title I students (students who were reading below grade level by the third grade) has been a concern on the national level, but also in the CNMI.</p> <p>A total of 82% out of 2,371 public school students or 1,374 of the students enrolled in Kindergarten through 3rd grade have been identified</p>		

as struggling by Star Early Literacy results, and are therefore eligible for Title 1 tutorial services. Students who take the STAR Early Literacy assessment have been identified to be two or more grade levels below their current grade level. Using the Screener, the results indicate that these students have difficulty with at least six major skills which include phonemic awareness, phonics, structural analysis, vocabulary, sentence - level comprehension and paragraph - level comprehension. The STAR Reading Assessment indicates that students struggle with word knowledge, comprehension and meaning, literary text and author's craft.

It is critical that the CNMI PSS provide learning support for students who are struggling in reading so that they may leave each grade at "on or above" grade level in reading and are, therefore, considered ready for the next grade level. This will help us get 3rd grade students reading to learn as they enter the 4th grade.

Reading interventions are proven and appropriate programs and methods designed to address the needs of struggling readers. The goal of an intervention is to stop reading failure so that grade level skills can be mastered. This is accomplished by direct and explicit instruction in addition to the regular classroom reading program. Title I tutors will work closely with regular classroom teachers and with at-risk students to help them improve their reading comprehension and phonemic awareness skills. This includes both team teaching and pulling students out of the regular classroom and teaching them in small groups. These students will receive extra, intensive, small group, pull out instruction during the regular school day. Lessons are designed to support regular classroom instruction and emphasize the areas of phonemic awareness, phonics, vocabulary, comprehension and fluency. Struggling readers are given more time for intensive instruction in order to close the achievement gap.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The goal of the reading tutorials is to support students in attaining proficiency in reading by the end of third grade. Title 1 tutors use a variety of instructional strategies to provide students with engaging lessons that target specific skills to improve students' reading skills.

5b. Annual Objectives:

Reading Tutorials:

STAR Reading

By the end of School Year 2022-2023, the percentage of current 3rd grade students at or above proficiency will increase from 40% to 43% in STAR Reading.

5c. Means of Evaluating Program Outcomes: Complete the attached Means of Evaluating Program Outcomes Chart

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

(i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –

(I) *strong evidence* from at least one well-designed and well-implemented experimental study;

(II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or

(III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Title I Reading Tutorials for Public

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative .)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source (Enter where the data are located. Identify where the data will come from.)	Unit of Measurement (i.e. metric) (Enter the unit of measurement.)	Evidence-Based (Please indicate : Yes or No)	Baseline Data (Current school year or most recent) (If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).)	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Administer the STAR Reading assessment during the following: Screener 1 (Fall) Screener 2 (Winter) Screener 3 (Spring)	By the end of School Year 2022-2023, the percentage of current 3rd grade students at or above proficiency will increase from 40% to 43% in STAR Reading.	STAR Reading Assessment	Percentage of students at or above proficiency level.	Yes	SY 2020-2021 End of Year Actual Results: STAR Reading 3 rd : 44% Results for SY 2021-2022 will be available June 2022.	Dec. 2022 Reading Target: 3 rd : 41% 4 th : 40% 5 th : 38% 6 th : 38% 7 th : 41% 8 th : 35% 9 th : 34% 10 th : 40%	Mar. 2023 Reading Target: 3 rd : 42% 4 th : 41% 5 th : 39% 6 th : 39% 7 th : 42% 8 th : 36% 9 th : 35% 10 th : 41%	Jun. 2023 Reading Target: 3 rd : 43% 4 th : 42% 5 th : 40% 6 th : 40% 7 th : 43% 8 th : 37% 9 th : 36% 10 th : 42%	Sept. 2023 Reading Target: 3 rd : 43% 4 th : 42% 5 th : 40% 6 th : 40% 7 th : 43% 8 th : 37% 9 th : 36% 10 th : 42%

Screener 4 (Outcome)									
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6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>Core program in our public schools at K-3 grade level is our ELA/reading curriculum and professional classroom instruction, with students learning to read so that by the end of third grade our students are reading to learn.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>Title I tutors will provide reading tutorials to the 1,374 qualified students in grades Kindergarten through 3rd grade in nine of our public elementary schools. Students qualify for tutorials based on the STAR Early Literacy and Reading Screener, as well as the STAR Math Screener.</p> <p>Our Title 1 tutors are retired public school tutors contracted by the PSS to provide tutorials during regular school hours, as requested by the public and private schools, and as approved by the parents. The Title 1 tutors provide tutorial services to students every school day in the classroom using a push-in model and working closely with the regular classroom teacher.</p> <p>The Renaissance Accelerated Reader and Lexia Reading Programs, along with other reading intervention curriculum will be used by the public schools as teaching tools for students who are enrolled in the tutorial program. A copier will be leased for title 1 tutor copier use. Brochures will be prepared on the Title 1 program benefits for parents.</p> <p>If our Title 1 tutors concentrate on teaching specific reading skills in grades K-3, then we can increase the number and percentage of students reading on or above grade level by the end of the third grade from the current 73% to at least 50%.</p>

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Twenty (20) Title I Tutors	To Provide tutorial assistance to students struggling in reading	Title 1 Elementary Reading tutor for students	Contract

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Title 1 Reading Tutorials (Public)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits			\$ -	\$ -
3. Travel			\$ -	\$ -
4. Equipment			\$ -	\$ -
5. Supplies			\$ -	\$ -
6. Contractual (Purchased Services)			\$ -	\$ -
7. Other			\$ -	\$ -
Indirect Cost Rate:	Subtotals	\$ -	\$ -	\$ -
3.80%			Grand Total:	\$ -

2. PERSONNEL SALARIES & FRINGE BENEFITS

Personnel														
Position Title	Purpose of Position	% of Time	FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$ -				\$ -	\$ -	\$ -	\$ -	
						\$ -				\$ -	\$ -	\$ -	\$ -	
Subtotals			\$ -	\$ -	\$-	\$ -	\$ -	\$-	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total											\$ -	\$ -	\$ -	\$ -

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
			\$ -	\$-	\$ -	\$ -	\$ -	\$ -	\$ -	\$0
			\$ -	\$-	\$ -	\$ -	\$ -	\$ -	\$ -	\$0
Travel Subtotals									\$ -	\$ -

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$ -	\$ -

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
Supply Subtotals		\$ 0.00	\$0.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
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			\$ -	\$ -
			\$ -	\$ -
		Contractual Subtotals	\$ -	\$ -

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
			\$ -	\$ -
			\$ -	\$ -
Other Subtotals			\$ -	\$ -

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s)** should be aligned and connected.

1. PROJECT TITLE	Title I Reading Tutorial for Private & Non-Profit Schools		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V-B Subpart 2, - Rural and Low Income Schools (RLIS) Allowable Use(s) of Funds Title I-A		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12 Private	1,766	List participants other than students (e.g., Teachers, administrators, other staff, and parents)
	Referred for Tutorial Services		Private School Title I Reading Tutors
	K-3	83	
	Grades 4-11	79	
			Breakdown By Type
			10

4. NEED(S) for PROJECT

Struggling readers are defined as students who take the STAR Early Literacy assessment and have been identified to be reading two or more grade levels below their current grade level. Using the Screener, the results indicate that these students have difficulty with at least six major skills which include phonemic awareness, phonics, structural analysis, vocabulary, sentence-level comprehension, and paragraph-level comprehension. The STAR Reading Assessment indicates that students struggle with word knowledge, comprehension, and meaning, literary text, and author’s craft.

In SY 2021-2022, a total of 14% out of 569 private school students or 83 of the students enrolled in Kindergarten through 3rd grade have been identified as struggling by Star Early Literacy and Star Reading results with learning how to read, and are therefore eligible for Title 1 tutorial services. Students who take the STAR Early Literacy assessment have been identified to be two or more grade levels below their current grade level. The results indicate that these students have difficulty with at least six major skills which include phonemic awareness, phonics, structural analysis, vocabulary, sentence - level comprehension and paragraph - level comprehension. The STAR Reading Assessment indicates that students struggle with word knowledge, comprehension and meaning, literary text and author’s craft.

For these reasons, it is critical that the CNMI private schools provide tutoring for students who are already behind, and at the same time, students leave each grade level at “on or above” grade level in reading and are, therefore, considered ready for the next grade. This will help us get 3rd grade students reading to learn as they enter the 4th grade.

The theory of action is that if:

1) We provide reading tutorials for students who are struggling with reading in an after school format by Title 1 teachers then our students will be reading on grade level by the end of 3rd grade, thus ready for the 4th grade and beyond.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The goal of the reading tutorials is to provide support to students in gaining proficiency in reading by the end of each grade level. Title 1 tutors use a variety of instructional strategies to provide students with engaging lessons that target specific skills to improve students’ reading skills.

5b. Annual Objectives:

Reading Tutorials:

STAR Reading

By the end of School Year 2022-2023, the percentage of current 3rd grade students at or above proficiency will increase by 3% in STAR Reading.

5c. Means of Evaluating Program Outcomes: Complete the attached Means of Evaluating Program Outcomes Chart

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on —
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii)
 - (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Title I Reading Tutorials for Private & Non-Profit Schools

Schools Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source (Enter where the data are located. Identify where the data will come from.)	Unit of Measurement (i.e. metric) (Enter the unit of measurement.)	Evidence-Based (Please indicate : Yes or No)	Baseline Data (Current school year or most recent) (If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).)	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Administer the STAR Reading assessment during the following: Screener 1 (Fall) Screener 2 (Winter)	By the end of School Year 2022-2023, the percentage of current 3rd grade students at or above proficiency will increase from 10% to 13% in STAR Reading.	STAR Reading Assessment	Percentage of students at or above proficiency level.	Yes	SY 2020-2021 End of Year Actual Results: STAR Reading 3 rd : 10%	Dec. 2022 Reading Target: 3 rd : 10%	Mar. 2023 Reading Target: 3 rd : 11%	Jun. 2023 Reading Target: 3 rd : 12%	Sept. 2023 Reading Target: 3 rd : 13%

Screener 3 (Spring) Screener 4 (Outcome)					Results for SY 2021-2022 will be available June 2022.				
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<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>Core program in our private schools for grades K-12 is the ELA/reading curriculum and professional classroom instruction, with students reading on grade level.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>Title I tutors will provide reading tutorials to 162 qualified students in grades Kindergarten through 12th in 10 of our private schools. Students qualify for tutorials based on the STAR Early Literacy and Reading Screener, as well as the STAR Math Screener in the private schools. The private schools have added mathematical literacy to their literacy program, so they have both reading and math literacy components.</p> <p>Our Title 1 tutors are retired public school teachers contracted by the PSS to provide tutorials during regular school hours, as requested by the public and private schools, and as approved by the parents. The Title 1 tutors provide tutorial services to students every school day in the classroom using a push-in model and working closely with the regular classroom teacher.</p> <p>Title I teachers from the private schools also use Accelerated Math, other math curricula interventions, and Rosetta Stone in addition to the reading resources used by the public schools.</p> <p>If our Title 1 Tutors concentrate on teaching specific reading skills in grades K-12, then we can increase the number and percentage of students reading on or above grade level by the end of each grade level from the current 25% to at least 50%.</p> <p>We will purchase Renaissance learning subscriptions (with data owned by PSS) for STAR Early Literacy, STAR reading and STAR math, and Accelerated readers and Accelerated math for each of our 10 private schools. These supplemental resources will help the 137 qualified students in the private schools acquire grade-level reading and math skills.</p> <p>We will provide the Foundations of Reading and Guided Reading training for all our “new” K-3 teachers, Title 1 teachers, SPED teachers, and SPED aides working with children grades K-12 at our private schools. We will also offer ELL courses and intensive ELL training for Title 1 tutors, and classroom teachers.</p>

Evidence-based recommendations from the What Works Clearinghouse (WWC) for effective literacy and reading tutorial will guide our work.

Careful assessment informs intervention (Education Endowment Foundation, 2016 & 2017). Gersten et al. (2009), in reviewing the evidence for what helps struggling readers in primary school, found that assessment and review were central: “Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students at risk of developing reading disabilities” (p. 6). Graham et al. (2016) also found that students in secondary schools benefit from thorough assessment which informs instruction.

Vaughn, Cirino, et al. (2006) tells us that training for teachers and other school personnel who provide the small-group interventions should also focus on how to deliver instruction effectively, independent of the particular program emphasized. It is important that this training include the use of the specific program materials the teachers will use during the school year. But the training should also explicitly emphasize that these instructional techniques can be used in other programs and across other subject areas (Vaughn, Mathes, et al., 2006; Gunn et al., 2002). Examples of these techniques include instructional pacing, providing feedback to students, including error corrections, modeling, and providing wait time for student responses.

Another evidence-based approach should require that teachers provide daily explicit vocabulary instruction. Researchers converge in noting that effective vocabulary instruction includes multiple exposures to target words over several days and across reading, writing, and speaking opportunities. A small but consistent body of intervention research suggests that English learners will benefit most from rich, intensive vocabulary instruction that emphasizes “student-friendly” definitions (Carlo et al, 2004; Perez, 1981).

Two studies reviewed by the What Works Clearinghouse also demonstrate that focused interventions in two relatively narrow areas of academic English (quality of oral narrative and syntax) are potentially effective (Scientific Learning Corporation, 2004; Uchikoshi, 2005). Results from several other studies have found that peer tutoring has a positive impact on student learning outcomes (Calhoon, Al Otaiba, Cihak, King, & Avalos, 2006; McMaster et al., (in press); Saenz, Fuchs, & Fuchs, 2005; Calderón et al., 1998). The focus of pair activities should be tied to areas that emerge as key targets from assessments and evaluation data. This evidence-based approach is intended to replace some of the independent seatwork or round-robin reading those students do, for example, when the intention is to provide practice and extended learning opportunities for

students.

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Perez, E. (1981). Oral language competence improves reading skills of Mexican American third graders. *Reading Teacher, 35*, 24–27.

Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Ten (10) Title I Tutors	To Provide tutorial assistance to students struggling in reading	Title 1 Elementary Reading tutor for students	Contract

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Title 1 Reading Tutorials (PNP)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -		\$ -	\$ -
3. Travel	\$ 1,109.60		\$ 29,200.00	\$ 30,309.60
4. Equipment	\$ -		\$ -	\$ -
5. Supplies	\$ 1,161.56		\$ 30,567.46	\$ 31,729.02
6. Contractual (Purchased Services)	\$ 14,820.00		\$ 390,000.00	\$ 404,820.00
7. Other	\$ 316.35		\$ 8,325.00	\$ 8,641.35
Indirect Cost Rate:	Subtotals	\$ 17,407.51	\$ -	\$ 458,092.46
3.80%			Grand Total:	\$ 475,500

2. PERSONNEL SALARIES & FRINGE BENEFITS

Personnel														
Position Title	Purpose of Position	% of Time	FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$ -				\$ -	\$ -	\$ -	\$ -	
						\$ -				\$ -	\$ -	\$ -	\$ -	
Subtotals			\$ -	\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -	\$ -	\$ -	
Grand Total											\$ -	\$ -	\$-	\$ -

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Commutes to Tinian	Professional Development and Training Seminars for Title 1 teachers	10	\$ 3,800.00	\$-	\$ 5,400.00	\$ 2,400.00	\$ -	\$ -	\$ -	\$11,600
Commutes to Rota	Professional Development and Training Seminars for Title 1 teachers	10	\$ 9,800.00	\$-	\$ 5,400.00	\$ 2,400.00	\$ -	\$ -	\$ -	\$17,600
Travel Subtotals									\$ -	\$ 29,200.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$ -	\$ -

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Laptops	4 laptops x \$2,600 each = \$7,800	\$ -	\$ 7,800.00
Posters	Promotional materials for the classroom and cafeterias: posters, flyers, and infographics. \$233.39 x 14 PNP campuses = \$3,267.46	\$ -	\$ 3,267.46
Consumable Office Supplies	Office Supplies (Consumables: staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders) = \$150/month x 10 months = \$1,500 x 13 Title 1 tutors = \$19,500	\$ -	\$ 19,500.00
Supply Subtotals		\$ 0.00	\$ 30567.46

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Pay Differential	Payment for attendance at Foundations of Reading/Guided Reading Training (New K-3 Teachers, Teacher Aides, Instructors, & Title I Tutors)	\$150 x 3 days = \$450 x 17 participants = \$7,650		\$ 7,650.00
Pay Differential	Payment for training instructor for Foundations of Reading/Guided Reading Training	\$112.50 x 3 days = \$337.50 x 2 instructors = \$675.00		\$ 675.00
Other Subtotals			\$ -	\$ 8,325.00

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Class Size Reduction (CSR) Teachers		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title I, Part A - LEA Grants (Title I-A) Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	9,140 enrollment 1,760 public school students (under CSR teachers)	List participants other than students (e.g., Teachers, administrators, other staff, and parents) Elementary students Secondary students Class Size Reduction Teachers
			Number of Participants
			Breakdown By Type 440 1,320 35

4. NEED(S) for PROJECT

Ample research has indicated that children in smaller classes achieve better outcomes, both academic and otherwise, and that class size reduction can be an effective strategy for closing achievement gaps (2016).

Further, a small class size gives teachers the opportunity to spend more time with each student which more directly affects their learning and academic success (Croll & Hastings, 1996). In fact, such judgments reveal that other than class size, the student teacher ratio is an important aspect to look at since that factor actually indicates the time a teacher can spend on each student. In schools with smaller student teacher ratios, teachers can have more time to spend with each student and check the progress of every student they are responsible for and can provide a more individualized teaching that is more suitable to each student (Johnson, 2011).

The CNMI PSS student / teacher ratio this SY 2021-2022 is at 19 students to 1 teacher at our elementary schools, 21 students to 1 teacher at our middle schools, and 25 students to 1 teacher at our highschools - the last two levels exceeding the Board goal ratio of 20 students to 1 teacher.

The following middle schools exceeded the Board targeted ratio of 20 students to 1 teacher:

Chacha Oceanview Middle School (COVMS) 22:1

Dandan Middle School (DMS) 27:1

Francisco Mendiola Sablan Middle School (FMS) 26:1

Tanapag Middle School (TMS) 23:1

Tinian Jr. Sr. High School (TJSHS) 24:1

The three Saipan high schools exceeded the Board targeted student-teacher ratios: Marianas High School (MHS) has a 30:1 student teacher ratio, Kagman High School (KHS) has a 24:1 student teacher ratio, and Saipan Southern High School (SSHS) has a 28:1 student teacher ratio.

The 35 Class Size Reduction (CSR) Teachers provided through this grant will reduce the Student-Teacher ratio closer to the BOE targeted class size.

Our Theory of Action is that if we provide highly qualified teachers teaching in the core content areas with smaller class sizes that meet the BOE approved teacher/student ratios, then our student learning outcomes in the core content areas of English Language Arts will improve and meet or exceed the US average as measured on the Renaissance STAR Assessment by 2023.

By 2023, CNMI PSS will increase the STAR assessments scores by at least 3% and above by cohort.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

1. By the end of SY 2022-2023 80% or more of our student grades 3rd through 8th will score at the ready level (on grade level) in Reading as measured by the STAR reading assessment.
2. By the end of SY 2022-2023, our 35 class size reduction teachers will demonstrate at least six out of six effective teaching practices in the classroom as evidenced through McRel teacher evaluation data.
3. By the end of SY 2022-2023, CNMI PSS class size will decrease from 22:1 to 20:1 in the elementary grades.
4. By the end of SY 2022-2023, CNMI PSS class size will decrease from 30:1 (MHS) and 26:1 (FMS) to closer to 25:1 in the secondary grades.

5b. Annual Objectives:

By the end of SY 2022-2023, 80% or more of our students grades 3rd through 8th will score at the ready level (on grade level) in Reading as measured by the STAR reading assessment.

By the end of SY 2022-2023, our 35 class size reduction teachers will demonstrate six out of six effective teaching practices as evidenced by power-walkthrough ELEOT McRel teacher evaluation data.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
- (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
- (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
- (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;
- or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Class Size Reduction (CSR) Teachers

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data (Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Administer the STAR assessments during the following: Screener 1 (Fall) Screener 2 (Winter) Screener 3 (Spring) Screener 4 (Outcome)	By the end of SY 2022-2023, <u>3,411</u> or 80% of 3 rd -8 th grade students (3,411) will score at the ready level in Reading as measured by the STAR reading assessment.	STAR Reading Assessment	Number of students scoring at the ready level in Reading on the STAR Reading assessment.	Yes	2,558 <u>or 60% of</u> students score at the ready level or 60%	2,558 <u>or 60%</u> of students score at the ready level or 60%	2,771 <u>or 65%</u> of students scoring at the ready level or 65%	2,985 <u>or 70%</u> of students score at the ready level or 70%	3,411, or 80% of the 3 rd thru 8 th graders will score at the ready level in Reading

Administer the STAR assessments during the following: Screener 1 (Fall) Screener 2 (Winter) Screener 3 (Spring) Screener 4 (Outcome)	By the end of SY 2022-2023, <u>861 or 48%</u> of 9 th & 10 th grade students (861) will score at the ready level in Reading as measured by the STAR Reading assessment.	STAR Reading Assessment	Number of students scoring at the ready level in Reading on the STAR Reading assessment.	Yes	610 <u>or 34% of</u> students score at the ready level or 34%	610 <u>or 34% of</u> students score at the ready level or 34%	753 <u>or 42% of</u> students score at the ready level or 42%	807 <u>or 45% of</u> students score at the ready level or 45%	<u>861 or 48%</u> of 9 th & 10 th grade students score at the ready level in Reading
CSR Teachers will demonstrate Effective Teaching Practices. Conduct power walkthroughs in classrooms.	By the end of SY 2022-2023, our 35 class size reduction teachers will demonstrate six out of six effective teaching practices as evidenced by power walkthrough ELEOT McRel teacher evaluation data.	ELEOT, Power Walkthrough (PWT) data	Number of effective practices noted in PWT reviews	Yes	At least 3 effective practices evidenced in PWT reviews	At least 3 effective practices evidenced in PWT reviews	At least 3 effective practices evidenced in PWT reviews	At least 4 effective practices evidenced in PWT reviews	At least <u>4.6</u> effective practices evidenced in PWT reviews
CSR Teacher placement in schools.	By the end of SY 2022-2023, 100% of elementary schools will have a 20:1 or smaller ratio.	Admin Plus-Rediker Student Data Management System (Infinite Campus)	Student/Teacher ratio	Yes	20:1	20:1	20:1	20:1	19:1 <u>20:1</u>
CSR Teacher placement in schools.	By the end of SY 2022-2023, 100% of secondary schools will have at least a 25:1 ratio or lower.	Admin Plus-Rediker Student Data Management System (Infinite Campus)	Student/Teacher ratio	Yes	25:1	25:1	25:1	25:1	25:1

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

Core services at the elementary level include instruction in English, math, science, social studies, heritage language, computers, physical education, and health. Core services at the middle school level include instruction in English, math, science, social studies, NMI History, Leadership Corps, health, computers, and physical education. Core services at the high school level include instruction in English, math, science, World History, CNMI History, economics, and six electives.

The core program is a Human Resource Office function focused on reducing class size at our elementary schools especially in grades K-3 to no more than 20 students per teacher. At the secondary level, we wish to reduce class size closer to the 25 students per teacher ratio although reaching that number at our two largest secondary schools may be difficult. The CNMI PSS has developed and implemented a teacher recruitment strategy by offering a \$3,000 hard-to-fill differential to teachers with \$1,500 upon arrival in the CNMI and \$1,500 upon completion of a two year teacher contract. In addition, PSS pays the costs of travel to the CNMI, 3 days hotel and car rental to help with moving-in costs of an apartment, car, etc involved when relocating from the contiguous forty-eight states that are five to eight thousand miles away from our islands.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

Our class size reduction teachers supplement core instruction across all subject areas at the elementary level and certain subject areas, depending on subject area expertise at the secondary level. Our class size reduction teachers pull down the student/teacher ratio to 20 to 1 at most elementary schools and closer to 25 to 1 at most secondary schools. At our elementary schools the 24 elementary CSR teachers will be teaching at the K-3 grade level to achieve the 20/1 desired student to teacher ratio. At the secondary level, our 11 secondary CSR teachers will pull down class size to the 25/1 ratio at all secondary schools (where space is allowed). The Federal Programs Officer and school principal oversee this project. Our on-line teachers (funded via CGA Technology project) also help pull down class size and provide core content instruction for students on our neighbor islands of Tinian and Rota as it is difficult to recruit teachers in subjects such as Chemistry or Algebra II and Special Education. We recruit teachers every year and mentor novice teachers by a master teacher at the school where the novice teacher is assigned to teach. As listed in the Professional Development Program, the master-novice teacher pairing allows novice teachers quickly learns the school culture and has a mentor to teacher him/her classroom managements skills, primary and secondary instructional strategies, use of Bloom’s taxonomy, collaborative problem solving, providing feedback, reinforcing effort, and research-based instructional strategies. Master teachers undergo professional development provided by the Office of Curriculum and Instruction. Master teachers are compensated \$30/day/session and provide mentorship to novice teachers at least once a week, with the frequency of the meetings being greater at the beginning of the school year and less frequently towards the end of the school year. Master teachers will use technology to track novice teacher performance and to provide immediate feedback through the McRel teacher evaluation. The mentors will use classroom demonstrations, shared lesson plans, and reviews of student achievement data to help the novice teacher grow as a key member of a teacher learning community. The mentoring will take place after school at the novice teachers’ respective classroom. The key to the mentor-master relationship is immediate feedback.

The class size reduction teachers will reduce class size, provide more direct instruction and feedback to students, and enable teachers to immerse themselves in student benchmark and achievement data. Smaller classes also enable teachers to provide in-depth instruction and modify lesson plans to meet the unique learning needs of every student in their classroom. The quarterly STAR reading assessment will be used to determine program success. Note: The K-3 student progress is monitored using the STAR reading assessment and is measured in the PPM.

All PSS teachers are required to have passed the applicable PRAXIS II exams and must be Board-certified. These highly qualified teachers will help our elementary and secondary schools to meet the expected student learning outcomes in the core content areas of English Language Art, Math, Science, History and Health/Physical Education. The salary of each teacher is based on years of experience, advanced degrees earned and certification achieved. We are recruiting four class size reduction teachers from off-island to replace class size reduction teachers who returned to the mainland.

Class size reduction (CSR) teachers working with learning communities of teachers organized at the school and grade level model effective teaching practices that are easy to identify, through power walkthroughs, and provide measurable evidence for monitoring. These effective teaching practices include:

- 1.) All teachers clearly define, display and review with their students the content standard and language objectives being taught for each lesson;
- 2.) All teachers use a variety of instructional techniques and strategies;
- 3.) All classroom teachers reinforce classroom rules and procedures by positively teaching them;
- 4.) All teachers use differentiated instruction tailored to how each student learns and performs;
- 5.) All teachers use student learning data to plan for student instruction;
- 6.) CSR teachers model self-assessment related to indicators of effective teaching and class management.

Note: The class reduction is not a local or state government requirement. CG funds supplement not supplant state and local funds.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Classroom teachers (35)	Class Size Reduction Teachers	Class Size Reduction Teachers	100%

Prompts for Personnel Needs:

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Class Size Reduction (CSR) Teachers				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 71,086.86	\$ -	\$ 1,870,706.95	\$ 1,941,794
3. Travel				\$ -
4. Equipment				\$ -
5. Supplies				\$ -
6. Contractual (Purchased Services)				\$ -
7. Other				\$ -
Indirect Cost Rate:	Subtotals	\$ 71,086.86	\$ -	\$ 1,870,706.95
3.80%			Grand Total:	\$ 1,941,794

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe**	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe**	Totals
Classroom Ts - 35	Class Size Reduction	100			\$-	\$-	\$ 1,558,922.40		\$ 311,784.55	\$ 1,870,706.95	\$ 1,558,922.40	\$-	\$311,784.55	\$1,870,706.95
						\$-				\$-		\$-		\$-
						\$-				\$-		\$-		\$-
						\$-				\$-		\$-		\$-
Subtotals			\$-	\$-	\$-	\$-	\$1,558,922.40	\$-	\$311,784.55	\$1,870,706.95	\$1,558,922.40	\$-	\$311,784.55	
											Grand Total		\$	1,870,707

**Note: As per CNMI PSS Human Resources Office, the new fringe rate for SY 2022-2023 has been updated from 15.65% to the a new 20.00% to reflect updated FTE benefits.

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS
PUBLIC SCHOOL SYSTEM
FISCAL YEAR 2022
PERSONNEL LISTING

DATE : 11-MAY-22
ACTIVITY : CLASS SIZE REDUCTION
ACCOUNT NO. : 2207CG2CSR

EMPLOYEE NO.	PD NO		POSITION TITLE	INCUMBENT
1	13954	cms	CLASSROOM TEACHER	AQUINO, RHEENA
2	5499	dms	CLASSROOM TEACHER	CRUZ, MAY ANTONETTE M.
3	12200	dms	CLASSROOM TEACHER	CABRERA, ELAINE B.
4	5301	fms	CLASSROOM TEACHER	MANALOTO, FATIMA-MARIE
5	9705	fms	CLASSROOM TEACHER	DELEON GUERRERO, JOSEPH Q.
6	8607	ges	CLASSROOM TEACHER	BARCINAS, LYZANDRA P.
7	11792	ges	CLASSROOM TEACHER	LOKEN, MEGAN L.
8	15349	ges	CLASSROOM TEACHER	ALEPUYO, PATRICK M.
9	7778	ges	CLASSROOM TEACHER	SALALILA, PAUL B.
10	8792	ges	CLASSROOM TEACHER	SANTOS, CHASMYN
11	6538	gtc	CLASSROOM TEACHER	VILLAGOMEZ, JENNIFER
12	16229	gtc	CLASSROOM TEACHER	SABLAN, RACHELLE M.
13	9990	hms	CLASSROOM TEACHER	CAMACHO, CONCEPCION C.
14	7500	hms	CLASSROOM TEACHER	NGIRABLOSCH, LEORA
15	6607	kag	CLASSROOM TEACHER	ENRIQUEZ, ELENA M.
16	6605	kag	CLASSROOM TEACHER	SANTOS, DOROTHY G.
17	9675	kes	CLASSROOM TEACHER	MENDIOLA, FRANCIS M.
18	5889	kes	CLASSROOM TEACHER	KAPILEO, ADELA I.
19	7436	kes	CLASSROOM TEACHER	DELEON GUERRERO, DOROTHY MENDIOLA
20	14716	mhs	CLASSROOM TEACHER	ALVEREZ, SATURNINA M.
21	8257	mhs	CLASSROOM TEACHER	SABLAN, ANITA MEA
22	15142	mhs	CLASSROOM TEACHER	INDALECIO, ROQUE
23	9666	mhs	CLASSROOM TEACHER	ALGAIER, CHARLES J.
24	9272	oes	CLASSROOM TEACHER	CARREON, ROSELLE I.
25	2195	oes	CLASSROOM TEACHER	ORSINI, BERTHA F.
26	6497	snp	CLASSROOM TEACHER	MENDIOLA, ANNA LEE S.
27	18755	svs	CLASSROOM TEACHER	CASTRO, MARCILIANO M.
28	12641	svs	CLASSROOM TEACHER	METTAO, MARIA PAZ
29	15797	svs	CLASSROOM TEACHER	MENDOZA, MYRON R
30	3193	svs	CLASSROOM TEACHER	ATALIG, VERONICA C.
31	16254	wsr	CLASSROOM TEACHER	TORRES, LORI M.
32	2122	wsr	CLASSROOM TEACHER	DELACRUZ, DEVINA
33	14609	wsr	CLASSROOM TEACHER	DAYRIT, JENNY Z

School Definitions provided for CNMI PSS Consolidated Grant Application (as of May 11th, 2022):

- "CMS" - Chacha Oceanview Middle School
- "DMS" - Dandan Middle School
- "FMS" - Francisco M. Sablan Middle School
- "GES" - Garapan Elementary School
- "GTC" - Gregorio T. Camacho Elementary School
- "HMS" - Hopwood Middle School
- "KAG" - Kagman Elementary School
- "KES" - Koblerville Elementary School
- "MHS" - Marianas High School
- "OES" - Oleai Elementary School
- "SNP" - Sinapaolo Elementary School
- "SVS" - San Vicente Elementary School
- "WSR" - William S. Reyes Elementary School

Note (as of May 11th, 2022): The CNMI PSS has requested funding for thirty-five (35) CSR positions for SY 2022-2023. Due to the administrative efforts necessary to place CSR teachers and objective value of FTE continuity on campuses, these individuals will most likely retain their current work station. However, the additional two (2) CSR teachers will likely be placed according to district and campus needs.

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Travel Subtotals									\$-	\$-

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Contractual Subtotals			\$-	\$-

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Other Subtotals			\$-	\$-

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Early Literacy (K-2)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title I, Part A		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-2	at or above: 247 struggling: 1,247 enrollment: 1,741	Teachers Administrators
			Breakdown By Type 43 18
4. NEED(S) for PROJECT	<p><u>Prompts:</u></p> <p>1. <u>Identified Need for This Project</u></p> <p>Seventy-four percent of K-3 students in the Commonwealth of the Northern Mariana Islands (CNMI) are performing below the district benchmark on the STAR Early Literacy assessment in the school year 2019-2022 (CCNetwork, 2022). Reading proficiently by the end of third grade is considered one of the defining benchmarks in a child’s educational development when most students are “learning to read,” transitioning in the fourth grade to “reading to learn.”</p> <p>Reading proficiency trends in the CNMI are further cause for concern as lower early reading skills have been linked to adverse, long-term outcomes, including lower educational attainment and earning potential (Duncan et al., 2007; Heckman, 2011). The National Research Council</p>		

declared that “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of grade 3. A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school” (1998, p. 21). Ultimately, if more children are not on track to reading proficiently, the US (and its territories) “will lose a growing and essential proportion of its human capital to poverty, and the price will be paid not only by individual children and families but by the entire country” (Fiester, 2010).

Understanding and improving early education experiences for our youngest learners is imperative for the CNMI.

2. Explanation of How Project Activities Connect to the Need for This Project

The CNMI PSS recently reconfigured its Strategic Priorities for the next three years, with one of the primary focus areas being: **K-2 Early Literacy**. The root causes to be addressed for SY 2022-2023 are

1. Parent Communication. Better leverage parent/teacher conferences using data (e.g., logbooks, assessment results, EWS results) to improve literacy skills.
2. RTI / MTSS Implementation. Obtain baseline of teacher knowledge about RTI / MTSS framework and provide appropriate support to ensure collaboration across TI, ELL, etc.
3. Literacy Skills Integration. Better integrate foundational literacy skills across content areas to maximize instructional time focused on foundational literacy skills

All the activities listed in this Project Narrative are aimed to tackle the three root causes of the K-2 Early Literacy Focus.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The CNMI PSS will increase the number of K-2 students who are performing at or above the district benchmark on the STAR Early Literacy assessment.

5b. Annual Objectives:

1. **PARENT COMMUNICATION:** By the end of SY 2022-2023, 75% of teachers who will self-report as feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and understandable manner to parents
2. **RTI / MTSS IMPLEMENTATION:**
 - a. By the end of SY 2022-2023, 75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the RTI / MTSS framework in the classroom
 - b. By the end of SY 2022-2023, 90% of K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the the EWS to flag students in need of interventions
 - c. By the end of SY 2022-2023, 75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the Mastery Learning approach to address K-2 reading and math achievement gap
3. **LITERACY SKILLS INTEGRATION:** By the end of SY 2022-2023, 75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in integrating literacy practices across all content areas
4. By the end of SY 2022-2023, current student scores at or above the district benchmark in Kindergarten will increase from 39% to 54%, 1st grade will increase from 36% to 51%, and 2nd grade will increase from 42% to 57% in STAR Early Literacy assessment.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;or
- (ii)
 - (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Early Literacy K-2

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data	Quarterly Performance Targets				
					<i>(Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	<u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)				
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023	
PARENT COMMUNICATION: Pilot School K-2 teachers will utilize the Parent Engagement Checklist for parent/teacher conferences	By the end of 2022-2023, 75% of teachers will self-report as feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and understandable manner to parents	Online survey given post-parent/teacher conference on using the new Parent Engagement Checklist to explain student academic standing in a clear and	% of teachers who will self-report as feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and understandable manner to parents		Baseline data will be obtained by Dec 2022.	50% of teachers will self-report as feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and		75% of teachers will self-report as feeling “confident” or “very confident” in explaining a student’s academic standing in a clear and		

		understandable manner to parents				understandable manner to parents		understandable manner to parents	
RTI / MTSS IMPLEMENTATION: K-2 instructional staff training on <i>RTI / MTSS framework</i> to tailor instruction/ processes to address student needs	By the end of 2022-2023, 75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>RTI / MTSS framework</i> in the classroom	Online survey given at the beginning, middle and end of the school year on utilizing the <i>RTI / MTSS framework</i> in the classroom	% of K-2 instructional staff who will self-report as feeling “confident” or “very confident” in utilizing the <i>RTI / MTSS framework</i> in the classroom		Baseline data will be obtained in the summer/beginning of the SY	50% K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>RTI / MTSS framework</i> in the classroom		75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>RTI / MTSS framework</i> in the classroom	
RTI / MTSS IMPLEMENTATION: K-2 instructional staff training on using the <i>Early Warning System (EWS)</i> in <i>Reading</i> to flag students in need of interventions	By the end of 2022-2023,,90% of K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the the <i>EWS</i> to flag students in need of interventions	Online survey given at the beginning, middle and end of the school year on utilizing the the <i>EWS</i> to flag students in need of interventions	% of K-2 instructional staff who will self-report as feeling “confident” or “very confident” in utilizing the the <i>EWS</i> to flag students in need of interventions		Baseline data will be obtained in the summer/beginning of the SY	75% of K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the the <i>EWS</i> to flag students in need of interventions		90% of K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the the <i>EWS</i> to flag students in need of interventions	
RTI / MTSS IMPLEMENTATION: K-2 instructional staff training on using the	By the end of 2022-2023,, 75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the	Online survey given at the beginning, middle and end of the school year on utilizing the <i>Mastery Learning approach</i> to	% of K-2 instructional staff who will self-report as feeling “confident” or “very confident” in utilizing the <i>Mastery</i>		Baseline data will be obtained in the summer/beginning of the SY	50% K-2 instructional staff will self-report as feeling “confident” or “very confident” in		75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in	

<i>Mastery Learning approach to address K-2 reading and math achievement gap</i>	Mastery Learning approach to address K-2 reading and math achievement gap	address K-2 reading and math achievement gap	<i>Learning approach to address K-2 reading and math achievement gap</i>			utilizing the <i>Mastery Learning approach to address K-2 reading and math achievement gap</i>		utilizing the <i>Mastery Learning approach to address K-2 reading and math achievement gap</i>	
LITERACY SKILLS INTEGRATION K-2 teachers (early adopter) training on <i>integrating literacy practices</i> across all content areas	By the end of 2022-2023, 75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in integrating literacy practices across all content areas	Online survey given at the beginning, middle and end of the school year on integrating literacy practices across all content areas	% of K-2 instructional staff who will self-report as feeling “confident” or “very confident” in <i>integrating literacy practices</i> across all content areas		Baseline data will be obtained in the summer/beginning of the SY	50% K-2 instructional staff will self-report as feeling “confident” or “very confident” in <i>integrating literacy practices</i> across all content areas		75% K-2 instructional staff will self-report as feeling “confident” or “very confident” in <i>integrating literacy practices</i> across all content areas	
Increasing district benchmark in K-STAR Early Literacy assessment.	By the end of SY 2022-2023, current student scores at or above the district benchmark in Kindergarten will increase from 39% to 54%, 1st grade will increase from 36% to 51%, and 2nd grade will increase from 42% to 57% in STAR Early Literacy assessment.	Renaissance STAR Early Literacy Assessment	District benchmark scores		On the Screener #3 for SY 2021-22, the percent of students above the district benchmark is: Kinder = 48% 1st grade = 47% 2nd grade = 14%			54% of Kindergarten, 51% of 1st grade and 57% of 2nd grade students will score above the district benchmark in STAR Early Literacy assessment.	

<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>The Basic Program of Instruction at the elementary level includes instruction in Reading, Math, and Science, Social Studies, Heritage Language, Computers, Physical Education, and Health. The core program in our public schools at K-3 grade level is our ELA/reading curriculum and professional classroom instruction, with students learning to read so that our students are reading to learn by the end of third grade.</p> <p>Every school has developed a School-Wide Improvement Plan (SWP) that has goals and is tied to the Basic Program of Instruction and implements literacy-focused activities and strategies along with the 3-year trend data of each school. Therefore, the Basic Program Instruction is addressed in the objectives and goals of the SWP that meets the project need.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>PARENT COMMUNICATION:</p> <p>Parents are not engaged in helping build foundation literacy skills because they don't know that their kids need help or don't know how to help or have the skills to help. <i>Therefore</i>, our solution focuses on improving Parent Communication by leveraging parent/ teacher conferences using data (e.g., logbooks, assessment results, EWS results) to focus on improving literacy skills.</p> <p>During the SY 2022-2023 (Pilot Schools/ K-2 Grades), significant activities under this project include:</p> <ul style="list-style-type: none"> ● June 2022 - Create the Parent Engagement Checklist over the summer, which may include: <ul style="list-style-type: none"> ● A list of on-hand resources for parents on improving literacy ● Parent Engagement Training opportunities <ul style="list-style-type: none"> ● Family Involvement (avail resources) ● Parent Roles and Responsibilities as the primary educator for their child ● Transitioning to Kindergarten ● Connecting Cultural Diversity ● Integration of Literacy Lessons at Home ● July 2022 - Obtain feedback on the Parent Engagement Checklist from stakeholders

- Use teacher focus groups to allow teachers to share concerns, ideas, scenarios, implementations, etc.
- August 2022 - Train and Launch at the beginning of the school year (during open house)
- August-May 2023 - Conduct observations & obtain feedback on the implementation stage. Teachers will utilize the checklist quarterly at parent/teacher conferences.

The people responsible for the Parent Communication project will be the Parent & Community Engagement Coordinator, OCI, ARE, SSS, and pilot school Administrators, Teachers, Parents, Students.

RTI / MTSS IMPLEMENTATION:

Assessment results do not inform instruction because teachers do not understand assessment data and are confused about using and implementing RTI / MTSS. Therefore, our solution is to focus on **RTI / MTSS Implementation** by obtaining baseline data of teacher knowledge about Multi-Tiered Systems of Support (MTSS) framework to determine appropriate supports needed to ensure collaboration across K-2 classroom teachers, Special Education Teachers, Literacy Coaches, EL Teachers, Title1, HDT, and other available supports to address the K-2 reading and math learning gaps.

During the SY 2022-2023, all K-2 instructional staff will be participating to:

- Create, administer and analyze K-2 Instructional Staff Survey on Knowledge and Skills of the MTSS (Timeframe: Preservice/Summer)
- Provide K-2 instructional staff with training on the MTSS Framework based on instructional staff survey results and use student data to tailor instruction/processes to address student needs through the Early Warning System processes (Timeframe: Throughout the school year on Saturdays, after-school and/or on preservice days)
- Implement Mastery Learning approach to address K-2 reading and math achievement gap (Timeframe: Throughout the school year on Saturdays, after-school, and/or on preservice days)
- Re-prioritize K-2 after-school/ Saturday instruction focused on student remediation in reading and math (Timeframe: Throughout the school year on Saturdays)
- Monitor Progress of K-2 MTSS Implementation (Timeframe: Throughout the school year)

The people responsible for the RTI / MTSS Implementation will be the School administrators, K-2 Teachers, SPED Teachers, Content Area PLCs, OCI, ARE, Literacy Coaches, ELL Teachers, Title 1, HD Tutors, Americorps.

LITERACY SKILLS INTEGRATION:

Students are not mastering foundational literacy skills because teachers need to use instructional time better. Therefore, our solution focuses on **Literacy Skills Integration** by integrating literacy standards across content areas to maximize instructional time focused on foundational literacy skills.

During the SY 2022-2023, all K-2 instructional staff (from early adopters) will participate in:

- Training in two key areas: integration of literacy skills into other content areas AND how to review and act upon data.
 - a. Provide Training Schedules: 1 Week K-2 PD on integrating literacy skills across content and examining student data for improvement (determine facility, schedule, evaluation, etc.) (5 Morning ½ days)
- Identify Priority Standards -Revisit the K-2 ELA, Math, Science, and Social Studies student achievement data to re-prioritize standards.
- Develop integrated standards mapping across content for K-2 using the revised priority standards
- Consistent K-2 Progress Monitoring from Observers - Instructional practices and delivery of integrated priority standards (teacher unit lessons, instructional strategies, learning environment)
- Weekly / Bi-Weekly Collaborative Data Dialogues & Team Planning at the School level (Grade Level/ Support Programs PLCs) to adjust practices (e.g., lesson plans)

The people responsible for the Literacy Skills Integration project will be the State PLC members, Program Managers, School Administrators, K-2 Teachers (early adopters), and contracted consultants for coaching and monitoring skills integration.

No connection to any other Federal Agencies/Program(s).

Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Early Literacy (K-2)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits				\$ -
3. Travel	\$ 6,857		\$ 180,450	\$ 187,307
4. Equipment				\$ -
5. Supplies	\$ 121		\$ 3,180	\$ 3,301
6. Contractual (Purchased Services)	\$ 10,450		\$ 275,000	\$ 285,450
7. Other	\$ 30,476		\$ 802,000	\$ 832,476
Indirect Cost Rate:	Subtotals	\$ 47,904	\$ -	\$ 1,260,630
3.80%			Grand Total:	\$ 1,308,534

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Grand Total											\$		-	

3. TRAVEL											
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds	
PARENT COMMUNICATION:											
Commute from Rota to Saipan for K-2 instructional staff	Rota K-2 teachers to participate in the development and training on the Parent Engagement Checklist (10 Summer days)	10	\$250/trip x 10 travelers =		\$125/day x 10 days x 10			\$55/day x 10 days x 10		\$ 20,500.00	
Commute from Tinian to Saipan for K-2 instructional staff	Tinian K-2 teachers to participate in the development and training on the Parent Engagement Checklist (10 Summer days)	10	\$95/trip x 10 travelers = \$950		\$125/day x 10 days x 10			\$55/day x 10 days x 10		\$ 18,950.00	
RTI / MTSS FRAMEWORK:											
Commute from Rota to Saipan for K-2 instructional staff	Rota K-2 instructional staff training on RTI / MTSS framework, EWS process and Mastery Learning approach to tailor instruction/ processes to address student needs (10 Saturday PDs)	10	\$250/trip x 10 travelers x 10 trips = \$25,000		\$125/day x 10 days x 10 travelers = \$12,500			\$55/day x 10 days x 10 travelers = \$5,500		\$ 43,000.00	
Commute from Tinian to Saipan for K-2 instructional staff	Tinian K-2 instructional staff training on RTI / MTSS framework, EWS process and Mastery Learning approach to tailor instruction/ processes to address student needs (10 Saturday PDs)	10	\$95/trip x 10 travelers x 10 trips = \$9,500		\$125/day x 10 days x 10 travelers = \$12,500			\$55/day x 10 days x 10 travelers = \$5,500		\$ 27,500.00	
LITERACY SKILLS INTEGRATION											
Commute from Rota to Saipan for K-2 instructional staff	Rota K-2 instructional staff training on Literacy Skills Integration (10 Saturday PDs)	10	\$250/trip x 10 travelers x 10 trips = \$25,000		\$125/day x 10 days x 10			\$55/day x 10 days x 10		\$ 43,000.00	
Commute from Tinian to Saipan for K-2 instructional staff	Tinian K-2 instructional staff training on Literacy Skills Integration (10 Saturday PDs)	10	\$95/trip x 10 travelers x 10 trips = \$9,500		\$125/day x 10 days x 10			\$55/day x 10 days x 10		\$ 27,500.00	
									Travel Subtotals	\$-	\$180,450.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Office supplies for professional development	20 chart paper pads \$87 ea. x 20 = \$1,740		\$ 1,740.00
	20 flip chart maker packs \$18 ea. x 20 = \$360		\$ 360.00
	20 sticky pads. \$34/pack x 20 = \$680		\$ 680.00
	20 packs of pens \$20/pack x 20 = \$400		\$ 400.00
Supply Subtotals		\$ 0.00	\$ 3180.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Coaching and progress monitoring	To provide coaching and progress monitoring for all K-2 elementary	Contractual Services = \$275/day x 100 days x 10 consultants = \$275,000		\$ 275,000.00
		Contractual Subtotals	\$-	\$275,000.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
PARENT COMMUNICATIONS:				
Space Rental for Meetings	Need a venue large enough to host the meetings consisting of school	\$2,500/day x 10 days = \$25,000		\$ 25,000.00
Summer Pay Differential	Pay differential for K-2 teaching staff to participate in the summer	\$150/day x 10 days x 110 staff = \$165,000		\$ 165,000.00
Printing of Parent Resource List	Printout for parents to help them better understand their child's	\$5 x 1000 copies = \$5,000		\$ 5,000.00
RTI / MTSS IMPLEMENTATION:				
Space Rental for Meeting	Need a venue large enough to host the meetings consisting of school and district-level staff.	\$2,500/day x 4 days = \$10,000		\$ 10,000.00
Saturday PD Pay Differential	Pay differential for K-2 staff to participate in a Saturday training on the RTI / MSS Implementation Process	\$150/day x 4 days x 110 staff = \$66,000		\$ 66,000.00
Preservice Pay Differential	Pay differential for K-2 staff to participate in preservice school trainings on the RTI / MSS Implementation Process	\$75/day x 10 days x 110 staff = \$82,500		\$ 82,500.00
Afterschool Training Pay Differential	Pay differential for K-2 staff to participate in after-school trainings on the RTI / MSS Implementation Process	\$40/day x 20 days x 110 staff = \$88,000		\$ 88,000.00
LITERACY SKILLS INTEGRATION:				
Space Rental for Meeting	Need a venue large enough to host the meetings consisting of school and district-level staff.	\$2,500/day x 10 days = \$25,000		\$ 25,000.00
Saturday PD Pay Differential	Pay differential for K-2 staff to participate in a Saturday training once a month on integrating literacy skills across content areas	\$150/day x 10 days x 110 staff = \$165,000		\$ 165,000.00
Preservice Pay Differential	Pay differential for K-2 staff to participate in preservice school training once a month on integrating literacy skills across content areas	\$75/day x 10 days x 110 staff = \$82,500		\$ 82,500.00
Afterschool Training Pay Differential	Pay differential for K-2 staff to participate in after-school trainings twice a month on integrating literacy skills across content areas	\$40/day x 20 days x 110 staff = \$88,000		\$ 88,000.00
Other Subtotals			\$-	\$802,000.00

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Career and Technical Education / Co-operative Education & Training Program (Public)			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <ul style="list-style-type: none"> Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) </div> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> <i>Use of funds as permitted under ESSA Section 1114 (b) (7) (A) (iii) (II) preparing students for the workforce through CTE programs</i> </div>			
2b. SEA OR LEA SERVICES	LEA			
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)	Number of Participants
	10-12 Co-Op 6-12 CTE	665 5,000 40	Students Students Teachers	665 5,000 40
4. NEED(S) for PROJECT	<p>As of 2018, 51% of our 27,797 workforce employed in the CNMI are non-citizen workers. We have a need to better prepare our students, through increased CTE programs and on-the-job training (OJT) for jobs in the CNMI to expand the US Worker participation in our tourism-based economy.). In addition, this project will increase student motivation, interest and attendance because research has shown that students who participate in CTE programs are more motivated and interested in schoolwork because of its connection to the real-world and are less likely to drop out (Wonacott, 2002). Our lead CTE program is our Cooperative Education & Training Program that has a classroom education component coupled with exposure to the world of</p>			

work through monitored and supervised on-the-job training. This project will collaborate with the dynamic private sector partners on all three islands, many of which are part of the local Chamber of Commerce. In coordination with other CTE programs, including Teacher Academy, Automotive Technology, Hospitality and Tourism, and College and Readiness Program, the Cooperative Education & Training Program and on-the-job training (OJT) will further assist in helping students identify their desired career pathways.

Our theory of action is if we implement the Cooperative Education & Training Program with additional CTE classes and on-the-job training (OJT), our students will be prepared for CNMI jobs and our private sector employers will readily hire these young adults to replace non-resident workers that will leave the CNMI as required by law. In its efforts to continue to transform the CTE Program, the CNMI PSS continues to support student college and career success by building and strengthening career pathways and expanding CTE Programs, which will in turn increase opportunities and expose students to college preparatory work that is rigorous and relevant to their goals and interests.

References:

What Works Clearinghouse. (2017). Preventing Dropout in Secondary Schools NCEE 2017- 4028 U.S. DEPARTMENT OF EDUCATION.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35

Wonacott, M.(2002). Dropouts and Career Technical Education, Myths and Realities No. 23,”

(Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement

<https://files.eric.ed.gov/fulltext/ED472364.pdf>

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

In order to enhance job preparedness of students who secure jobs in our tourism-based economy, and to increase the number of pathways in Career and Technical Education, the CNMI PSS will:

By the end of SY 2023, the number of students participating in work-based learning and then securing jobs in our tourism-based economy will increase from 500 in SY 19-20 to 665 in SY 22-23.

By the end of SY 2023, the number of career pathways available to students will increase from 1 to 5 with work-place OJT training model incorporated into pathways.

5b. Annual Objectives:

- *By the end of SY 2023, the number of students participating in work-based learning and then securing jobs in our tourism-based economy will increase from 500 in SY 19-20 to 665 in SY 22-23.*
 - By the end of SY 20-21, the number of students participating in work-based learning and then securing jobs in our tourism-based economy will increase by 10% or 550 students.
 - By the end of SY 21-22, the number of students participating in work-based learning and then securing jobs in our tourism-based economy will increase by 10% or 605 students.
 - By the end of SY 22-23, the number of students participating in work-based learning and then securing jobs in our tourism-based economy will increase by 10% or 665 students.

- *By the end of SY 2023, the number of career pathways available to students will increase from one to five with work-place OJT training model incorporated into pathways.*
 - By the end of SY 19-20, the CNMI Public School System will build comprehensive career pathways in the areas of Construction, Nursing, Teaching, Entrepreneurship and Hospitality and Tourism to be piloted in SY 20-21.
 - By the end of SY 20-21, the CNMI Public School System will continue to expand its pathways and build one more career pathway to be piloted in SY 2021-2022.
 - By the end of SY 21-22, the CNMI Public School System will continue to expand its pathways and build one more career pathway to be piloted in SY 2022-2023.
 - By the end of SY 22-23, the CNMI Public School System will assess and evaluate its career pathways and plan next steps for 2023 and beyond.

5c. Means of Evaluating Program Outcomes: Complete the attached Means of Evaluating Program Outcomes Chart

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Career and Technical Education / Co-operative Education & Training Program (Public)

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets				
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)				
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023	
Cooperative Education Work-Based Learning	To increase the number of students participating in Cooperative Education Program, Hotel Hospitality Certification	GradeQuick Classroom roster on AdminPlus	Number of students participating in Cooperative Education		No	Baseline Data will become available by end of SY 2021-2022	330 students enrolled in Semester One of Cooperative Education	Continue work on fostering On-the-job training for enrolled students	335 students enrolled in Semester Two of Cooperative Education	Continue work on fostering On-the-job training for enrolled students

	Courses by 10% from 500 in SY 19-20 to 665 students in SY 22-23 as measured by Co-op Education enrollment data.									
Career Technical Education (CTE) - Career Pathway Development	By the end of SY 2023, at least one high school will be ready to pilot one career pathway with work-place OJT training model incorporated into the pathway.	Career Pathways School Level PD and Training Plan to develop high school career pathways	Number of career pathways offered to students in the CNMI PSS high schools	Yes.	Implement one career pathway and in the planning stages to pilot and implement additional four career pathways (construction, nursing, teaching, entrepreneurship, and hospitality and tourism)	Professional development and training provided to high schools to develop at least one career pathway.	Professional development and training provided to high schools to develop at least one career pathway.	At least one high school developed one career pathway and ready to be piloted.	At least one high school developed one career pathway and ready to be piloted.	

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

The CNMI PSS provides core instructional programs in English, Math, Science, Social Studies, Heritage Language, PE/Health, and other courses to high school students grades 9-12 enabling them to successfully progress and prepare for college and careers. PSS also provides local personnel (school administrators, teachers, and counselors) to support and improve academics and socio-emotional learning, including: attendance/truancy, discipline and social concerns in a positive school environment. Co-Op Teachers will interact with students by helping provide support and challenging academic curricula such as Co-Op Education and CTE programs.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

The Cooperative Education & Training Program (Co-Op) supplements core education services by providing work-based learning for students as they prepare for college and careers. Co-Op is an integral part of the Career and Technical Education Program. Of the 27,797 workers that make up CNMI's workforce, roughly 14,095 or 51% of them consist of foreign workers. What makes the Co-Op Program ideal for youth workforce development is the education component coupled with monitored and supervised work-based learning. This enables students to gain work experience, career planning, and the opportunity to earn income through the partnerships developed through this grant. Students will receive a stipend for their first three months of job shadowing. Stipends will help defray costs incurred by participation such as their transportation, uniforms if they are not provided, and other associated expenses. Companies then have the option of hiring their Co-Op student thereafter at a wage rate of \$7.50 an hour.

Six Co-Op Education teachers and the Co-Op Program Coordinator are funded through this program. We have program monitoring of our Co-Op Education Program on the islands of Tinian and Rota. We also have quarterly monitoring of the CTE programs on Tinian and Rota that necessitate transportation costs. Allocated operational supplies for our Co-Op Education teachers is at \$75 a month. We have budgeted fuel for the Co-Op Education Van that transports Co-Op students from Kagman High School on the windward side of the island to the leeward side where the main business district is. The CNMI does not have adequate, available public transportation in place to accommodate student transportation needs and the PSS's transportation department is unable to assist as student drop off times coincide with after school pickup for elementary schools. We contract for Hospitality courses that require 180 hours of classroom instruction that leads to national certification by the American Hotel and Lodging Educational Institute (AHLEI). We will also work with a local clinic and our partners at Public Health to conduct food handler safety workshops for students wishing to complete training in the Food and Beverage Industry.

Students will participate in a Job Fair and Appreciation Event during the semester. These events are during school time and also coincide with pick up/drop off times thus preventing the district's transportation department from

assisting. The appreciation event will include attendance and remarks from all key stakeholders including students, district personnel related to the program and trainer mentors from participating companies. Accomplishments and opportunities for growth will be discussed.

Another integral part of the CTE program is the Career Pathways Program. The CNMI Public School System (CNMI PSS) together with its postsecondary and workforce partners have launched an innovative partnership to build career pathways programs that will create new economic opportunities for its residents and prepare CNMI to meet workforce challenges today and in the future. CNMI PSS leadership is working with its partners to address workforce needs through the development of comprehensive and high-quality career pathways systems and programs that aligns to the needs of local industries and builds the capacity of CNMI students to fill these needs, such as Co-Op. Plans are underway to pilot career pathways in Education and Training (Teacher Academy), Health Science (Nurse Assistant Program), Construction Entrepreneurship and Hospitality and Tourism for the school year 2020-2021. Along with the on the job training that Co-Op will provide, these opportunities will allow our students to have direct pathways into their careers of choice.

Co-Op Program Staff will conduct on-site interviews and visitations to discuss program outcomes with students and their supervisors. Staff will use their personal vehicles to conduct these visitations across all three islands and will be reimbursed for fuel costs. These costs are directly associated with the management of the program and will not supplement inadequate local resources.

Key Elements

The Co-Op Program provides students the opportunity to acquire knowledge and skills in the classroom and apply that learning in the workplace environment. Through Co-Op, students develop transferable employability skills and occupational competence, which will serve them throughout their continuing education and career. The classroom instruction component is 180 hours. The on-the-job training is at least 60 hours per month for the 3-month OJT period.

The integration of classroom instruction by Co-Op Education teachers with monitored and supervised on-the-job training serves as a gateway for entry-level employment. The on-the-job training portion of the program known as Cooperative Training, serves as a catalyst for workforce development. Quality training and student performance are monitored through frequent site observations by the Co-Op Coordinator and Teachers. Student progress is documented through monthly performance evaluations, time sheets and training plans.

Students enroll in Co-Op Education for the opportunity to work and earn an income at a business enterprise while going to school. The program will also fund hospitality certification courses that will graduate students with a

Nationally Recognized Hospitality Certification that will enable students to have immediate job placements upon completion. Presently, we have internships that are deeply embedded in our hotel and hospitality industry, pharmacies, health centers, medical clinics, bakeries, law offices, fitness centers, radio stations and telecommunication companies. The duration of the internship is approximately 3 months per school semester. Upon completion of the program, students earn a total of 2 elective credit hours. In addition to earning school credit hours, students exit the program with a network of professional contacts for future employment. We anticipate that at least 150 students will be placed in jobs in the hotel industry with the 455 shadowing other jobs in the private sector.

The CNMI PSS CTE Program was formerly known as the Vocational Education Program. In 2010, President Obama published the “Blueprint for Education Reform” which also catapulted many of the reforms that occurred in the area of CTE. Since 2010, the CNMI PSS CTE has and continues to work on developing and implementing structures and processes for the following areas:

1. High school career pathways;
2. Highly qualified and effective CTE teachers/instructors;
3. Access to a rigorous, relevant, integrated, and content focused curriculum preparing students for college and career;
4. Partnerships from post-secondary institutions and industry, which allows students to transition into college and the world of work;
5. Facilities that are safe and conducive to learning and designed around effective delivery of applied, performance-, and project-based learning in the classroom; and
6. Policies and procedures to ensure that students have opportunities to receive credit from post-secondary and industry sectors.

The Career Pathways Program provides for a sequential and progressive continuum of courses based on the 16 Career Clusters. These courses also lead to certification or credentials recognized by industry upon completion of the program which can cover the grade spans from grades 9th-12th. Summer internships and practicums are also included in the career pathways model. Students participate in summer internships as well as practicums during the school year. In addition, students avail of hands-on, real-life, work-based experiences with industry partners as well. The PSS is currently working to address the local workforce needs through the development and implementation of comprehensive and high quality career pathways in the following ways: 1) Engaging key stakeholders and defining

	goals; 2) Mapping policies, programs, and industries; 3) Designing a framework for career pathways; and 4) Designing a plan for implementation and continuous improvement and other related activities.
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7. Personnel Needs

Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Program Coordinator (1)	PC will be at SEA’s Central Office and be in charge of administrative duties / responsibilities as required by the Program.	PC will provide continual program support to all Co-Op stakeholders, ensure grant goals and objectives are being met and will serve as a community liaison for Co-Op Program.	.50 FTE (50 % of time)
Highly Qualified Classroom Teachers (6)	Perform Classroom Teacher duties and responsibilities	Co-Op Teachers will cover classroom instruction, serve as mentors and first points of contact for students enrolled in Co-Op.	6 FTEs (100 % of time)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project’s goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Career and Technical Education / Co-operative Education Training Program - Public				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 14,424	\$ -	\$ 379,583	\$ 394,007
3. Travel	\$ 155	\$ -	\$ 4,080	\$ 4,235
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 646	\$ -	\$ 17,000	\$ 17,646
6. Contractual (Purchased Services)	\$ 3,909	\$ -	\$ 102,880	\$ 106,789
7. Other	\$ 15,681	\$ -	\$ 412,662	\$ 428,343
Indirect Cost Rate:	Subtotals	\$ 34,816	\$ -	\$ 916,205
3.80%			Grand Total:	\$ 951,021

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
Classroom Teacher (6)	Co-Op Classroom Instruction	100	\$ -	\$ -	\$ -	\$-	\$ 289,552	\$ -	\$57,910	\$347,462	\$289,552	\$-	\$57,910	\$347,462
Coordinator (1)	Program Coordination /	50	\$ -	\$ -	\$ -	\$-	\$ 26,767	\$ -	\$ 5,353	\$32,120	\$26,767	\$-	\$5,353	\$32,120
						\$-				\$-				\$-
						\$-				\$-				\$-
						\$-				\$-				\$-
Subtotals			\$-	\$-	\$-	\$-	\$316,319	\$-	\$63,264	\$379,583	\$316,319	\$-	\$63,264	\$379,583
											Grand Total		\$	379,583

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3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Co-Op Ed Monitoring Rota - Saipan/ Rota / Return	Conduct on site support and monitoring to Rota Co-op Teachers and Co-Op Students	1	\$245 x 4 monitoring trips		\$110/a day x 2 days x 4 monitoring trips			Car Rental \$55/a day x 2 days x 4 monitoring trips		\$ 2,300
Co-Op Ed Monitoring Tinian - Saipan/ Tinian / Return	Conduct on site support and monitoring to Tinian Co-op Teachers and Co-Op Students	1	\$85 x 4 monitoring trips		\$125/a day x 2 days x 4 monitoring trips			Car Rental \$55/a day x 2 days x 4 monitoring trips		\$ 1,780
Travel Subtotals									\$-	\$4,080

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Office Supplies (School)	\$75 a month x 10 months x 6 teachers	\$ -	\$ 4,500
Office Supplies	Office Supplies for day to day operations, job fair,	\$ -	\$ 5,000
Laserjet Printers (3 printers)	\$1,500 per unit x 3 units = 4,500	\$ -	\$ 4,500
Ipads (3 lpads)	\$1,000 per ipad w/ necessary accesories x 3 = 3,000	\$ -	\$ 3,000
Supply Subtotals		\$ 0.00	\$17,000

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Marketing Material (Posters and Printed Materials)	Marketing / Student Recruitment	Banner \$100 x 4 = \$400, Posters \$0.50 x 320 = \$160.00, Printed Materials, \$0.25 x 800 = \$200	\$ -	\$ 760
Hospitality Certification Courses	AHLEI Certification for students	\$300.00 per student x 120 students x 2 Semesters = \$72,000 \$750.00 per student x 120 students x 2 semesters = \$90,000	\$ -	\$ 90,000
Food Handler Certification Courses	Obtain Food Handler's Certification for F&B Training	\$35 per certification x 60 students x 2 semesters = \$4,200	\$ -	\$ 4,200
Food Handler Physicals	Necessary for Food Handler Certification	\$66 per physical x 60 students x 2 semesters = \$7,920	\$ -	\$ 7,920
		Contractual Subtotals	\$-	\$102,880

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Venue Rental - Job Fairs	Venue Space for Co-Op Job Fairs (Saipan)	\$2,000.00 per Job Fair x 2 Semesters = \$4,000.00	\$ -	\$ 4,000
Bussing - Job Fairs	Transportation for Job Fairs (Saipan)	\$160.00 per bus/trip x 5 Co-Op Training Classes x 2 Semesters =	\$ -	\$ 1,600
Venue Rental - Appreciation Events (Saipan)	Venue Space for Co-Op End of Semester Appreciation	\$3,000 per Event x 2 Semesters = \$6,000.00	\$ -	\$ 6,000
Bussing - Appreciation Events (Saipan)	Transportation for Appreciation Events (Saipan)	\$160.00 per bus/trip x 5 Co-Op Training Classes x 2 Semesters	\$ -	\$ 1,600
Venue Rental - Appreciation Event (Rota)	Venue Space for Co-Op End of Semester Appreciation Event	\$2,000 per event x 1 semester (combined semesters) = \$2,000	\$ -	\$ 2,000
Venue Rental - Appreciation Event (Tinian)	Venue Space for Co-Op End of Semester Appreciation Event	\$2,000 per event x 1 semester (combined semesters) = \$2,000	\$ -	\$ 2,000
Co-Op Performance Stipends	Stipend Payment for students enrolled in Co-Op Training in Private Sector Companies	\$300 per check x 3 checks x 130 students x 2 Semesters = \$234,000	\$ -	\$ 234,000
Co-Op Van Insurance	Insurance for Co-Op Van Operation	\$1,167 Annual cost for Co-Op Van Insurance	\$ -	\$ 1,167
Co-Op Van Fuel	Fuel for Co-Op Van that will be transporting students	\$220 a month x 10 months = \$2,200	\$ -	\$ 2,200
Co-Op Mileage Reimbursement	Gas Mileage Reimbursement for use of personal vehicles for site visitations/observations	\$140 a month x 10 months = \$1,400	\$ -	\$ 1,400
Knowledge Matters Online Simulation License	Annual Virtual Business Simulations for use of students : Personal Finance Module	\$1,795 per license annually x 8 licenses		\$ 14,360
CTE & Career Pathways Curriculum and	Pre Apprenticeship / Dual Enrollment / CTE Summer	\$6,733.50 x 10 months = \$67,335	\$ -	\$ 67,335
CTE Training and PDs	Training and PD For Development and implementation of	\$7,500 x 10 months = \$75,000	\$ -	\$ 75,000
		Other Subtotals	\$-	\$412,662

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Career and Technical Education / Co-operative Education & Training Program - Private School Share		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<ul style="list-style-type: none"> <li style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">● Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) <li style="border: 1px solid black; padding: 5px;">● Use of funds as permitted under ESSA Section 1114 (b) (7) (A) (iii) (II) preparing students for the workforce through CTE programs 		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	11-12	146	Students
			146
4. NEED(S) for PROJECT	<p>This is to address the private school needs of CTE / Co-Op Education .</p> <p>As of 2018, 51% of our 27,797 workforce employed in the CNMI are non-citizen workers. We have a need to better prepare our students, through increased CTE programs and on-the-job training (OJT) for jobs in the CNMI to expand the US Worker participation in our tourism-based economy.). In addition, this project will increase student motivation, interest and attendance because research has shown that students who participate in CTE programs are more motivated and interested in schoolwork because of its connection to the real-world and are less likely to drop out (Wonacott, 2002). Our lead CTE program is our</p>		

Cooperative Education & Training Program that has a classroom education component coupled with exposure to the world of work through monitored and supervised on-the-job training. This project will collaborate with the dynamic private sector partners on all three islands, many of which are part of the local Chamber of Commerce. In coordination with other CTE programs, including Teacher Academy, Automotive Technology, Hospitality and Tourism, and College and Readiness Program, the Cooperative Education & Training Program and on-the-job training (OJT) will further assist in helping students identify their desired career pathways.

Our theory of action is if we implement the Cooperative Education & Training Program with additional CTE classes and on-the-job training (OTJ), our students will be prepared for CNMI jobs and our private sector employers will readily hire these young adults to replace non-resident workers that will leave the CNMI as required by law. In its efforts to continue to transform the CTE Program, the CNMI PSS continues to support student college and career success by building and strengthening career pathways and expanding CTE Programs, which will in turn increase opportunities and expose students to college preparatory work that is rigorous and relevant to their goals and interests.

References:

What Works Clearinghouse. (2017). Preventing Dropout in Secondary Schools NCEE 2017- 4028 U.S. DEPARTMENT OF EDUCATION.

https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35

Wonacott, M.(2002). Dropouts and Career Technical Education, Myths and Realities No. 23,”

(Washington, DC: U.S. Department of Education, Office of Educational Research and

Improvement

<https://files.eric.ed.gov/fulltext/ED472364.pdf>

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5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

CTE Co-Op Education - By the end of SY2022-2023, the PSS will ensure that students participate in work-based learning and then secure jobs in our tourism based economy.

5b. Annual Objectives:

CTE Co-Op Education -

1. Year 1 - By the end of SY 2020-2021 , private school students will participate in work-based learning and then securing jobs in our tourism-based economy will increase by 10%
2. Year 2 - By the end of SY 2021-2022 , private school students will participate in work-based learning and then securing jobs in our tourism-based economy will increase by 10%
3. Year 3 - By the end of SY 2022-2023 , private school students will participate in work-based learning and then securing jobs in our tourism-based economy will increase by 10%

5c. Means of Evaluating Program Outcomes: Complete the attached Means of Evaluating Program Outcomes Chart

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: *Career and Technical Education / Co-operative Education & Training Program - Private School Share*

Means of Evaluating Program Outcome(s) Chart

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative .)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Private, Non-Public Schools implementing CTE on-the-job training to increase the number of students who	CTE - Co-Op Education - The PSS will increase the number of students participating in Co-Op Education Program, Hotel Hospitality Certification Courses by 10%	CTE - Co-Op Education - Gradequick Classroom Roster	CTE - Co-Op Education - Number of Students participating in Cooperative Education	No	Baseline data will be available by the end of School Year 2022-2023	73 students enrolled in Semester One of Cooperative Education	Continue work on fostering On-the-job training for enrolled students	73 students enrolled in Semester One of Cooperative Education	Continue work on fostering On-the-job training for enrolled students

participate in the Co-Op Education program.	in SY 2022-2023 as measured by Cooperative Education enrollment data								
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6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>Private School partners provide core instructional programs in English, Math, Science, Social Studies, Heritage Language, PE/Health, and other courses to high school students grades 9-12 enabling them to successfully progress and prepare for college and careers. Private School partners will identify teachers that can Co-Op Teachers will interact with students by helping provide support and challenging academic curricula such as Co-Op Education.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>The Cooperative Education & Training Program (Co-Op) supplements core education services by providing work-based learning for students as they prepare for college and careers. Co-Op is an integral part of the Career and Technical Education Program. Of the 27,797 workers that make up CNMI’s workforce, roughly 14,095 or 51% of them consist of foreign workers. What makes the Co-Op Program ideal for youth workforce development is the education component coupled with monitored and supervised work-based learning. This enables students to gain work experience, career planning, and the opportunity to earn income through the partnerships developed through this grant. Students will receive a stipend for their first three months of job shadowing. Stipends will help defray costs incurred by participation such as their transportation, uniforms if they are not provided, and other associated expenses. Companies then have the option of hiring their Co-Op student thereafter at a wage rate of \$7.50 an hour.</p> <p>Private School partners identify one secondary teacher that will facilitate the Co-Op Program as an afterschool period. This after school class will be paid via after school pay differential per PSS established rate of \$30 a day. 25 Students (1 school with 26) will be enrolled at each of the identified 3 private school partners per semester. Students will be able to participate in on the job training with a target goal of 180 training hours per semester. This secondary teacher will also have access to the Knowledge Matters Online modules and simulations that will assist in facilitating classroom instruction. Supplies will be provided for the teachers at each of these schools. Banners brochures and posters will be printed for marketing the program to the students at each of the three schools.</p>

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Career and Technical Education / Co-operative Education & Training Program - Private School Share				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits				\$ -
3. Travel				\$ -
4. Equipment	\$ -		\$ -	\$ -
5. Supplies	\$ 568		\$ 14,940	\$ 15,508
6. Contractual (Purchased Services)	\$ 1,145		\$ 30,138	\$ 31,283
7. Other	\$ 5,609		\$ 147,600	\$ 153,209
Indirect Cost Rate: 3.8%	Subtotals	\$ 7,322	\$ -	\$ 192,678
			Grand Total:	\$ 200,000

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
											Grand Total		\$	-

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Travel Subtotals									\$-	\$-

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Office Supplies	\$300 per semester x 2 semesters x 3 teachers = \$1800	\$ -	\$ 1,800.00
Laptops (w/ software)	\$2,100 per laptop x 3 teachers = \$6,300	\$ -	\$ 6,300.00
Ipads (w/ accessories)	\$1,530 per ipad x 3 teachers = \$4,590	\$ -	\$ 4,590.00
Desktop Printers (w/ ink)	\$750 per teacher x 3 teachers = \$2,250	\$ -	\$ 2,250.00
Supply Subtotals		\$ 0.00	\$ 14940.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Virtual Business Licenses (5 year license)	Online Learning Modules	\$8,400 per 3 year license x 3 teachers = \$25,200	\$ -	\$25,200.00
Food Handler Certification Courses	Obtain Food Handler's Certification for F&B Training Sites	\$35 per certification x 20 students x 2 semesters = \$1,400	\$ -	\$ 1,400.00
Food Handler Physicals	Necessary for Food Handler Certification	\$66 per physical x 20 students x 2 semesters = \$2,640	\$ -	\$ 2,640.00
Marketing Material (Printed Materials)	Marketing / Student Recruitment in Private Schools	Banner 200.00 x 3 = \$600, Posters \$0.50 x 400 pcs = \$200, Printed Materials (Brochures, etc.) \$0.25 x 392 pcs = \$98.00	\$ -	\$ 898.00
Contractual Subtotals			\$-	\$30,138.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Co-Op Performance Stipend	Stipend Payment for students enrolled in Co-Op Training in Private Sector Companies	\$300 per check x 3 checks x 73 students x 2 Semesters = \$131,400	\$ -	\$ 131,400.00
After School Differential	Payment for afterschool Co-Op course offering at schools	\$30 a day x 3 teachers x 180 instructional days = \$16,200	\$ -	\$ 16,200.00
Other Subtotals			\$-	\$147,600.00

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Athletics Program – Public Schools		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<i>Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)</i> <i>Allowable Use(s) of Funds: Title IV-A</i>		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	9,140	Public School Students
			K-5: 3,834 6-8: 2,182 9-12: 3,124

4. NEED(S) for PROJECT

1. Identified Need for This Project

This proposal addresses the physical and social / emotional needs of the students of the CNMI. Due to the on-going pandemic, many students have been sedentary and rely on their “devices” for most of their social interactions. A nationwide survey of student athletes was conducted by Wisconsin High School (2020) indicating that after cancellation of sporting events, physical activity dropped by 50% during lockdown. In the CNMI, physical education has been delivered sporadically in person and in “blended learning environments” via online learning and while it may have addressed the instructional components of wellness, videos and teleservices did not adequately provide the physical fitness needs of students.

2. Explanation of How Project Activities Connect to the Need for This Project

Access to equitable sporting opportunities for students is a critical component of addressing the physical and social emotional wellness, which in turn, improves the quality of life for students and decreases the sedentary lifestyle and mental health issues that impact students. In order to achieve this goal, it is imperative that the Athletics Program offer students across all three islands in the CNMI (Saipan, Rota and Tinian) equal opportunities to engage in sporting events.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

In order to achieve the goal of providing equitable physical fitness opportunities to students through sports, the PSS Athletics Program with safety precautions for COVID-19 in place, the CNMI PSS Athletics Program will implement the following objectives:

- By the end of SY 2020-2021, the PSS Athletics Program will report a 75% participation rate of sporting opportunities as measured by athletics semester report.
- By the end of SY 2020-2021, 75% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.
- By the end of SY 2021-2022, the PSS Athletics Program will report an 80% participation rate of sporting opportunities as measured by athletics semester report.
- By the end of SY 2021-2022, 80% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.
- **By the end of SY 2022-2023, the PSS Athletics Program will report a 85% participation rate of sporting opportunities as measured by athletics semester report.**
- **By the end of SY 2022-2023, 85% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.**

5b. Annual Objectives:

Year 3 – FY 2023

1. By the end of SY 2022-2023, the PSS Athletics Program will report a 85% participation rate of sporting opportunities as measured by athletics semester report.
2. By the end of SY 2022-2023, 85% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Semester Athletics Report

A semester athletics report will monitor participation by all school athletic teams in order to ensure that equitable access is provided to schools. The report will include data from all 20 schools across three islands within the district, indicating the establishment of sports teams consisting of coaches and student athletes. This data will be reviewed to identify strengths and weaknesses in the recruitment of teams by the athletics program.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Athletics Program - Public Schools

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>(i.e. metric)</i> <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets <i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
CNMI PSS will implement the Athletics program to increase the percentage of school teams that will participate in an athletics	By the end of SY 2022-2023, the PSS Athletics Program will report an 85% of school teams will participate in an athletic event participation rate of sporting opportunities as	PSS Athletics Program Semester Report	85% of all schools based on the school roster participation data. Percentage of school teams that will participate in an athletics	Yes	Due to the continued threat of Covid and Schools returning to virtual instruction during the 2 nd Q of SY21-22	Due to the continued threat of Covid and Schools returning to virtual instruction during the 2 nd Q of SY21-22 we were unable to	an unduplicated 20% or at least 2 school teams will participate in an athletics event by March 2023.	an unduplicated 30% or at least 3 school teams will participate in an athletics event by June 2023	an unduplicated 35% or at least 3 school teams will participate in an athletics event by September 2023.

event.	measured by the data in the athletics semester report.		event.		we were unable to gather meaningful baseline data.	gather meaningful baseline data. N/A			
CNMI PSS will implement the Athletics program to increase all three (3) islands' student participation in all sports activities that CNMI PSS makes available as measured by data found in the coach evaluation survey.	By the end of SY 2021-2022, 85% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.	PSS Athletics Coach Evaluation Survey	Percentage of all three islands' student participation in sport activities with the CNMI PSS.	Yes	80%	80%			85%

6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>The Athletics Program is an integral component of wellness for students within the CNMI Public School System. Sports opportunities increase protective factors related to mental health, physical health and quality of life. Research has suggested that participation in sports is not associated with the risk of COVID-19, however lack of engagement in physical activities may exacerbate other health conditions.</p> <p>The goal of the PSS Athletics Program is to design, implement, expand, and sustain interscholastic athletic programs that serve school aged children throughout the CNMI, by providing whole child development in safe, enjoyable environments.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>The CNMI PSS Athletics Program will supplement the current interscholastic athletics program that is in collaboration with the Private-School Non-Public Athletics Program. The Public School Athletics will be supplemented through funds for the Athletics Director’s salary, needed supplies and equipment, training for safety, as well as for pay differentials for coaches for the various sporting events. All sports will be made available and the Public-School Athletics Director will be in communication with the Private School coaches and ensure inclusion of the students in the sporting events. Public schools submit a proposal for review and approval which include the organization and implementation of the various sporting events. Practice and drills will be conducted at each school and competitions will take place at various schools or public sports facilities that have the spacing and proper equipment to be able to host the sporting event.</p> <p>No connection to any other Federal Agencies/Program(s)</p>

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Athletics Director	Oversee the implementation of athletic programs across all three islands and 20 schools.	Create opportunities through collaboration with sporting federations in the CNMI, school coaching staff and student athletes.	1.0 FTE

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Athletics Public				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 3,100.80		\$ 81,600.00	\$ 84,700.80
3. Travel	\$ 1,906.08		\$ 50,160.00	\$ 52,066.08
4. Equipment	\$ -		\$ -	\$ -
5. Supplies	\$ 1,659.08		\$ 43,660.04	\$ 45,319.12
6. Contractual (Purchased Services)	\$ 72.20		\$ 1,900.00	\$ 1,972.20
7. Other	\$ 364.80	\$ 400,000.00	\$ 9,600.00	\$ 409,964.80
Indirect Cost Rate:	Subtotals	\$ 7,102.96	\$ 400,000.00	\$ 186,920.04
3.80%			Grand Total:	\$ 594,023

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
Athletics Program Director	Oversee athletic/sports activities in the district	100%				\$-	\$68,000.00		\$ 13,600.00	\$ 81,600.00	\$ 68,000.00	\$ -	\$ 13,600.00	\$ 81,600.00
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$68,000.00	\$-	\$13,600.00	\$81,600.00	\$68,000.00	\$-	\$13,600.00	\$81,600.00
Grand Total													\$	81,600.00

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Rota 8 students, 2 coaches x 5 events	To participate in athletics events	8	\$300/air x 8 pax x 6 trips = \$14,400		\$135/p.d iem x 2 days x 8 pax x 6 trips = \$12,960	\$30 x 2 days x 8 pax x 6 trips = \$2,880			\$ -	\$30,240.00
Tinian 8 students, 2 coaches x 5 events	To participate in athletics events	8	\$85/air x 8 pax x 6 trips = \$4,080		\$135/p.d iem x 2 days x 8 pax x 6 trips = \$12,960	\$30 x 2 days x 8 pax x 6 trips = \$2,880			\$ -	\$19,920.00
Travel Subtotals									\$-	\$50,160.00

Only the 8 student athletes' travel will be covered by the Consolidated Grant. Travel for the 2 coaches will be funded under another funding source.

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Sports Equipment	\$50 per equipment x 25/campus x 20 schools	\$ -	\$ 25,000.00
Venue Equipment Rental (tent, portable toilets, safety equipment)	\$2,043.34 x 6 athletics events in venue rentals	\$ -	\$ 12,260.04
Cellular devices	\$1,600 x 4 Athletics FTEs	\$ -	\$ 6,400.00
Supply Subtotals		\$ 0.00	\$43,660.04

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
First Aid/CPR Training	To train 20 coaches/teachers on basic CPR	20 coaches X \$95	\$ -	\$ 1,900.00
Contractual Subtotals			\$-	\$1,900.00

Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – <i>Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.</i>	FY 2021 Carryover Funds	FY 2022 Funds
Volleyball	Differentials for coaches specific to the sporting event	\$400 per coach x 2 coach per event x 6 events	\$ -	\$ 4,800.00
Basketball	Differentials for coaches specific to the sporting event	\$400 per coach x 2 coach per event x 6 events	\$ -	\$ 4,800.00
Other Subtotals			\$-	\$9,600.00

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Athletics Program – Private and Non-Public (“PNP”) Schools		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Allowable Use(s) of Funds: Title-IV-A		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	1,766	Students
			K-8: 983 9-12: 783

4. NEED(S) for PROJECT

1. Identified Need for This Project

After the school closures in March 2020, private school students across the CNMI were restricted from participation in sports programs for safety reasons. This proposal addresses the physical and social emotional impact of sports cancellations on student wellbeing. For a little over a year, students have been sedentary. Some studies have shown that participation in sports may have a significant impact on mental health, and that students engaged in sports report fewer symptoms of anxiety and depression. During the pandemic, the schools have seen referrals for students for mental health related problems and this continues to increase. A nationwide survey of student athletes was conducted by Wisconsin High School (2020) indicating that after cancellation of sporting events, physical activity dropped by 50% during lockdown. In the CNMI, physical education was delivered via online learning and while it may have addressed the instructional components of wellness, videos and teleservices did not adequately provide the physical fitness needs of students.

2. Explanation of How Project Activities Connect to the Need for This Project

Access to equitable sporting opportunities for students is a critical component of addressing the physical and social emotional wellness, which in turn, improves the quality of life for students and decreases the sedentary lifestyle and mental health issues that impact students. In order to achieve this goal, it is imperative that the Athletics Program offer students across all three islands in the CNMI (Saipan, Rota and Tinian) equal opportunities to engage in sporting events.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

In order to achieve the goal of providing equitable physical fitness opportunities to students through sports, the PSS Athletics Program with safety precautions for COVID-19 in place, the CNMI PSS Athletics Program will implement the following objectives:

- By the end of SY 2020-2021, the PSS Athletics Program will report a 75% participation rate of sporting opportunities to Private Schools as measured by athletics semester report.
- By the end of SY 2020-2021, 75% of all sports activities provided by the PSS Athletics Program will include participation of Private Schools from all three islands as measured by the coach evaluation survey.
- By the end of SY 2021-2022, the PSS Athletics Program will report an 80% participation rate of sporting opportunities to Private Schools as measured by athletics semester report.
- By the end of SY 2021-2022, 80% of all sports activities provided by the PSS Athletics Program will include participation of Private Schools from all three islands as measured by the coach evaluation survey.
- **By the end of SY 2022-2023, the PSS Athletics Program will report a 85% participation rate of sporting opportunities to Private Schools as measured by athletics semester report.**

- **By the end of SY 2022-2023, 85% of all sports activities provided by the PSS Athletics Program will include participation of Private Schools from all three islands as measured by the coach evaluation survey.**

5b. Annual Objectives:

Year 3 – FY 2023

1. By the end of SY 2022-2023, the PSS Athletics Program will report a 85% participation rate of sporting opportunities to Private Schools as measured by athletics semester report.
2. By the end of SY 2022-2023, 85% of all sports activities provided by the PSS Athletics Program will include participation of Private Schools from all three islands as measured by the coach evaluation survey.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Semester Athletics Report

A semester athletics report will monitor participation by all school athletic teams in order to ensure that equitable access is provided to schools. The report will include data from all 20 schools across three islands within the district, indicating the establishment of sports teams consisting of coaches and student athletes. This data will be reviewed to identify strengths and weaknesses in the recruitment of teams by the athletics program.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Athletics Program - Private and Non-Public “PNP” Schools

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate : Yes or No	Baseline Data (Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).	Quarterly Performance Targets			
						Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
CNMI PSS will implement the PNP Athletics program to increase the percentage of school teams	By the end of SY 2022-203, 85% of school teams will participate in an athletics event as measured by the	PSS Athletics Program Semester Report	Percentage of school teams that will participate in an athletics event.	Yes	Due to the continued threat of Covid and Schools returning to virtual instruction during the 2nd	N/A	an unduplicated 20% or at least 2 school teams will participate in an athletics	an unduplicated 30% or at least 3 school teams will participate in an athletics	an unduplicated 35% or at least 3 school teams will participate in an athletics event by September

that will participate in an athletics event.	data in the athletics semester report.				Q of SY21-22 we were unable to gather meaningful baseline data.		event by March 2023.	event by June 2023	2023.
CNMI PSS will implement the Athletics program to increase all three (3) islands' student participation in all sports activities that CNMI PSS makes available as measured by data found in the coach evaluation survey.	By the end of SY 2021-2022, 85% of all sports activities provided by the PSS Athletics Program will include participation from all three islands as measured by the coach evaluation survey.	PSS Athletics Coach Evaluation Survey	Percentage of all three islands' student participation in sport activities with the CNMI PSS.	Yes	80%.	80%			85%

6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>The Athletics Program is an integral component of wellness for students within the CNMI Public School System. Sports opportunities increase protective factors related to mental health, physical health and quality of life. Research has suggested that participation in sports is not associated with the risk of COVID-19, however lack of engagement in physical activities may exacerbate other health conditions.</p> <p>The goal of the PSS Athletics Program is to design, implement, expand, and sustain interscholastic athletic programs that serve school aged children throughout the CNMI, by providing whole child development in safe, enjoyable environments.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p><u>The Private Non-Public Athletics Program will supplement the current interscholastic athletics program that is in collaboration with the Public-School Athletics Program. The Private Non-Public Athletics will be supplemented through funds for needed supplies and equipment, training for safety, as well as for pay differentials for coaches for the various sporting events. All sports will be made available and the Public-School Athletics Director will be in communication with the Private School coaches and ensure inclusion of the students in the sporting events. Private schools submit a proposal for review and approval which include the organization and implementation of the various sporting events. Practice and drills will be conducted at each school and competitions will take place at various schools or public sports facilities that have the spacing and proper equipment to be able to host the sporting event.</u></p> <p><u>No connection to any other Federal Agency/Program.</u></p>

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Athletics PNP					
BUDGET SUMMARY PAGE					
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS	
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -		\$ -	\$ -	
3. Travel	\$ 3,176.80		\$ 83,600.00	\$ 86,776.80	
4. Equipment	\$ -		\$ -	\$ -	
5. Supplies	\$ 2,437.44		\$ 64,143.14	\$ 66,580.58	
6. Contractual (Purchased Services)	\$ 72.20		\$ 1,900.00	\$ 1,972.20	
7. Other	\$ 1,094.00		\$ 28,800.00	\$ 29,894.00	
Indirect Cost Rate:	Subtotals	\$ 6,780.44	\$ -	\$ 178,443.14	\$ 185,223.58
3.80%			Grand Total:	\$ 185,224	

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
						\$-				\$-				\$-
						\$-				\$-				\$-
						\$-				\$-				\$-
						\$-				\$-				\$-
						\$-				\$-				\$-
Subtotals						\$-				\$-				\$-
Grand Total													\$	-

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Rota 8 students, 2 coaches x 8 events	To participate in athletics events	10	\$300/air x 10 pax x 8 trips = \$24,000		\$135/p.diem x 2 days x 10 pax x 8 trips = \$21,600	\$30 x 2 days x 10 pax x 8 trips = \$4,800			\$ -	\$50,400.00
Tinian 8 students, 2 coaches x 8 events	To participate in athletics events	10	\$85/air x 10 pax x 8 trips = \$6,800		\$135/p.diem x 2 days x 10 pax x 8 trips = \$21,600	\$30 x 2 days x 10 pax x 8 trips = \$4,800			\$ -	\$33,200.00
Travel Subtotals									\$-	\$83,600.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Sports Equipment	\$50 per equipment x 25/campus x 14 schools	\$ -	\$17,500.00
Sports Safety Equipment	\$100 per first aid equipment x 20/campus x 14 schools	\$ -	\$28,000.00
Venue Equipment Rental (tent, portable toilets,	\$3,107.19 x 6 athletics events in venue rentals	\$ -	\$18,643.14
Supply Subtotals		\$ 0.00	\$64,143.14

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
First Aid/CPR Training	To train 20 coaches/teachers on basic CPR	20 coaches X \$95	\$ -	\$ 1,900.00
Contractual Subtotals			\$-	\$1,900.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Volleyball	Differentials for coaches specific to the sporting e	\$400 per coach x 2 coach per event x 6 events	\$ -	\$4,800
Basketball	Differentials for coaches specific to the sporting e	\$400 per coach x 2 coach per event x 6 events	\$ -	\$4,800
Outrigger	Differentials for coaches specific to the sporting e	\$400 per coach x 2 coach per event x 6 events	\$ -	\$4,800
Soccer / Football	Differentials for coaches specific to the sporting e	\$400 per coach x 2 coach per event x 6 events	\$ -	\$4,800
Badminton	Differentials for coaches specific to the sporting e	\$400 per coach x 2 coach per event x 6 events	\$ -	\$4,800
Golf	Differentials for coaches specific to the sporting e	\$400 per coach x 2 coach per event x 6 events	\$ -	\$4,800
Other Subtotals			\$-	\$28,800

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Professional Development (Public)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<p>Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)</p> <p>Use of funds as an allowable activity under ESSA Section 2103 (b) (3) (B) (iii) (iv) (v) Teacher professional development, new teacher and school leaders induction, mentoring and training for school leaders, coaches, teachers on how to differentiate instruction and provide useful feedback.</p>		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	9,140	Students Teachers 9,140 464
4. NEED(S) for PROJECT	<p>Research indicates that professional development is essential in helping practitioners continue to not only be competent in their pedagogical approach but also excel in their performance. Professional development is an ongoing process that requires nurturing throughout an individual's career. When these opportunities to grow professionally are regularly available to educators, there are strong correlations to improved student outcomes. With robust research impetus for professional development's positive impact on morale and correlations to improved student performance, opportunities for educators to learn and grow must be a priority.</p> <p>The CNMI PSS uses the McREL Educator Evaluation System to assess teacher performance concerning the Professional Teaching Standards. Recent data from the evaluation report under Standard 4 indicate that only 47% of K-12 teachers are at developing and/or proficient levels, showing a need for opportunities to provide support and intervention through professional learning. The CNMI PSS accreditation measures</p>		

related to Resource Capacity have eight indicators. Of those indicators, there are three areas that note "Needs Improvement": 3.3, provides induction, mentoring, coaching programs that ensure all staff members have the knowledge and skill to improve student performance and organizational effectiveness; 3.5, integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness; and 3.7, demonstrates strategic resources and materials to support the planning and use of resources in support of the system's purpose and direction. These three key areas highlight the need for resource capacity by investing in professional learning, instructional coaching, including integrating digital resources into teaching and the strategic use of resources.

Our theory of action is that if provided access to 1.) Mentoring Program, 2) Aspiring Leaders Support, 3) Instructional Coaching in the content areas, and 4) Professional Learning Communities (PLC), then teachers will directly benefit from these programs and have the ability to effectively instruct in the classroom, thus, improving student outcomes.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The overarching goal of professional development in the CNMI PSS is to support higher levels of teaching that will drive improved student learning outcomes to leverage professional learning opportunities by creating a teacher mentoring framework, implementing an instructional leadership development program, embedding instructional data collection and coaching mechanisms, and strengthening professional learning communities.

The goal of the Teacher Mentoring Program is to ensure that new teachers, between 0 to 2 years of experience, will be provided guidance by a seasoned veteran to better understand the critical teaching roles and responsibilities as well as to develop pedagogically sound classroom instructional, behavioral, and social-emotional practices that promote the highest levels of student achievement.

The goal of the Aspiring Leaders Program is to shore up instructional leadership capacity to prepare future school leaders who understand how to effectively lead schools that are safe and orderly, effective and efficient, and promote high student achievement.

The goal of the Instructional Coaching Initiative is to provide a framework for instructional support for teachers throughout the CNMI PSS where the data collected drives improvement, coinciding with coaching support to bridge instructional gaps for each teacher through evidence-based instructional practices.

The goal of the Professional Learning Community is to create an educator coalition within content areas to continually share best practices, work collectively to mitigate and address subject-specific issues, and collaboratively innovate in the application of the science and art of teaching and learning.

5b. Annual Objectives:

Objective 1: End of SY 2020-2021, 85% of teacher mentees in the Mentoring Program will report a program experience rating of “satisfactory” measured by the Mentoring Program Evaluation. SY 2021-2022, 95% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program Evaluation.

SY 2022-2023, 95% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program Evaluation.

Objective 2: End of SY 2020-2021, 88% of Aspiring Leaders participants will report an overall program rating of “satisfactory” as measured by course evaluation. SY 2021-2022, 89% of Aspiring Leaders Program participants will report an overall program rating of “satisfactory” as measured by the course evaluation.

SY 2022-2023, 90% of Aspiring Leaders Program participants will report an overall program rating of “satisfactory” as measured by course evaluations.

Objective 3: End of SY 2020-2021, CNMI PSS will increase its average rating in each learning environment of the ELEOT by 0.05 as an indicator of the success of the Instructional Coaching Initiative. SY 2021-2022, CNMI PSS will increase its average rating in each learning environment of the ELEOT by 0.05 as an indicator of the success of the Instructional Coaching Initiative.

SY 2022-2023, CNMI PSS will increase its average rating in each learning environment of the ELEOT by 0.05 as an indicator of the success of the Instructional Coaching Initiative.

Objective 4: End of SY 2020-2021, 95% of PLC members will report an overall rating of “satisfactory/very appropriate” as measured by the PLC Evaluation. SY 2021-2022, 95% of CNMI PSS content/grade-level teachers will report an overall rating of “satisfactory” as measured by the PLC Evaluation.

SY 2022-2023, 96% of CNMI PSS content/grade-level teachers will report an overall rating of “satisfactory” as measured by the PLC Evaluation.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;or
- (ii)
 - (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Professional Development - Public Schools

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>(i.e. metric)</i> <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets			
						<i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Coaching and training on instructional strategies to Mentoring Program participants (mentees). Administer Mentoring	SY 2022-2023, 95% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program Evaluation.	A web-based survey from mentees participating in the Mentoring Program.	% of mentees who self-report “satisfactory” experience from the Mentor Program.	No	85%	88%	90%	93%	95%

Program Evaluation.								
Professional development, certification coursework, and internships for PSS personnel that aspire to serve in an instructional leadership role. Administer Mentoring Program Evaluation.	SY 2022-2023, 90% of Aspiring Leaders Program participants will report an overall program rating of “satisfactory” as measured by course evaluations.	A web-based survey from participants in the Aspiring Leaders Program	% of participants who self report “satisfactory” experience from the Aspiring Leaders Program.	No	87% of participants on the Aspiring Leaders Program (Cohort 3) self-reported “satisfactory” experience in the program.			90% of Aspiring Leaders Program participants will report an overall program rating of “satisfactory” as measured by course evaluations
Continue Instructional Coaching Initiative. Conduct observations in classrooms and/or other learning venues.	SY 2022-2023, CNMI PSS will increase its average rating in each learning environment of the ELEOT by 0.05 as an indicator of the success of the Instructional Coaching Initiative.	ELEOT Observation Data.	% of increase in annual average ELEOT observation data in each learning environment.	Yes	SY19-20 ELEOT Observation Data Equitable Learning: 3.24 High Expectations: 2.94 Supporting Learning: 3.48 Active Learning: 2.82 Progress Monitoring & Feedback: 2.77 Well-Managed Learning Environment: 3.59 Digital Learning Environment: 2.77			A rating increase of 0.05 in each learning environment of the ELEOT will indicate the success of the Instructional Coaching Initiative.

<p>Teachers will work in recurring cycles of collective inquiry, team teaching, and action research to improve student learning and achieve better results for students.</p> <p>Administer PLC Program Evaluation.</p>	<p>SY 2022-2023, 96% of CNMI PSS content/grade-level teachers will report an overall rating of “satisfactory” as measured by the PLC Evaluation.</p>	<p>Web-based survey completed by PLC members</p>	<p>% of participants who self report “satisfactory” experience in Professional Learning Communities</p>	<p>No</p>	<p>95% of teachers that attended PLC sessions indicated a “satisfactory” rating in the Professional Learning Community Evaluation.</p>		<p>95% of content/grade-level teachers will report an overall rating of “satisfactory” as measured by the Professional Learning Communities Evaluation</p>	
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6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

In the area of professional development, the CNMI PSS has indicator sets (Human Resources Guidelines, program/professional learning communities specific indicators of success, and accreditations standards on resources and capacity) to guide activities related to professional learning. The CNMI PSS provides core instructional programs in the areas of English, Math, Science, Social Studies, Heritage and Language, Physical Education/Health. CNMI PSS also provides personnel (e.g. school administrators, teachers, counselors) to support and improve academics and socio-emotional learning, including attendance, truancy, discipline, social concerns, and a positive school climate. Certain stakeholder groups such as librarians and paraprofessionals to name a few, have been largely underserved in the arena of professional development.

CNMI PSS will make available high-quality professional development for personnel in areas of mentoring, instructional leadership development, instructional coaching, and professional learning communities to ensure that all students are supported by highly qualified professionals.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

Teacher Mentoring Program: To promote a higher level of teaching and learning, the Teacher Mentoring Program will focus on the following activities: In year 1, the focus will be to set up the framework for the Teacher Mentoring Program. This will account for mentoring curricular scope of sequencing, identification of roles and responsibilities related to HRO, School Administrators, mentees, and mentors. New teachers, between 0 to 2 years of experience, will be identified as well as mentor teachers, those that have a minimum of 5-years of experience and hold a minimum of Standard BOE Teaching Certification. The program will be launched at every school, and program data will be collected and reported on a quarterly basis. Year 2 and 3 will continue with the program implementation and data collection. However, in year 3, cumulative data will be collected and analyzed to support continuous improvement to drive pedagogically sound classroom instructional, behavioral, and social-emotional practices that promote the highest levels of student achievement. Persons responsible include School Administrators, Federal Program Office, and the Office of Curriculum and Instructions. This activity does not share connections to other federal agencies/programs.

Leadership Development Program: In order to increase school leadership capacity to effectively lead schools that are safe and orderly, effective and efficient, and promote high student achievement, the Aspiring Leaders Program will focus on the following activity. In year 1, the program leadership and advisory council will review data and make needed updates to the program framework, course content, and program scope and sequencing. The program will be advertised and a robust recruitment campaign will be launched. Applications will be vetted and a cohort will be identified. In year 2, the initial coursework and internships focused on the school level will be executed. Data will be collected on a quarterly basis. In year 3, the second phase of coursework and internship focused at the district level will be executed. Data will continue to be collected on a quarterly basis. The cohort will graduate and the program leadership and advisory council will reconvene to engage in continuous improvement progress. People responsible include Instructional Technology & Distance Education Program, School Administrators, Advisory Panel, PSS Key Management, and Federal Program Office. This activity does not share connections to other federal agencies/programs.

Instructional Coaching Initiative: In order to bridge instructional gaps and promote evidence-based teaching practices that promote

	<p>improved student outcomes, Instructional Coaching Initiative will focus on the following activities. Years 1, 2, and 3 will focus on a core set of practices that include revisiting the Instructional Review Process to ensure inter-rater reliability. The district subject specialist will begin school site assessment to both collect data and provide support for each teacher in the process. The holistic ELEOT data for each school will be shared to drive instructional improvements. Additionally, annual universal interventional professional development will be made available to all teaching professionals to highlight evidence-based practices. Summative data will be collected through the Instructional Review Process, however, quarterly progress monitoring surveys that are ELEOT-aligned will be disseminated to track the implementation of the Instructional Coaching Initiative. The activities will continue into year 3, however, special attention will be given to continuous improvement. People responsible include School Administrators, Federal Program Office, and the Office of Curriculum and Instruction. This activity does not share connections to other federal agencies/programs.</p> <p>Professional Learning Communities: In order to create an educator coalition within content areas to continually share best practices, work collectively to mitigate and address subject-specific issues, and collaboratively innovate in the application of the science and art of teaching and learning, the Professional Learning Community will focus its activities on the following. In years 1, 2, and 3, subject specialists and identified leads will facilitate regular meetings convening of subject-specific professional learning members that will include representatives from each school. Collectively, the teams will lead subject-specific initiatives and professional development and quarterly data will be collected. In year 3, the additional focus will be on a continuous improvement process to refine the professional learning community framework to address cumulative data. Persons responsible for this activity include School Administrators, Federal Program Office, and the Office of Curriculum and Instruction. This activity does not share connections to other federal agencies/programs.</p> <p>Assurance Statement: <u>The Professional Development narrative outlines goals, objectives, and activities that support existing professional development activities. The Consolidated Grant Funding for FY FY22 CG funds will supplement and not supplant state and local funds.</u></p>
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7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project's goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Professional Development (Public)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -		\$ -	\$ -
3. Travel	\$ 1,811.52		\$ 47,671.68	\$ 49,483.20
4. Equipment	\$ -		\$ -	\$ -
5. Supplies	\$ -		\$ -	\$ -
6. Contractual (Purchased Services)	\$ 4,474.91		\$ 117,760.88	\$ 122,235.79
7. Other	\$ -		\$ -	\$ -
Indirect Cost Rate:	Subtotals	\$ 6,286.44	\$ -	\$ 165,432.56
3.80%			Grand Total:	\$ 171,719.00

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
Grand Total												\$	-	

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
ELA PLC commute (Rota teachers)	Professional Learning Community work session for Language Arts - (\$230/air x 4 meetings) + (\$130/per diem x 1 day x 4 meetings) x 4 teachers + \$520/car rental = \$6,280	4	\$3,680.00	\$0.00	\$2,080.00	\$520.00	\$0.00	\$0.00		\$6,280
ELA PLC commute (Tinian teachers)	Professional Learning Community work session for Language Arts - (\$90/air x 4 meetings) + (\$125/per diem x 1 day x 4 meetings) x 4 teachers + \$520/car rental = \$3,960	4	\$1,440.00	\$0.00	\$2,000.00	\$520.00	\$0.00	\$0.00		\$3,960
Math PLC commute (Rota teachers)	Professional Learning Community work session for Math - (\$230/air x 4 meetings) + (\$130/per diem x 1 day x 4 meetings) x 4 teachers + \$520/car rental = \$6,280	4	\$3,680.00	\$0.00	\$2,080.00	\$520.00	\$0.00	\$0.00		\$6,280
Math PLC commute (Tinian teachers)	Professional Learning Community work session for Math - (\$90/air x 4 meetings) + (\$125/per diem x 1 day x 4 meetings) x 4 teachers + \$520/car rental = \$3,960	4	\$1,440.00	\$0.00	\$2,000.00	\$520.00	\$0.00	\$0.00		\$3,960
Instructional Coaching Commute (Rota)	Content specialist Instructional Coaching Session with Rota Teachers - (\$230/air x 2 meetings) + (\$130/per diem x 5 days x 2 meetings) x 5 specialists + \$1,515/car rental = \$10,315	5	\$2,300.00	\$0.00	\$6,500.00	\$1,515.00	\$0.00	\$0.00		\$10,315
Instructional Coaching Commute (Tinian)	Content specialist Instructional Coaching Session with Tinian Teachers - (\$90/air x 2 meetings) + (\$125/per diem x 5 days x 2 meetings) x 5 specialists + \$1,515/car rental = \$8,665	5	\$900.00	\$0.00	\$6,250.00	\$1,515.00	\$0.00	\$0.00		\$8,665
Instructional Coaching PLC Commute (Rota)	Professional Learning Community work session for CTE, CCLHS, Science, Social Studies, and Health & P.E. - (\$230/air x 2 meetings) + (\$130/per diem x 1 day x 2 meetings) x 6 teachers + \$650/car rental = \$7,730	6	\$2,760.00	\$0.00	\$1,560.00	\$650.00	\$0.00	\$0.00		\$4,970
Instructional Coaching PLC Commute (Tinian)	Professional Learning Community work session for CTE, CCLHS, Science, Social Studies, and Health & P.E. - (\$90/air x 2 meetings) + (\$125/per diem x 1 day x 2 meetings) x 6 teachers + \$661.68/car rental = \$3,242	6	\$1,080.00	\$0.00	\$1,500.00	\$661.68	\$0.00	\$0.00		\$3,242
Travel Subtotals									\$-	\$47,671.68

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – <i>Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</i>	FY 2021 Carryover Funds	FY 2022 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Mentor Differential	Mentoring of novice teachers by master teachers	\$30/day x 60 days x 16 mentors = \$28,800	\$ -	\$ 28,800.00
Aspiring Leaders Program Participant Differential	Participant differential for completing Aspiring Leaders Internship	\$500/participant x 16 participants = \$8,000	\$ -	\$ 8,000.00
Aspiring Leaders Instructor Differential	Instructor differential for Aspiring Leaders Program courses	\$112.50/participant x 16 participants x 8 courses = \$14,400	\$ -	\$ 14,400.00
ELA PLC Professional Development Services	PLC leaders and members Professional Development services	\$13,000 Professional Development and training seminars	\$ -	\$ 13,000.00
Math PLC Professional Development Services	PLC leaders and members Professional Development services	\$13,000 Professional Development and training seminars	\$ -	\$ 13,000.00
Instructional Coaching - CTE	Instructional Coaching services for CTE teachers and instructors	\$8,100 Professional Development and training seminars for CTE teachers and instructors	\$ -	\$ 8,100.00
Instructional Coaching - Chamorro & Carolinian Language Heritage Studies (CCLHS)	Instructional Coaching services for CCLHS teachers and instructors	\$8,100 Professional Development and training seminars for CCLHS teachers and instructors (K-12)	\$ -	\$ 8,100.00
Instructional Coaching - Science	Instructional Coaching services for Science teachers	\$8,100 Professional Development and training seminars for Science teachers (K-12)	\$ -	\$ 8,100.00
Instructional Coaching - Social Studies	Instructional Coaching services for Social Studies teachers	\$8,100 Professional Development and training seminars for Social Studies teachers (K-12)	\$ -	\$ 8,100.00
Instructional Coaching - Health & P.E.	Instructional Coaching services for Health and Physical Education teachers and instructors	\$8,160.88 Professional Development and training seminars for Health & Physical Education teachers and instructors		\$ 8,160.88
Contractual Subtotals			\$-	\$117,760.88

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Other Subtotals			\$-	\$-

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Professional Development (Private)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<p>Title V, Part B, Subpart 2 - Rural and Low Income School Program (Title V-B or RLIS)</p> <p>Use of funds as an allowable activity under ESSA Section 2103 (b) (3) (B) (iii) (iv) (v) Teacher professional development, new teacher and school leaders induction, mentoring and training for school leaders, coaches, teachers on how to differentiate instruction and provide useful feedback.</p>		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	1,766	Teachers, Counselors, Administrators 127 teachers 2 counselors 23 administrator
4. NEED(S) for PROJECT	<p>Research indicates that professional development is essential in helping practitioners continue to not only be competent in their pedagogical approach but also excel in their performance. Professional development is an ongoing process that requires nurturing throughout an individual's career. When these opportunities to grow professionally are regularly available to educators, there are strong correlations to improved student outcomes. With robust research impetus for professional development's positive impact on morale and correlations to improved student performance, opportunities for educators to learn and grow must be a priority.</p> <p>The number of funds determined throughout the areas of need/private school projects was determined through the discussions with private school representatives during the monthly meetings. Oftentimes, with newer initiatives, one or two schools will take the lead and introduce the initiative and then in succeeding years, the other schools will join. For Professional Development, we will allocate for each school based</p>		

on student enrollment and teacher/principal recommendations for professional development for their school. The bulk of the funds will be focused on professional development most especially for the purpose of equipping educators to be able to support students virtually as well as to be updated on 21st-century learning.

Several meetings have been held with the private school stakeholders and these are the areas of need that are the top priorities that they have expressed they need support in. The CNMI PSS has held monthly meetings with private school stakeholders and has discussed areas of need at great length and has agreed that their students and staff would meet their current needs.

Our theory of action is that if Private Schools are provided access to 1.) Mentoring Program and 2) Professional Learning, then teachers will directly benefit from these programs and have the ability to effectively instruct in the classroom, thus, improving student outcomes.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The overarching goal of professional development in the CNMI Private Schools is to support higher levels of teaching that will drive improved student learning outcomes to leverage professional learning opportunities by creating a teacher mentoring framework, implementing an instructional leadership development program, embedding instructional data collection and coaching mechanisms, and strengthening professional learning communities.

The goal of the Teacher Mentoring Program is to ensure that new teachers, between 0 to 2 years of experience, will be provided guidance by a seasoned veteran to better understand the critical teaching roles and responsibilities as well as to develop pedagogically sound classroom instructional, behavioral, and social-emotional practices that promote the highest levels of student achievement.

The goal of the Professional Learning Program is to provide a framework for instructional support for teachers throughout the CNMI PSS where the data collected drives improvement, coinciding with instructional strategies, and utilization of assessment data to bridge instructional gaps for each teacher through evidence-based instructional practices.

5b. Annual Objectives:

Objective 1: By the end of SY 2021-2022, 65% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program Evaluation.

SY 2022-2023, 70% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program Evaluation.

Objective 2: By the end of SY 2021-2022, CNMI Private Schools content/grade-level teachers will increase their rating by 3% on their teacher evaluation systems.

SY 2022-2023, CNMI Private Schools content/grade-level teachers will increase their rating by 4% on their teacher evaluation systems.

5c. Means of Evaluating Program Outcomes: Complete the attached Means of Evaluating Program Outcomes Chart

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Professional Development - Private Schools

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets			
						<i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
Coaching and training on instructional strategies to Mentoring Program participants (mentees).	SY 2022-2023, 70% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the Mentoring Program	A web-based survey from mentees participating in the Mentoring Program	% of mentees who self report “satisfactory” experience from the Mentor Program	No	No specific PNP data exists currently, baseline data will be established in SY 2022-2023			70% of teachers in the Mentoring Program will report a program rating of “satisfactory” measured by the	

Administer the survey that will be used to evaluate teachers' experience in the Mentoring Program.	Evaluation.						Mentoring Program Evaluation.	
Administer Teacher Evaluation System. Teachers will work on collective inquiry, team teaching, and action research to improve student learning and achieve better results for students.	By the end of SY 2022-2023, 4% of CNMI Private Schools content/grade-level teachers will report an overall rating of "satisfactory" as measured by data available in the survey. increase their rating by 4% on their teacher evaluation systems.	Web/paper-based evaluation system completed by teachers and administrators Survey	% of participants who self report "satisfactory" experience in professional learning opportunities	No	No specific PNP data exists currently, baseline data will be established in SY 2022-2023		4% of content/grade teachers will report an overall rating of "satisfactory" as measured by data available in the survey.	

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

In the area of professional development, the CNMI PSS has indicator sets (Human Resources Guidelines, program/professional learning communities specific indicators of success, and accreditations standards on resources and capacity) to guide activities related to professional learning. The CNMI PSS provides core instructional programs in the areas of English, Math, Science, Social Studies, Heritage and Language, Physical Education/Health. CNMI PSS also provides personnel (e.g. school administrators, teachers, counselors) to support and improve academics and socio-emotional learning, including attendance, truancy, discipline, social concerns, and a positive school climate. Certain stakeholder groups such as librarians and paraprofessionals to name a few, have been largely underserved in the arena of professional development.

CNMI PSS will make available high-quality professional development for personnel in areas of mentoring, instructional leadership development, instructional coaching, and professional learning communities to ensure that all students are supported by highly qualified professionals.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

Teacher Mentoring Program: To promote a higher level of teaching and learning, the Teacher Mentoring Program will focus on the following activities: In year 1, the focus will be to set up the framework for the Teacher Mentoring Program. This will account for mentoring curricular scope of sequencing, identification of roles and responsibilities related to HRO, School Administrators, mentees, and mentors. New teachers, between 0 to 2 years of experience, will be identified as well as mentor teachers, those that have a minimum of 5-years of experience and hold a minimum of Standard BOE Teaching Certification. The program will be launched at every school, and program data will be collected and reported on a quarterly basis. Year 2 and 3 will continue with the program implementation and data collection. However, in year 3, cumulative data will be collected and analyzed to support continuous improvement to drive pedagogically sound classroom instructional, behavioral, and social-emotional practices that promote the highest levels of student achievement. Persons responsible include School Administrators, Federal Program Office, and the Office of Curriculum and Instructions. This activity does not share connections to other federal agencies/programs.

Leadership Development Program: In order to increase school leadership capacity to effectively lead schools that are safe and orderly, effective and efficient, and promote high student achievement, the Aspiring Leaders Program will focus on the following activity. In year 1, the program leadership and advisory council will review data and make needed updates to the program framework, course content, and program scope and sequencing. The program will be advertised and a robust recruitment campaign will be launched. Applications will be vetted and a cohort will be identified. In year 2, the initial coursework and internships focused on the school level will be executed. Data will be collected on a quarterly basis. In year 3, the second phase of coursework and internship focused at the district level will be executed. Data will continue to be collected on a quarterly basis. The cohort will graduate and the program leadership and advisory council will reconvene to engage in continuous improvement progress. People responsible include Instructional Technology & Distance Education Program, School Administrators, Advisory Panel, PSS Key Management, and Federal Program Office. This activity does not share connections to other federal agencies/programs.

Instructional Coaching Initiative: In order to bridge instructional gaps and promote evidence-based teaching practices that promote

improved student outcomes, Instructional Coaching Initiative will focus on the following activities. Years 1, 2, and 3 will focus on a core set of practices that include revisiting the Instructional Review Process to ensure inter-rater reliability. The district subject specialist will begin school site assessment to both collect data and provide support for each teacher in the process. The holistic ELEOT data for each school will be shared to drive instructional improvements. Additionally, annual universal interventional professional development will be made available to all teaching professionals to highlight evidence-based practices. Summative data will be collected through the Instructional Review Process, however, quarterly progress monitoring surveys that are ELEOT-aligned will be disseminated to track the implementation of the Instructional Coaching Initiative. The activities will continue into year 3, however, special attention will be given to continuous improvement. People responsible include School Administrators, Federal Program Office, and the Office of Curriculum and Instruction. This activity does not share connections to other federal agencies/programs.

Professional Learning Communities: In order to create an educator coalition within content areas to continually share best practices, work collectively to mitigate and address subject-specific issues, and collaboratively innovate in the application of the science and art of teaching and learning, the Professional Learning Community will focus its activities on the following. In years 1, 2, and 3, subject specialists and identified leads will facilitate regular meetings convening of subject-specific professional learning members that will include representatives from each school. Collectively, the teams will lead subject-specific initiatives and professional development and quarterly data will be collected. In year 3, the additional focus will be on a continuous improvement process to refine the professional learning community framework to address cumulative data. Persons responsible for this activity include School Administrators, Federal Program Office, and the Office of Curriculum and Instruction. This activity does not share connections to other federal agencies/programs.

Assurance Statement: The Professional Development narrative outlines goals, objectives, and activities that support existing professional development activities. The Consolidated Grant Funding for FY FY22 CG funds will supplement and not supplant state and local funds.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project’s goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Professional Development (Private PNP)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -		\$ -	\$ -
3. Travel	\$ 2,335.92		\$ 61,471.68	\$ 63,807.60
4. Equipment	\$ -		\$ -	\$ -
5. Supplies	\$ -		\$ -	\$ -
6. Contractual (Purchased Services)	\$ 8,646.74		\$ 227,545.66	\$ 236,192.40
7. Other	\$ -		\$ -	\$ -
Indirect Cost Rate:	Subtotals	\$ 10,982.66	\$ -	\$ 289,017.34
3.80%			Grand Total:	\$ 300,000.00

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and	Fringe	Totals
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
											Grand Total		\$	-

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
PL Commute (Rota Teachers)	Professional Learning Community work session for Language Arts - (\$230/air x 4 meetings) + (\$130/per diem x 1 day x 4 meetings) x 6 teachers + \$520/car rental = \$9,160	6	\$5,520.00	\$0.00	\$3,120.00	\$520.00	\$0.00	\$0.00		\$9,160
ELA PLC commute (Tinian teachers)	Professional Learning Community work session for Language Arts - (\$90/air x 4 meetings) + (\$125/per diem x 1 day x 4 meetings) x 6 teachers + \$520/car rental = \$5,680	6	\$2,160.00	\$0.00	\$3,000.00	\$520.00	\$0.00	\$0.00		\$5,680
Math PLC commute (Rota teachers)	Professional Learning Community work session for Math - (\$230/air x 4 meetings) + (\$130/per diem x 1 day x 4 meetings) x 6 teachers + \$520/car rental = \$9,160	6	\$5,520.00	\$0.00	\$3,120.00	\$520.00	\$0.00	\$0.00		\$9,160
Math PLC commute (Tinian teachers)	Professional Learning Community work session for Math - (\$90/air x 4 meetings) + (\$125/per diem x 1 day x 4 meetings) x 6 teachers + \$520/car rental = \$5,680	6	\$2,160.00	\$0.00	\$3,000.00	\$520.00	\$0.00	\$0.00		\$5,680
Instructional Coaching Commute (Rota)	Content specialist Instructional Coaching Session with Rota Teachers - (\$230/air x 2 meetings) + (\$130/per diem x 5 days x 2 meetings) x 5 specialists + \$1,515/car rental = \$10,315	5	\$2,300.00	\$0.00	\$6,500.00	\$1,515.00	\$0.00	\$0.00		\$10,315
Instructional Coaching Commute (Tinian)	Content specialist Instructional Coaching Session with Tinian Teachers - (\$90/air x 2 meetings) + (\$125/per diem x 5 days x 2 meetings) x 5 specialists = \$8,665	5	\$900.00	\$0.00	\$6,250.00	\$1,515.00	\$0.00	\$0.00		\$8,665
Instructional Coaching PLC Commute (Rota)	Professional Learning Community work session for CTE, CCLHS, Science, Social Studies, and Health & P.E. - (\$230/air x 2 meetings) + (\$130/per diem x 1 day x 2 meetings) x 10 teachers + \$650/car rental = \$7,850	10	\$4,600.00	\$0.00	\$2,600.00	\$650.00	\$0.00	\$0.00		\$7,850
Instructional Coaching PLC Commute (Tinian)	Professional Learning Community work session for CTE, CCLHS, Science, Social Studies, and Health & P.E. - (\$90/air x 2 meetings) + (\$125/per diem x 1 day x 2 meetings) x 10 teachers + \$661.68/car rental = 4,962	10	\$1,800.00	\$0.00	\$2,500.00	\$661.68	\$0.00	\$0.00		\$4,962
Travel Subtotals									\$-	\$61,471.68

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – <i>Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</i>	FY 2021 Carryover Funds	FY 2022 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Other Subtotals			\$-	\$-

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Student Competitions (Public)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS). Allowable Use of Funds under Title IV-A.		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	300	Students
4. NEED(S) for PROJECT	<p>1. <u>Identified Need for This Project</u></p> <p>Student competitions have been designated as both a need and a priority by CNMI PSS students, parents, and community members in our annual needs assessments and Student First newsletter survey. This need provides a response to additional identified needs, including: improving teamwork and collaboration, enhancing social and emotional learning, facilitating growth mindset, and enhancing risk analysis. Our student competitions are designed to challenge students to discover their talents and</p>		

to perform at the highest level. Prior to the COVID-19 epidemic, the CNMI PSS was able to garner 2,000 students to participate in our student competitions, a figure above the expected student outcome. This number, however, is expected to drastically drop as parents regain confidence in environmental safety and the school districts mitigate in-person contact to avoid risk. Still, even in this quarantine environment, students practice skills via online platforms after school and on Saturdays with teachers and parent coaches, who offer critiques that help students to hone their skills. Our students hone skills in debate, STEM, music, art, theater, and heritage language through practice after school and on Saturdays as they prepare for school-level competitions, then island-level competitions that lead to regional and then national competitions. By incorporating the most recent data December 2021 data from the CNMI PSS APR report to the Department of Education, the program anticipates a markedly lower participation rate. The participating 200 students learn from real world challenges that test the skills they have learned in class and practiced after school for the Saturday series of competitions.

2. Explanation of How Project Activities Connect to the Need for This Project

Competitions provide students with opportunities to showcase their special abilities and receive recognition and acknowledgement for their work (Davis & Rimm, 1998). Competitions also challenge our students to understand how they measure up compared to many stateside student counterparts. Students from small islands with 11,500 students learn how they compare to, and have opportunities to interact with, the 50,400,000 enrolled in schools in the 50 states through competitions in debate, STEM, music, art, and theater. Most notably, over \$653,280 in total college scholarships have been received by high school students as a result of their standing in these student competitions this year. This is an average of \$27,220 in college scholarships per student.

Our theory of action is if we provide a series of progressively more difficult challenges through competitive student competitions, then our students will hone their skills, behaviors, and competencies, and become competitive at the state, regional and national level.

Reference:

Davis, G. A., & Rimm, S. B. (1998). *Education of the gifted and talented (4th ed.)*. Needham Heights: Allyn & Bacon.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

By the end of SY 22-23, the number of students engaged in student competitions will grow from the present 100 to 300 as these students hone skills, behaviors, and competencies that prepare them for the rigor of national competitions and real life competition situations.

By the end of SY 21-22, 75% students participating in student competitions will report on a survey increased knowledge of personal strengths and skills, how to work with teammates, and how to deal with conflicting ideas and opinions.

By the end of SY 21-22, 75% of students participating in student competitions will report on a survey that participating in student competitions has increased personal persistence and resiliency.

By the end of SY 21-22, senior graduating students who performed in the national competitions will report over \$500,000 college scholarships received as a result of performances, interviews, and applications as have senior students in the two previous years.

5b. Annual Objectives:

Prompts:

1. List the annual objective for each year in the application cycle. There should be one annual objective for each year which means a total of 3 (i.e. one for Year 1, one for Year 2, and one for Year 3). Each of these three annual objectives should be aligned to the project goal statement in section 5a above.
2. Explain in what ways each objective will support accomplishing the main project goal.
3. Make sure that each objective is SMART:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound

By the end of SY 20-21, the number of students engaged in student competitions will grow from 1,400 to 1,500 as these students learn to hone skills that prepare these students for the rigor of national competitions and can lead to over \$500,000 in college scholarships.

By the end of SY 21-22, the number of students engaged in student competitions will grow from 1,500 to 1,600 as these students learn to hone skills that prepare these students for the rigor of national competitions and can lead to over \$500,000 in college scholarships.

By the end of SY 22-23, the number of students engaged in student competitions will grow from 100 to 300 as these students learn to hone skills that prepare these students for the rigor of national competitions and will lead to over \$500,000 in college scholarships.

By the end of SY 21-22, 75% of students participating in student competitions will report on a survey of increased knowledge of personal strengths and skills, how to work with teammates, and how to deal with conflicting ideas and opinions with interim metrics of 75% in SY 21-22, 80% in SY 22-23.

By the end of SY 21-22, 75% of students participating in student competitions will report on a survey that participating in student competitions has increased personal persistence and resiliency with interim metrics of 75% in SY 21-22, 80% in SY 22-23.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
 - (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - (ii)
 - (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
 - (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
 - (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
 - (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;or
- (ii)
 - (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
 - (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Student Competitions (Public)

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets			
						<i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
(e.g., Teacher trainings on new tools and resources to utilize in the classroom to improve instruction.)	(e.g., By the end of the 2022-2023 school year, 70% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction.)	(e.g., web-based survey from post-professional development event on new tools and resources to use in the classroom to improve instruction)	(e.g., percentage of teachers who self-report as feeling “well prepared” and more than “well prepared” to use new tools and resources in the classroom to improve instruction)		(e.g., 30% of teachers self-reported as feeling “well prepared” to use new tools and resources in the classroom to improve instruction on web-based survey collected during School				

					Year 2021-2022.)				
Growing the number of students engaged in student competitions, then measurable markers of success using state-level participation, national-level participation, and finally winning national awards.	By the end of SY 22-23, the number of students engaged in student competitions will grow from 100 to 300 as these students learn to hone skills that prepare these students for the rigor of national competitions. and will lead to over \$500,000 in college scholarships.	Reporting campuses and coaches contributing to a Master list of the number of students who competed in the student competitions	Percentage Number of students participating in student competitions	Yes	110 students (based off Dec 2021 Dept. of Ed. APR findings)	110 students			300 students
Growing the <u>total dollar amount of College</u> scholarships earned by students as a result of their performance in national competitions	By the end of SY 22-23, the number of students engaged in student competitions <u>total dollar amount of scholarships earned by students will</u>	Scholarships awarded by colleges and universities <u>Total Dollar Amount of Scholarships awarded by colleges and universities to students that is</u>	# of scholarships awarded and \$ total amount <u>Total Dollar Amount of Scholarships</u>		\$500,000	Over \$500,000			<u>Over \$500,000</u>

	grow from 100 to 300 as these students learn to hone skills that prepare these students for the rigor of national competitions and will lead to over \$500,000 in college scholarships.	<u>communicate d via email or snail mail.</u>						
Increasing independent student development in terms of personal persistence and resiliency.	By the end of SY 22-23, 80% of students participating in student competitions will report <u>agreeing or strongly agreeing</u> that participating in student competitions has increased personal persistence and resiliency.	Likert-scale survey	Percentage of students agreeing or strongly agreeing on a Likert scaled survey		75%	75%		80%
Increasing student interpersonal development in	By the end of SY 22-23, 80% of	Likert-scale survey	Percentage of students agreeing or		75%			80%

<p>terms of competitiveness, cooperative success, internal conflict, and resiliency.</p>	<p>students participating in student competitions will <u>report agreeing or strongly agreeing regarding</u> increased knowledge of personal strengths and skills, how to work with teammates, and how to deal with conflicting ideas and opinions</p>		<p>strongly agreeing on a Likert-scaled survey</p>		<p style="text-align: center;">-</p>			
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6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

The CNMI PSS provides core instructional programs in the areas of English, Math, Science, and Social Studies, Heritage Language, Physical Education/Health and other courses to students in grades K-12 enabling them to successfully progress from grade to grade and prepare for graduation, college and career ready. CNMI PSS also provides local personnel (e.g. school administrators, teachers, counselors) to support and improve academics and socio-emotional learning, including: attendance/truancy, discipline, social concerns and a positive school climate. These personnel interact with students providing challenging academic curricula that enable students to excel in student competitions.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

Student competitions in debate, theater, music, drama, art, STEM, and heritage language use skills first learned in class and thus these student competitions supplement and enhance the core instruction provided by our teachers in the classroom. All core content areas are integrated into the variety of competitions that require skills in language arts, social studies, and STEM. Roughly 1,700 students participate in the school level, then island level, then state level competitions. We send a total of an estimated 180 winning students and their teacher/coach/chaperones to represent the CNMI in these competitions. The student selection is based upon their performance as judged by a panel composed of volunteer teachers and community leaders with expertise in the skills required for the competition.

The travel costs for students (and one adult teacher/chaperone for every ten students competing) from Saipan to the host competition site in the contiguous United States is what the Student Competition grant funds. Students in the states who have won state competitions and represent their state in these national competitions usually ride a bus or drive to the competition site costing only gasoline bill or public transportation pass. Due to Saipan's geographical situation thousands of miles away from the mainland United States, our only transportation option is the long-haul flight--usually through international airports and multiple time zones. It is not possible to ride a bus or to drive from Saipan to Washington DC or to Houston. Some of the national competitions are held on college campuses, venues adjacent to college campuses, or may invite college recruiters to these events.

There is a 20-person Student Competition Coordinating committee comprised of teachers, parents, and community members. The information on student competitions is transmitted from the committee to the school's principals for widespread dissemination. Principals on Tinian and Rota communicate with teachers and parents on developing teams for state-level competitions.

Almost every day after school and on Saturdays during the school year, anywhere from 700 to 1,700 students will be participating in practice sessions, or on Saturdays at practice meets, as these students hone skills in preparation for the rounds of competitions leading to the state level, regional level, and national competitions. We have parent volunteers,

	<p>teacher volunteers, and community volunteers who provide support for these practice meets serving as coaches, timekeepers, and judges. The parents, teachers, and community members that volunteer their time and effort during these student competitions view their work as a generational obligation that is an integral part of the Chamorro Culture.</p> <p>Examples of competitions include: Scripps Spelling Bee regional competition, Real World Design Challenge, National Forensic League competition, Math Court, Mock Trial national competition, Intel Science & Engineering competition, Math League, Science Fair national competition, Primary Grade Forensic League, National Junior Forensic League, International Thespian Society national competition, Chamorro Language competition, and so forth.</p> <p>The 3-year goal of our student competitions is to increase the number of students engaged in student competitions from 1,400 to over 1,700 as these students grow their skills in debate, STEM, music, theater, and art that have resulted in more college scholarships received that have exceeded over \$500,000 in each of the two previous years, and the expectation is the same of SY20-21.</p> <p>Speech, drama, and music teachers also serve as coordinators for the student competition and are supported by the Office of the Curriculum and Instruction in organizing and managing school-level and state-level competitions. Transportation is also provided for students on Tinian and Rota to participate in the state competitions.</p>
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7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Student Competitions (Public)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 3,201.41	\$ -	\$ 84,247.59	\$ 87,449.00
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -
6. Contractual (Purchased Services)	\$ -	\$ -	\$ -	\$ -
7. Other	\$ -	\$ -	\$ -	\$ -
Indirect Cost Rate:	Subtotals	\$ 3,201.41	\$ -	\$ 84,247.59
3.80%			Grand Total:	\$ 87,449

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
Subtotals			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Grand Total													\$ -	

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
See attached for deta	See attached for detailed tra	See attached	See attac	See attac	See attache	See attached	See attached	See attached		\$84,247.59
Travel Subtotals									\$ -	\$ 84,247.59

Travel Activity	Purpose of Travel Activity	Itemized Budget - Airfare, Hotel, Per Diem, Local Travel, Conference Fees, Etc.							FY 2021 Carryover Funds	FY 2022 Funds
		Airfare	Hotel	Meals	Days	Pax	Trans.	Misc.		
National Speech and Debate Association National Tournament; Albuquerque, NM	NSDA National tournament	\$ 2,400	\$ 125	\$ 75	5	6	\$ 938	\$ 485	\$ -	\$ 21,822.59
		\$2,400/airfare; \$125/hotel; \$75/meals x 5 days = \$3,400 x 6 Pax = \$20,400. +\$938 Transportation + \$485 Tournament registration costs.								
Mock Trial National Comp.; Atlanta GA	Mock Trial National Tournament	\$ 2,400	\$ 125	\$ 75	6	4	\$ 750		\$ -	\$ 15,150.00
		\$2,400/airfare; \$125/hotel; \$75/meals x 6 days = \$3,600 x 4 Pax = \$14,400. +\$750 Transportation								
Intel Science and Engineering National Comp.; Pittsburgh PA	Intel Science & Engineering National	\$ 2,400	\$ 125	\$ 75	6	3	\$ 563	\$ -	\$ -	\$ 11,362.50
		\$2,400/airfare; \$125/hotel; \$75/meals x 6 days = \$3,600 x 3 Pax = \$10,800. +\$563 Transportation								
International Thespian Society National Competition; Omaha NE	ITS National Tournament	\$ 2,400	\$ 125	\$ 75	5	6	\$ 938	\$ -	\$ -	\$ 21,337.50
		\$2,400/airfare; \$125/hotel; \$75/meals x 5 days = \$3,400 x 6 Pax = \$20,400. +\$938 Transportation								
Tumon Bay Music Festival; Guam	Tumon Bay Music Festival, Guam	\$ 250	\$ 100	\$ 65	6	10	\$ 1,875	\$ 300	\$ -	\$ 14,575.00
		\$250/airfare; \$100/hotel; \$65/meals x 6 days = \$1,240 x 10 Pax = \$12,400. +\$1,875 Transportation +\$300 School Registration								
Student Competition Public Subtotal									\$	84,247.59

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$ -	\$ -

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g.,computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Contractual Subtotals			\$ -	\$ -

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Other Subtotals			\$ -	\$ -

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a)** need(s); **b)** goal(s); **c)** objective(s); **d)** basic program(s) of instruction; **e)** supplemental project(s); **f)** expenditures; **g)** desired project outcomes(s); and **h)** evaluation plan(s) should be aligned and connected.

1. PROJECT TITLE	Student Competition (Private PNP)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS). Allowable Use of Funds under Title IV-A.		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	50	Students
			100 PNP students
4. NEED(S) for PROJECT	<p>1. <u>Identified Need for This Project</u></p> <p>Student competitions have been designated as both a need and a priority by CNMI PSS students, parents, and community members in our annual needs assessments and Student First newsletter survey. This need provides a response to additional identified needs, including: improving teamwork and collaboration, enhancing social and emotional learning, facilitating growth mindset, and enhancing risk analysis. Our student competitions are designed to challenge students to discover their talents and</p>		

to perform at the highest level. Prior to the COVID-19 epidemic, the CNMI PSS was able to garner 2,000 students to participate in our student competitions, a figure above the expected student outcome. This number, however, is expected to drastically drop as parents regain confidence in environmental safety and the school districts mitigate in-person contact to avoid risk. Still, even in this quarantine environment, students practice skills via online platforms after school and on Saturdays with teachers and parent coaches, who offer critiques that help students to hone their skills. Our students hone skills in debate, STEM, music, art, theater, and heritage language through practice after school and on Saturdays as they prepare for school-level competitions, then island-level competitions that lead to regional and then national competitions. By incorporating the most recent data December 2021 data from the CNMI PSS APR report to the Department of Education, the program anticipates a markedly lower participation rate. The participating 200 students learn from real world challenges that test the skills they have learned in class and practiced after school for the Saturday series of competitions.

2. Explanation of How Project Activities Connect to the Need for This Project

Competitions provide students with opportunities to showcase their special abilities and receive recognition and acknowledgement for their work (Davis & Rimm, 1998). Competitions also challenge our students to understand how they measure up compared to many stateside student counterparts. Students from small islands with 11,500 students learn how they compare to, and have opportunities to interact with, the 50,400,000 enrolled in schools in the 50 states through competitions in debate, STEM, music, art, and theater. Most notably, over \$653,280 in total college scholarships have been received by high school students as a result of their standing in these student competitions this year. This is an average of \$27,220 in college scholarships per student.

Our theory of action is if we provide a series of progressively more difficult challenges through competitive student competitions, then our students will hone their skills, behaviors, and competencies, and become competitive at the state, regional and national level.

Reference:

Davis, G. A., & Rimm, S. B. (1998). *Education of the gifted and talented (4th ed.)*. Needham Heights: Allyn & Bacon.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

By the end of SY 22-23, the number of students engaged in student competitions will grow from the present 100 to 300 as these students hone skills, behaviors, and competencies that prepare them for the rigor of national competitions and real life competition situations.

By the end of SY 21-22, 75% students participating in student competitions will report on a survey increased knowledge of personal strengths and skills, how to work with teammates, and how to deal with conflicting ideas and opinions.

By the end of SY 21-22, 75% of students participating in student competitions will report on a survey that participating in student competitions has increased personal persistence and resiliency.

By the end of SY 21-22, senior graduating students who performed in the national competitions will report over \$500,000 college scholarships received as a result of performances, interviews, and applications as have senior students in the two previous years.

5b. Annual Objectives:Prompts:

1. List the annual objective for each year in the application cycle. There should be one annual objective for each year which means a total of 3 (i.e. one for Year 1, one for Year 2, and one for Year 3). Each of these three annual objectives should be aligned to the project goal statement in section 5a above.
2. Explain in what ways each objective will support accomplishing the main project goal.
3. Make sure that each objective is SMART:
 - Specific
 - Measurable
 - Achievable
 - Relevant
 - Time-bound

By the end of SY 20-21, the number of students engaged in student competitions will grow from 1,400 to 1,500 as these students learn to hone skills that prepare these students for the rigor of national competitions and can lead to over \$500,000 in college scholarships.

By the end of SY 21-22, the number of students engaged in student competitions will grow from 1,500 to 1,600 as these students learn to hone skills that prepare these students for the rigor of national competitions and can lead to over \$500,000 in college scholarships.

By the end of SY 22-23, the number of students engaged in student competitions will grow from ~~50 100~~ to ~~100 300~~ as these students learn to hone skills that prepare these students for the rigor of national competitions and will lead to over \$500,000 in college scholarships.

By the end of SY 21-22, 75% of students participating in student competitions will report on a survey of increased knowledge of personal strengths and skills, how to work with teammates, and how to deal with conflicting ideas and opinions with interim metrics of 75% in SY 21-22, 80% in SY 22-23.

By the end of SY 21-22, 75% of students participating in student competitions will report on a survey that participating in student competitions has increased personal persistence and resiliency with interim metrics of 75% in SY 21-22, 80% in SY 22-23.

5c. Means of Evaluating Program Outcomes: Complete the attached Means of Evaluating Program Outcomes Chart

Note: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle.

Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.

Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:

ESSA Section 8101(21): Evidence-Based Definition:

- (A) IN GENERAL. — Except as provided in subparagraph (B), the term “evidence-based”, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
- (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
- (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
- (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
- (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term “evidence-based” means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

What is an “Evidence-Based” Intervention? (from section 8101(21)(A) of the ESEA)

“...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

- (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
- (I) *strong evidence* from at least one well-designed and well-implemented experimental study;
- (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
- (III) *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- (ii) (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and
- (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Student Competitions for Private and Non Public Schools

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Base <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets			
						<i>Please focus on outcomes rather than outputs.</i> <i>(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)</i>			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
(e.g., Teacher trainings on new tools and resources to utilize in the classroom to improve instruction.)	(e.g., By the end of the 2022-2023 school year, 70% of teachers will self-report as feeling “well prepared” to	(e.g., web-based survey from post-professional development event on	(e.g., percentage of teachers who self-report as feeling “well prepared” and more than “well prepared” to		(e.g., 30% of teachers self-reported as feeling “well prepared” to use new tools and resources in the classroom to				

	use new tools and resources in the classroom to improve instruction.)	new tools and resources to use in the classroom to improve instruction)	use new tools and resources in the classroom to improve instruction)		improve instruction on web-based survey collected during School Year 2021-2022.)				
Growing the number of students engaged in student competitions, then measurable markers of success using state-level participation, national-level participation, and finally winning national awards.	By the end of SY 22-23, the number of students engaged in student competitions will grow from 100 to 300 as these students learn to hone skills that prepare these students for the rigor of national competitions and will lead to over \$500,000 in college scholarships.	Reporting campuses and coaches contributing to a Master list of the number of students who competed in the student competitions	<u>Percentage Number</u> of students participating in student competitions	Yes	50 students (based off Dec 2021 Dept. of Ed. APR findings)	50 students			100 students
Growing the <u>total dollar amount of College scholarships</u>	By the end of SY 22-23, the <u>number of students</u>	<u>Scholarships awarded by</u>	<u># of scholarships awarded and \$ total</u>		\$500,000	<u>Over \$500,000</u>			<u>Over \$500,000</u>

<p>earned by students as a result of their performance in national competitions</p>	<p><u>engaged in student competitions total dollar amount of scholarships earned by students</u> will grow from 100 to 300 as these students learn to hone skills that prepare these students for the rigor of national competitions and will lead to over \$500,000 in college scholarships.</p>	<p><u>colleges and universities Total Dollar Amount of Scholarships awarded by colleges and universities to students that is communicated via email or snail mail.</u></p>	<p><u>amount</u> <u>Total Dollar Amount of Scholarships</u></p>						
<p>Increasing independent student development in terms of personal persistence and resiliency.</p>	<p>By the end of SY 22-23, 80% of students participating in student competitions will report <u>agreeing or strongly agreeing</u> that</p>	<p>Likert-scale survey</p>	<p>Percentage of students agreeing or strongly agreeing on a Likert scaled survey</p>		<p>75%</p>	<p>75%</p>			<p>80%</p>

	participating in student competitions has increased personal persistence and resiliency.							
Increasing student interpersonal development in terms of competitiveness, cooperative success, internal conflict, and resiliency.	By the end of SY 22-23, 80% of students participating in student competitions will <u>report agreeing or strongly agreeing</u> regarding increased knowledge of personal strengths and skills, how to work with teammates, and how to deal with conflicting ideas and opinions	Likert-scale survey	Percentage of students agreeing or strongly agreeing on a Likert-scaled survey		75%			80%

<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>The CNMI PSS provides core instructional programs in the areas of English, Math, Science, and Social Studies, Heritage Language, Physical Education/Health and other courses to students in grades K-12 enabling them to successfully progress from grade to grade and prepare for graduation, college and career ready. CNMI PSS also provides local personnel (e.g. school administrators, teachers, counselors) to support and improve academics and socio-emotional learning, including: attendance/truancy, discipline, social concerns and a positive school climate. These personnel interact with students providing challenging academic curricula that enable students to excel in student competitions.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>Student competitions in debate, theater, music, drama, art, STEM, and heritage language use skills first learned in class and thus these student competitions supplement and enhance the core instruction provided by our teachers in the classroom. All core content areas are integrated into the variety of competitions that require skills in language arts, social studies, and STEM. Roughly 1,700 students participate in the school level, then island level, then state level competitions. We send a total of an estimated 180 winning students and their teacher/coach/chaperones to represent the CNMI in these competitions. The student selection is based upon their performance as judged by a panel composed of volunteer teachers and community leaders with expertise in the skills required for the competition.</p> <p>The travel costs for students (and one adult teacher/chaperone for every ten students competing) from Saipan to the host competition site in the contiguous United States is what the Student Competition grant funds. Students in the states who have won state competitions and represent their state in these national competitions usually ride a bus or drive to the competition site costing only gasoline bill or public transportation pass. Due to Saipan’s geographical situation thousands of miles away from the mainland United States, our only transportation option is the long-haul flight--usually through international airports and multiple time zones. It is not possible to ride a bus or to drive from Saipan to Washington DC or to Houston. Some of the national competitions are held on college campuses, venues adjacent to college campuses, or may invite college recruiters to these events.</p> <p>There is a 20-person Student Competition Coordinating committee comprised of teachers, parents, and community members. The information on student competitions is transmitted from the committee to the school’s principals for widespread dissemination. Principals on Tinian and Rota communicate with teachers and parents on developing teams for state-level competitions.</p>

	<p>Almost every day after school and on Saturdays during the school year, anywhere from 700 to 1,700 students will be participating in practice sessions, or on Saturdays at practice meets, as these students hone skills in preparation for the rounds of competitions leading to the state level, regional level, and national competitions. We have parent volunteers, teacher volunteers, and community volunteers who provide support for these practice meets serving as coaches, timekeepers, and judges. The parents, teachers, and community members that volunteer their time and effort during these student competitions view their work as a generational obligation that is an integral part of the Chamorro Culture.</p> <p>Examples of competitions include: Scripps Spelling Bee regional competition, Real World Design Challenge, National Forensic League competition, Math Court, Mock Trial national competition, Intel Science & Engineering competition, Math League, Science Fair national competition, Primary Grade Forensic League, National Junior Forensic League, International Thespian Society national competition, Chamorro Language competition, and so forth.</p> <p>The 3-year goal of our student competitions is to increase the number of students engaged in student competitions from 1,400 to over 1,700 as these students grow their skills in debate, STEM, music, theater, and art that have resulted in more college scholarships received that have exceeded over \$500,000 in each of the two previous years, and the expectation is the same of SY20-21.</p> <p>Speech, drama, and music teachers also serve as coordinators for the student competition and are supported by the Office of the Curriculum and Instruction in organizing and managing school-level and state-level competitions. Transportation is also provided for students on Tinian and Rota to participate in the state competitions.</p>
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7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

Prompts for Personnel Needs:

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Student Competitions (Private PNP)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ -	\$ -	\$ -	\$ -
3. Travel	\$ 3,327.75	\$ -	\$ 87,572.25	\$ 90,900.00
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ -	\$ -	\$ -	\$ -
6. Contractual (Purchased Services)	\$ -	\$ -	\$ -	\$ -
7. Other	\$ -	\$ -	\$ -	\$ -
Indirect Cost Rate:	Subtotals	\$ 3,327.75	\$ -	\$ 87,572.25
3.80%			Grand Total:	\$ 90,900

2. PERSONNEL SALARIES & FRINGE BENEFITS

Personnel														
			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
						\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
						\$ -				\$ -	\$ -	\$ -	\$ -	\$ -
Subtotals			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total													\$ -	\$ -

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
See attached for detailed travel bre	See attached for detailed travel breakdown	See attached	See attached	See attached	See attached	See attached	See attached	See attached		\$87,572.25
Travel Subtotals									\$ -	\$ 87,572.25

Travel Activity	Purpose of Travel Activity	Itemized Budget - Airfare,							FY 2021 Carryover Funds	FY 2022 Funds
		Airfare	Hotel	Meals	Days	Pax	Trans.	Misc.		
National Speech and Debate Association National Tournament	NSDA National tournament	\$ 2,400	\$ 125	\$ 75	5	11	\$ 1,038	\$ 96.75	\$ -	\$ 38,534.75
		\$2,400/airfare; \$125/hotel; \$75/meals x 5 days = \$3,400 x 11 Pax = \$37,400. +\$1,038 Transportation + \$96.75 Tournament Registration Supplement								
Mock Trial National Comp.	Mock Trial National Tournament	\$ 2,400	\$ 125	\$ 75	6	6	\$ 1,125		\$ -	\$ 22,725.00
		\$2,400/airfare; \$125/hotel; \$75/meals x 6 days = \$3,600 x 6 Pax = \$21,600. +\$1,125 Transportation								
Intel Science and Engineering National Comp.	Intel Science & Engineering National	\$ 2,400	\$ 125	\$ 75	6	3	\$ 563	\$ -	\$ -	\$ 11,362.50
		\$2,400/airfare; \$125/hotel; \$75/meals x 6 days = \$3,600 x 3 Pax = \$10,800. +\$563 Transportation								
Tumon Bay Music Festival; Guam	Tumon Bay Music Festival, Guam	\$ 350	\$ 100	\$ 65	6	10	\$ 1,250	\$ 300	\$ -	\$ 14,950.00
		\$350/airfare; \$100/hotel; \$65/meals x 6 days = \$1,340 x 10 Pax = \$13,400. +\$1,250 Transportation +\$300 Tournament Registration								
Total PNP Federal Student Activity Travel Budget for FY 2022									\$	87,572.25

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$ -	\$ -

5. SUPPLIES

Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Contractual Subtotals			\$ -	\$ -

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Other Subtotals			\$ -	\$ -

CNMI PSS Scholarship List for Student Competitions, Consolidated Grant

<u>Status</u>	<u>Name</u>	<u>Grad Year</u> <u>2021</u>	<u>School</u>	<u>College/University</u>	<u>Annual Cost of</u> <u>Attendance \$</u>	<u>Type of Scholarship</u>	<u>Pell \$</u>	<u>Scho. \$</u>	<u>National Team</u>	<u>Additional Notes</u>
Senior	Adam Florentino	CURRENT	MCS	Northern Marianas College	\$5,520	Full / Local Grants	\$6,495	\$3,500	No	.
Senior	Gennalyn Bernado	CURRENT	MCS	University of Guam	\$10,886	Partial Tuition	\$6,495	\$5,000	Yes	.
Senior	Mark Nam	CURRENT	SIS	Loyola Marymount University	\$53,051	Full	\$6,495	\$53,051	No	Mathcourt, NSDA, Mock Trial, AP Scholar
Senior	Samantha Liske-Clark	CURRENT	SIS	College of William and Mary	\$46,854	Partial Tuition	\$6,495	\$33,000	No	Mock Trial, NSDA Regionals
Senior	Junju Thompson	CURRENT	SIS	Northwestern University	\$60,276	Partial Tuition	\$6,495	\$20,000	No	Mock Trial
Senior	Eileen No	CURRENT	SIS	University of Michigan, Ann Arbor	\$52,266	Partial Tuition	\$6,495	\$40,000	No	NSDA Regionals, Mock Trial
Senior	Frederic Guintu	CURRENT	SIS	Emory University	\$53,868	Full	N/A	\$53,868	No	Mock Trial, Questbridge
Senior	Daisy Ann Pineda	CURRENT	MHS	Gonzaga University	\$47,560	Partial Tuition	\$6,495	\$10,000	No	.
Senior	Marvin Ancheta	CURRENT	MHS	Boston College	\$60,530	Partial Tuition	\$6,495	\$16,500	No	.
Senior	Gabriella Aldan	CURRENT	MHS	University of South California	\$60,275	Full / Local Grants	\$6,495	\$10,000	No	ITF Regionals
Senior	Jonathan Marinafel	CURRENT	MHS	University of Las Vegas	\$24,338	Partial Tuition	\$6,495	\$7,500	No	.
Senior	Louisa Benaventae	CURRENT	MHS	Northern Marianas College	\$5,520	Full / Local Grants	\$6,495	\$3,500	No	.
Senior	Tristan Ann Langdon	CURRENT	MHS	Creighton University	\$42,618	Partial Tuition	\$6,495	\$15,000	No	.
Senior	Karen Irinaka	CURRENT	MHS	Sophia University	\$8,624	Full / Local Grants	N/A	\$8,624	No	NSDA Regionals
Senior	Timothy James Acosta	CURRENT	MHS	Loyola Marymount University	\$53,051	Full / Local Grants	\$6,495	\$53,051	Yes	NSDA Nationals
Senior	Maria Navaro	CURRENT	MHS	Northern Marianas College	\$5,520	Full / Local Grants	\$6,495	\$3,500	No	.
Senior	Brian Orensia	CURRENT	MHS	University of California Irvine	\$45,491	Partial Tuition	\$6,495	\$15,000	No	.
Senior	Rachel Joy Velacrusis	CURRENT	MHS	University of San Francisco	\$52,482	Partial Tuition	\$6,495	\$20,000	No	.
Senior	Joseph Zhang	CURRENT	MHS	University of Tulsa	\$43,895	Partial Tuition	\$6,495	\$20,000	Yes	Regionals
Total for Class of SY 2020-2021					Tuition Cost: \$	732,625	Pell & Scholarship: \$	110,415	\$	391,094
Average Per Senior										

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Mental Health Services - Public		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<i>Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) as permitted by Title IV, Part A – Student Support and Academic Enrichment Grants, Section 4108(5)(B) – School-based mental health services</i>		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	9,140	Students
			K-5: 3,834 6-8: 2,182 9-12: 3,124

4. NEED(S) for PROJECT

1. Identified Need for This Project

The Centers for Disease Control estimates 20% of youth experience a mental disorder (2019). Since 2018, a total of 4 emergency declarations in the CNMI have resulted from typhoons (FEMA, 2020). The CDC suggests the impact of the pandemic may affect youth's social, emotional and mental well-being throughout their lives (2019). According to the CNMI Youth Risk Behavior Survey, from 2015 - 2019, the CNMI has observed a steady trend of mental health increases (LGB youth): 1.) for students who felt sad or hopeless for more than two weeks in 2015 = 35% of respondents (LGB = 51%), in 2017 = 37% of respondents (LGB = 60%), in 2019 = 45% of respondents (LGB = 65%); 2.) for students who seriously considered attempting suicide in the last 12 months in 2015 = 21% of respondents (LGB = 44%), in 2017 = 22% of respondents (LGB = 22%), in 2019 = 26% of respondents (LGB = 26%). When asked about attempted suicide in the last 12 months during 2019, we see 18% of our youth reporting attempts and a staggering 34% of LGB students. Data from community mental health agencies indicate a 36% increase in services provided to youth for mental health problems in 2019. The Youth Suicide Prevention Program (GLS) also observed a 60% increase in services in 2019. In SY 20-21, of a total of 9597 registered students, parent completed screener data identified 889 students for follow-up services for psychosocial concerns, 228 students identified by parents/guardians as having an emotional or behavioral concern. In the School Year 2019-2020 the number of referrals for mental health services were 68. SY 20-21 referral data are showing increases in requests for mental health supports: 76 Student, Parent, and Staff Referrals throughout September 2020 - March 2021. Providing early identification, immediate response on-site and appropriate interventions through evidence-based practices will enable PSS to address the mental health needs of students. While the PSS employs school counselors, they are not licensed to provide therapy to students. There is a need for school-based licensed mental health specialists who are able to respond immediately, provide clinical support and work with school staff to coordinate referrals to partnering mental health providers.

2. Explanation of How Project Activities Connect to the Need for This Project

Access to mental health services for school age children is critical to their overall wellbeing and academic success. The CNMI Public School System has engaged stakeholders and partnering agencies, however, there is a need to provide school-based services that help to build protective factors and embed a comprehensive and multi-component approach that addresses the behaviors that can lead to serious mental health issues. While the PSS employs school counselors, they are not licensed to provide therapy to students. There is a need for school-based licensed mental health specialists who are able to respond immediately, provide clinical support and work with school staff to coordinate referrals to partnering mental health providers.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

In order to achieve the goal of providing multi-tiered prevention and intervention strategies that promote mental health and wellbeing in response to a steady trend of mental health increases, the CNMI PSS Mental Health Services will implement the following objectives:

1. 100% of all registered students screened and identified for mental health needs will be provided support, follow-up and evaluation in order to administer appropriate interventions.
2. Identified education professionals will be trained with trauma informed tools necessary to recognize & respond to issues among students with evidenced based strategies and practices.

5b. Annual Objectives:

Fiscal Year 21-22 - Two objectives per year

By the end of SY 21-22, mental health specialists will provide appropriate group or individual intervention to the percentage of students who are identified through screening for mental health issues, as measured by monthly reports and quarterly data review.

By the end of SY 21-22, 70% of identified school level counselors, teachers, staff & education leaders will increase their ability to recognize and respond to mental health issues among students as measured by Trauma-Informed Multi-Tiered Systems of Support Climate survey pre & post survey of trauma informed practices training.

Fiscal Year 22-23 - Two objectives per year

By the end of SY 22-23, mental health specialists will increase access by 5% to appropriate group or individual intervention for all students who are identified through screening for mental health issues, as measured by monthly reports and quarterly data review.

By the end of SY 22-23, 80% of identified school level counselors, teachers, staff & education leaders will increase their ability to recognize and respond to mental health issues among students as measured by Trauma-Informed Multi-Tiered Systems of Support Climate survey pre & post survey of trauma informed practices training.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Screening for appropriate interventions

1. Pediatric Symptoms Checklist (PSC)- The PSC measures psychosocial function and is designed to screen youth in school settings for problems in behavior. It is used as an initial screening tool to determine whether there is a need for follow up by a mental health specialist. The PSC is embedded into all registration forms for the school district.
2. Strengths and Difficulties Questionnaire (SDQ): The SDQ is a widely utilized clinical tool for behavior assessment of 3-16 year old youth. The SDQ measures emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior (Sdqinfo.org. (n.d.). Retrieved March 17, 2021, from <https://www.sdqinfo.org/a0.html>)

Mental Health Climate Survey

1. The PSS Mental Health Services conducts a district wide climate survey measuring the knowledge, skills and perceived competence of education leaders, teachers, counselors and staff in identifying, responding to and providing supports to students exposed to trauma. The data collected from this survey will be used to measure teacher/staff knowledge of using evidence-based strategies to support trauma in their schools. The survey will be conducted at the beginning and end of each school year.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Mental Health Services - Public

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence - Based <i>Please indicate: Yes or No</i>	Baseline Data <i>(Current school year or most recent)</i> <i>If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).</i>	Quarterly Performance Targets			
						<u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
<i>PSS mental health services will increase support to students identified.</i>	<i>By the end of SY 22-23, mental health specialists will increase access by 5% to appropriate group or individual intervention for all students who are identified through screening for mental health issues, as measured by monthly reports and quarterly data review.</i>	<i>Mental Health Monthly Report, Screening - Triage Reports</i>	<i>Percentage of all students screened using the Strengths & Difficulties Questionnaire.</i>	Yes	<i>6,883 students were screened using the Pediatric Symptoms Checklist. 889 of 9,597 students or 10% were identified for mental health supports through initial screening. 228 students</i>	TBD percentage of students receiving supports, group or individual intervention, or referral	TBD percentage of students receiving supports, group or individual intervention, or referral	TBD percentage of students receiving supports, group or individual intervention, or referral	TBD percentage of students receiving supports, group or individual intervention, or referral

					or 25% were flagged for follow up, where families requested intervention. survey collected during School Year 2020-2021.)				
<i>PSS mental health services will train identified school level teachers, staff & education leaders in mental health awareness, crisis response and trauma informed practices.</i>	By the end of SY 22-23, 80% of identified school level counselors, teachers, staff & education leaders will increase their ability to recognize and respond to mental health issues among students as measured by Trauma-Informed Multi-Tiered Systems of Support Climate survey pre & post survey of trauma informed practices training.	Trauma-Informed Multi-Tiered Systems of Support Climate survey and Pre/post Surveys	Percentage of ID staff who self-report “using evidence based strategies to identify trauma” and “I use evidence based strategies provide support for trauma in my school”	Yes	<i>264 or 64% of teachers/staff report not knowing how to use evidence based strategies to support trauma in their schools.</i>	80% of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.	80% of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.	80% of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.	80% of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

The Behavioral Health School Services Program will be an effective service within the CNMI Public School System to provide behavioral health support and interventions promoting the resilience of the social, emotional, and behavioral well-being of the PSS youth, families, educators, staff, and community.

- To increase the resilience among the CNMI Public School System and create a safe and supportive learning environment, promoting healthy and successful students (Tier 1)
- To implement a comprehensive Behavioral Health School Services that adopts a Multi-tiered System of Supports.
- To establish a system of care that includes early identification and intervention for students and staff at risk, and provides intensive supports that include key strategies and key partnerships that are evidenced based practices (Tier 2, 3)

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

The Mental Health Services under Consolidated Grants will work collaboratively with mental health personnel from Project HALIGI AWARE and Project TASA. Project TASA will be sunseting in October 2021 and is primarily focused on disaster recovery efforts for school based services. Project HALIGI AWARE (Healthy, Affirming, Locally-Inclusive Grant Initiative for Advancing Wellness and Resilience in Education) will support the multi-tiered intervention. Project HALIGI AWARE will provide universal screening, educator training, school-based groups, and individual and family services[1].

2. The rising number of students with acute mental health concerns establishes a need for school-based services. In a single semester, 68 students were referred for intervention. With improvements in screening and educator mental health literacy, access to services and prevention efforts will see 90-100% of stakeholders with improved outcomes.

3. Screener Information

Trauma Informed Trainings	by beginning FY 2021	Administrators and Mental Health Specialists
Universal Screener	by beginning of FY 22	Administrators, Specialists, Registrars, Parents
Screener Interpretation	by mid- FY 2022	Specialists
Crisis Response	by beginning FY 2021	Specialists, Administrators
Referral Trainings	by mid-FY 2021	Specialists, Administrators

4. Administrative Trainings will occur during quarterly Principals & Program Leaders meetings. Crisis Response will occur as needed, for as long as needed, on site at the schools. Screener will be implemented during Registration at the beginning of each school year, as well as ongoing for transfer students from outside of CNMI PSS.

5. Partnerships with Project TASA (ending Oct 2021), Garrett Lee Smith Youth Suicide Prevention Program, Systems of Care, and Healthy Transitions ensure that across all mental health services, both within the school district and with external agencies, there is coordinated effort to triage and provide interventions that are appropriate to each agency.

Project HALIGI AWARE is funded out of the Substance Abuse & Mental Health Services (SAMHSA) and provides five year support to mental health services for PSS. Two mental health specialists will be funded out of the Consolidated Grant, while the third mental health specialist is funded out of the SAMHSA grant.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Mental Health Specialist	Licensed or professional mental health professional with experience working with youth and preferred experience working with crisis, trauma and behavioral intervention.	Provide support and training for school administrators, staff and counselors in response to mental health issues. Provide evidence-based strategies for counselors, peers, students and families. Establish comprehensive and multi-tiered approaches to student mental health issues. Implement coordinated referrals with partner agencies, community and stakeholders.	1.0
Mental Health Specialist	Licensed or professional mental health professional with experience working with youth and preferred experience working with crisis, trauma and behavioral intervention.	Provide support and training for school administrators, staff and counselors in response to mental health issues. Provide evidence-based strategies for counselors, peers, students and families. Establish comprehensive and multi-tiered approaches to student mental health issues. Implement coordinated referrals with partner agencies, community and stakeholders.	1.0
Mental Health Specialist	Licensed or professional mental health professional with experience working with youth and preferred experience working with crisis, trauma and behavioral intervention.	Provide support and training for school administrators, staff and counselors in response to mental health issues. Provide evidence-based strategies for counselors, peers, students and families. Establish comprehensive and multi-tiered approaches to student mental health issues. Implement coordinated referrals with partner agencies, community and stakeholders.	1.0

BUDGET NARRATIVE

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The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Mental Health Services (Public Schools)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 5,472.00	\$ -	\$ 144,000.00	\$ 149,472.00
3. Travel	\$ 296.40	\$ -	\$ 7,800.00	\$ 8,096.40
4. Equipment	\$ -	\$ -	\$ -	\$ -
5. Supplies	\$ 117.32	\$ -	\$ 3,087.36	\$ 3,204.68
6. Contractual (Purchased Services)	\$ -	\$ -	\$ -	\$ -
7. Other	\$ 912.00	\$ -	\$ 24,000.00	\$ 24,912.00
Indirect Cost Rate: 3.8%	Subtotals	\$ 6,797.72	\$ -	\$ 178,887.36
			Grand Total:	\$ 185,685

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Mental Health Specialists (2)	Provide Tiered Interventions to students K-12	100%	\$ -	\$ -	-	\$-	\$120,000	\$ -	\$24,000	\$144,000	\$120,000.00	\$-	\$24,000.00	\$144,000.00
						\$-				\$-	\$-	\$-	\$-	\$-
						\$-				\$-	\$-	\$-	\$-	\$-
Subtotals			\$-	\$-	\$-	\$-	\$120,000.00	\$-	\$24,000.00	\$144,000.00	\$120,000.00	\$-	\$24,000.00	
Grand Total												\$	144,000.00	

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Commute to Tinian	Site visit monthly for follow up with referrals, provide support to schools and engage with community, mental health partners.	1	\$1,320	\$ -	\$2,580	\$ -	\$ -	\$ -	\$ -	\$3,900.00
Commute to Rota	Site visit monthly for follow up with referrals, provide support to schools and engage with community, mental health partners.	1	\$1,320	\$ -	\$2,580	\$ -	\$ -	\$ -	\$ -	\$3,900.00
Travel Subtotals									\$-	\$7,800

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$-	\$-

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Photocopying and reproduction	\$128.64 monthly budget for photocopying forms and documents	\$ -	\$1,543.68
Office supplies	\$128.64 monthly budget for office supplies such as paper, tape, staples, etc.	\$ -	\$1,543.68
Supply Subtotals		\$ 0.00	\$ 3087.36

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Contractual Subtotals			\$-	\$-

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – <i>Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.</i>	FY 2021 Carryover Funds	FY 2022 Funds
Training costs	To conduct training for education staff and collaboration with community and mental health partners.	\$2,000 x 6 times a year for venue cost to host 30 participants for training and collaborative meetings	\$ -	\$ 12,000.00
Workshop costs	To conduct student workshops for interventions	\$2,000 x 6 times a year for venue cost to host 30 students for intervention workshops	\$ -	\$ 12,000.00
Other Subtotals			\$-	\$24,000.00

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Mental Health Services (Private and Non-Profit Schools)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<ul style="list-style-type: none"> Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) as permitted by Title IV, Part A – Student Support and Academic Enrichment Grants, Section 4108(5)(B) – School-based mental health services 		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	1,766	Students K-5: 846 6-8: 448 9-12: 472
4. NEED(S) for PROJECT	<p>1. <u>Identified Need for This Project</u></p> <p>The Centers for Disease Control estimates 20% of youth experience a mental disorder (2019). Since 2018, a total of 4 emergency declarations in the CNMI have resulted from typhoons (FEMA, 2020). The CDC suggests the impact of the pandemic may affect youth’s social, emotional and mental well-being throughout their lives (2019). According to the CNMI Youth Risk Behavior Survey, from 2015 - 2019, the CNMI has observed a steady trend of mental health increases (LGB youth): 1.) for students who felt sad or hopeless for more than two weeks in 2015 = 35% of respondents (LGB = 51%), in 2017 = 37% of respondents (LGB = 60%), in 2019 = 45% of respondents (LGB = 65%); 2.) for students who seriously considered attempting suicide in the last 12 months in 2015 = 21% of respondents (LGB = 44%), in 2017 = 22% of respondents (LGB = 22%), in 2019 = 26% of respondents (LGB = 26%). When asked about attempted suicide in the last 12 months during 2019, we see 18% of our youth reporting attempts and a staggering 34% of</p>		

LGB students. Data from community mental health agencies indicate a 36% increase in services provided to youth for mental health problems in 2019. The Youth Suicide Prevention Program (GLS) also observed a 60% increase in services in 2019. In SY 20-21, of a total of 9597 registered students, parent completed screener data identified 889 students for follow-up services for psychosocial concerns, 228 students identified by parents/guardians as having an emotional or behavioral concern. In the School Year 2019-2020 the number of referrals for mental health services were 68. SY 20-21 referral data are showing increases in requests for mental health supports: 76 Student, Parent, and Staff Referrals throughout September 2020 - March 2021. Providing early identification, immediate response on-site and appropriate interventions through evidence-based practices will enable PSS to address the mental health needs of students. While the PSS employs school counselors, they are not licensed to provide therapy to students. There is a need for school- based licensed mental health specialists who are able to respond immediately, provide clinical support and work with school staff to coordinate referrals to partnering mental health providers.

2. Explanation of How Project Activities Connect to the Need for This Project

Access to mental health services for school age children is critical to their overall wellbeing and academic success. The CNMI Public School System has engaged stakeholders and partnering agencies, however, there is a need to provide school-based services that help to build protective factors and embed a comprehensive and multi-component approach that addresses the behaviors that can lead to serious mental health issues. While the PSS employs school counselors, they are not licensed to provide therapy to students. There is a need for school- based licensed mental health specialists who are able to respond immediately, provide clinical support and work with school staff to coordinate referrals to partnering mental health providers.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

In order to achieve the goal of providing multi-tiered prevention and intervention strategies that promote mental health and wellbeing in response to a steady trend of mental health increases, the CNMI PSS Mental Health Services will implement the following objectives:

1. 100% of all registered students screened and identified for mental health needs will be provided support, follow-up and evaluation in order to administer appropriate interventions.
2. Identified education professionals at all private schools will be trained with trauma informed tools necessary to recognize & respond to issues among students with evidenced based strategies and practices.

5b. Annual Objectives:

Fiscal Year 21-22 - Two objectives per year

By the end of SY 21-22, mental health specialists will provide appropriate group or individual intervention to the percentage of students who are identified through screening for mental health issues, as measured by monthly reports and quarterly data review.

By the end of SY 21-22, 70% of identified school level counselors, teachers, staff & education leaders will increase their ability to recognize and respond to mental health issues among students as measured by Trauma-Informed Multi-Tiered Systems of Support Climate survey pre & post survey of trauma informed practices training.

Fiscal Year 22-23 - Two objectives per year

By the end of SY 22-23, mental health specialists will increase access by 5% to appropriate group or individual intervention for all students who are identified through screening for mental health issues, as measured by monthly reports and quarterly data review.

By the end of SY 22-23, 80% of identified school level counselors, teachers, staff & education leaders will increase their ability to recognize and respond to mental health issues among students as measured by Trauma-Informed Multi-Tiered Systems of Support Climate survey pre & post survey of trauma informed practices training.

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Screening for appropriate interventions

1. Pediatric Symptoms Checklist (PSC)- The PSC measures psychosocial function and is designed to screen youth in school settings for problems in behavior. It is used as an initial screening tool to determine whether there is a need for follow up by a mental health specialist. The PSC is embedded into all registration forms for the school district.
2. Strengths and Difficulties Questionnaire (SDQ): The SDQ is a widely utilized clinical tool for behavior assessment of 3-16 year old youth. The SDQ measures emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior (Sdqinfo.org. (n.d.). Retrieved March 17, 2021, from <https://www.sdqinfo.org/a0.html>)

Mental Health Climate Survey

1. The PSS Mental Health Services conducts a district wide climate survey measuring the knowledge, skills and perceived competence of education leaders, teachers, counselors and staff in identifying, responding to and providing supports to students exposed to trauma. The data collected from this survey will be used to measure teacher/staff knowledge of using evidence-based strategies to support trauma in their schools. The survey will be conducted at the beginning and end of each school year.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Mental Health Services (Private and Non-Profit Schools)

Means of Evaluating Program Outcome(s) Chart #

Project Activity <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative .)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement (i.e. metric) <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Quarterly Performance Targets				
					<u>Please focus on outcomes rather than outputs.</u> (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 versus 40% of teachers will participate in professional development.)				
					<i>Baseline Data</i> <u>(Current school year or most recent)</u>	Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023
<i>PSS mental health services will increase support to students identified.</i>	By the end of SY 22-23, mental health specialists will increase access by 5% to appropriate group or individual intervention for all students who are identified through	<i>Mental Health Monthly Report, Screening - Triage Reports</i>	<i>Percentage of all students screened using the Strengths & Difficulties Questionnaire.</i>	Yes	<i>TBD percentage of students screened using the Pediatric Symptoms Checklist. 10% of total students screened or 10% identified for mental health supports through initial screening. Students will be flagged for follow up, where</i>	TBD percentage of students will receive supports, group or individual intervention, or referral	TBD percentage of students will receive supports, group or individual intervention, or referral	TBD percentage of students will receive supports, group or individual intervention, or referral	TBD percentage of students will receive supports, group or individual intervention, or referral

	screening for mental health issues, as measured by monthly reports and quarterly data review.				<i>families requested intervention.</i> Survey collection will be during School Year 2021-2022.)				
<i>PSS mental health services will train identified school level teachers, staff & education leaders in mental health awareness, crisis response and trauma informed practices.</i>	By the end of SY 22-23, 80% of identified school level counselors, teachers, staff & education leaders will increase their ability to recognize and respond to mental health issues among students as measured by Trauma-Informed Multi-Tiered Systems of Support Climate survey pre & post survey of trauma informed practices training.	Trauma-Informed Multi-Tiered Systems of Support Climate survey and Pre/post Surveys	Percentage of ID staff who self-report “using evidence based strategies to identify trauma” and “I use evidence based strategies provide support for trauma in my school”	Yes	TBD # of teachers/staff report not knowing how to use evidence based strategies to support trauma in their schools.	TBD # of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.	TBD # of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.	TBD # of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.	TBD # of ID staff will self-report “knowing how to use evidence based strategies to support trauma in their schools”.

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

1. The Behavioral Health School Services Program will be an effective service within the CNMI Public School System to provide behavioral health support and interventions promoting the resilience of the social, emotional, and behavioral well-being of the PSS youth, families, educators, staff, and community.
2.
 - To increase the resilience among the CNMI Public School System and create a safe and supportive learning environment, promoting healthy and successful students (Tier 1)
3.
 - To implement a comprehensive Behavioral Health School Services that adopts a Multi-tiered System of Supports.
4.
 - To establish a system of care that includes early identification and intervention for students and staff at risk, and provides intensive supports that include key strategies and key partnerships that are evidenced based practices (Tier 2, 3)

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

The Mental Health Services under Consolidated Grants will work collaboratively with mental health personnel from Project HALIGI AWARE and Project TASA. Project TASA will be sunsetting in October 2021 and is primarily focused on disaster recovery efforts for school based services. Project HALIGI AWARE (Healthy, Affirming, Locally-Inclusive Grant Initiative for Advancing Wellness and Resilience in Education) will support the multi-tiered intervention. Project HALIGI AWARE will provide universal screening, educator training, school-based groups, and individual and family services[1] .

2. The rising number of students with acute mental health concerns establishes a need for school-based services. The # of students will be determined for referral for intervention. With improvements in screening and educator mental health literacy, access to services and prevention efforts will see 90-100% of stakeholders with improved outcomes.

3. Screener Information

Trauma Informed Trainings	by beginning FY 2022	Administrators and Mental Health Specialists
Universal Screener	by beginning of FY 22	Administrators, Specialists, Registrars, Parents
Screener Interpretation	by mid- FY 2022	Specialists
Crisis Response	by beginning FY 2022	Specialists, Administrators
Referral Trainings	by mid-FY 2022	Specialists, Administrators

4. Administrative Trainings will occur during quarterly Principals & Program Leaders meetings. Crisis Response will occur as needed, for as long as needed, on site at the schools. Screener will be implemented during Registration at the beginning of each school year, as well as ongoing for transfer students from outside of CNMI PSS.

5. Partnerships with Project TASA (ending Oct 2021), Garrett Lee Smith Youth Suicide Prevention Program, Systems of Care, and Healthy Transitions ensure that across all mental health services, both within the school district and with external agencies, there is coordinated effort to triage and provide interventions that are appropriate to each agency.

	<p>Project HALIGI AWARE is funded out of the Substance Abuse & Mental Health Services (SAMHSA) and provides five year support to mental health services for PSS. Two mental health specialists will be funded out of the Consolidated Grant, while the third mental health specialist is funded out of the SAMHSA grant.</p>
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7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Mental Health Services (Private and Non-Profit Schools)				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	-	\$ -	\$ -	\$ -
3. Travel	\$ 148.20	\$ -	\$ 3,900.00	\$ 4,048.20
4. Equipment	-	\$ -	\$ -	\$ -
5. Supplies	\$ 1,232.69	\$ -	\$ 32,439.11	\$ 33,671.80
6. Contractual (Purchased Services)	\$ 2,280.00	\$ -	\$ 60,000.00	\$ 62,280.00
7. Other	-	\$ -	\$ -	\$ -
Indirect Cost Rate: 3.8%	Subtotals	\$ 3,660.89	\$ -	\$ 96,339.11
			Grand Total:	\$ 100,000.00

2. PERSONNEL SALARIES & FRINGE BENEFITS

Personnel															
Position Title	Purpose of Position	% of Time	FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project				
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals	
-	-	-	\$ -	\$ -	-	\$ -	-	\$ -	-	\$ -	-	\$ -	\$ -	\$ -	\$ -
Subtotals			\$ -	\$ -	\$-	\$ -	\$ -	\$-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grand Total													\$ -		

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Commute to Tinian	Site visit monthly for follow up with referrals, provide support to schools and engage with community, mental health partners.	1	\$ 1,320.00	\$ -	\$ 2,580.00	\$ -	\$ -	\$ -	\$ -	\$ 3,900.00
Travel Subtotals									\$ -	\$ 3,900.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
		Equipment Subtotals	\$ -	\$ -

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Photocopying and reproduction	\$350 monthly budget for photocopying forms and documents	\$ -	\$ 4,200.00
Office supplies	\$350 monthly budget for office supplies such as paper, tape, staples, etc.	\$ -	\$ 4,200.00
Laptop Computer, accessories & Printer/scanner	laptop @ \$2000, Headset/MS Office Software/etc @\$1000, Printer/Scanner @1000		\$ 4,000.00
Mental Health Resources	Curricula and other mental health resources		\$20,039.11
Supply Subtotals		\$ 0.00	\$ 32439.11

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
Mental Health Specialists (1)	Provide Tiered Interventions to students K-12 for NPS	Contractual/Professional Services & Training to the schools		\$ 60,000.00
Contractual Subtotals			\$ -	\$ 60,000.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.	FY 2021 Carryover Funds	FY 2022 Funds
			\$ -	
			\$ -	
Other Subtotals			\$ -	\$ -

Project Narrative

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Please keep in mind that the project’s: **a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) evaluation plan(s) should be aligned and connected.**

1. PROJECT TITLE	Community and Family Engagement			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Allowable use of funds as permitted under Title 1, Part A - LEA Grants (Title 1-A) Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)			
2b. SEA OR LEA SERVICES	LEA			
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)	Number of Participants
	K-12	9,140	Public School Students CNMI Population	9,140 47,329

4. NEED(S) for PROJECT

1. Identified Need for This Project

In order to more effectively communicate decisions that affect students, their families and the community, the CNMI PSS employs various means of outreach including print, radio and social media/technology. To further empower parents as stakeholders, a council of PTSA presidents has been established to strengthen and increase parent voice in the decision making capacity.

These forms of communication and engagement build on the core belief that stakeholders and the education system must work synergistically to create and maintain a positive learning environment for all students. When CNMI PSS closed schools last March 2020, engaging parents and the community moved quickly to the top of the agenda. The district had to develop new and creative ways of engaging parents in their children’s learning, and a vaccination campaign initiative was set up to engage students and their families in the safe return to in-person learning, and to rally the community’s support of the district’s efforts.

Technology and virtual conferences have made it possible to continue sharing information and soliciting feedback from families. A recent needs assessment identified the need to increase opportunities for stakeholders to provide input and weigh in on critical decisions that affect children academically, socially and mentally.

2. Explanation of How Project Activities Connect to the Need for This Project

Providing a consistent and dedicated newsletter to all families on the three island chain is an effective means of keeping stakeholders informed. Additionally, Needs Sensing Surveys as inserts to Students First allows for families and the community to provide feedback on effective ways to support their child’s education. This input is used to offer training and support for parents and encourages them to engage in activities that strengthen community partnerships. Parent Summits bring parents together to discuss education topics – their child’s aspirations; feedback on improving student learning, the classroom experience, etc.; and other issues affecting their children or schools. CNMI PSS is also very active on social media and frequently posts updates and videos to engage the community.

Engaging the Parent Advisory Council and providing regular opportunities to dialogue about school issues strengthens the critical school-to-home connection and increases confidence and trust between home and school.

The Public School System’s theory of action posits that utilizing these print and media resources bring greater awareness to our parent and community stakeholders thereby increasing their ability to actively contribute and engage. Parent surveys both in the Students First newsletter, as well as from email and social media, are the most effective ways to engage parents and the community.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

By the end of SY 2022-2023, the CNMI PSS will increase community awareness of district policies, decisions and school issues by employing media resources in print, radio and social media to disseminate information to stakeholders.

Parent Engagement Goal

By the end of SY 2022-2023, the CNMI PSS will increase family participation by:

- developing and supporting the Parent Advisory Council in monthly meetings driven by needs assessment surveys to determine topics of importance.
- developing, adopting and implementing identified goals through the establishment of a campus to school improvement plan
- collaborating with Parent Advisory Council to engage families in shaping program activities and cultivating the expectation that information must flow in both directions
- providing quarterly opportunities to engage in training, workshops, or webinars facilitated by content experts on academic, social emotional and/or career development.

5b. Annual Objectives:

Year 1- By the end of SY 2022, the CNMI Public School System will increase community awareness and parent engagement by 5% through:

- print, television, and radio media to inform the community of district and school issues affecting student performance as measured by the Students First survey
- strengthening parent voice in decision making and engagement through parent advisory council meetings, parent and community conferences, workshops and webinars directly related to academic, social emotional and career development issues.

Year 3- By the end of SY 2023, the CNMI Public School System will increase community awareness and parent engagement by 15% through:

- print, television, and radio media to inform the community of district and school issues affecting student performance as measured by the Students First survey
- strengthening parent voice in decision making and engagement through parent advisory council meetings, parent and community conferences, workshops and webinars directly related to academic, social emotional and career development issues.

~~Year 3- By the end of SY 2024, the CNMI Public School System will increase community awareness and parent engagement by 15% through:~~

- ~~· print, television, and radio media to inform the community of district and school issues affecting student performance as measured by the Students First survey~~
- ~~· strengthening parent voice in decision making and engagement through parent advisory council meetings, parent and community conferences, workshops and webinars directly related to academic, social emotional and career development issues.~~

5c. Means of Evaluating Program Outcomes: *Complete the attached Means of Evaluating Program Outcomes Chart*

Needs Assessment Survey

1. A district developed needs assessment survey will be included in the parents first newsletter or through online platforms to solicit input from stakeholders as a means of measuring awareness of district goals and objectives, decision making and implementation of school wide activities.

Parent Evaluation Forms

1. Parent evaluation forms will be used to collect and evaluate the engagement of parents in training, webinars and workshops conducted in the areas of academic, social emotional and career development.

5c. Means of Evaluating Program Outcome(s) Chart

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](#)

Project Title: Community & Family Engagement

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective Enter the annual objective from 5b that this project activity aligns with.	Data Source Enter where the data are located. Identify where the data will come from.	Unit of Measurement (i.e. metric) Enter the unit of measurement.	Evidence-Based Please indicate: Yes or No	Baseline Data	Quarterly Performance Targets			
					(Current school year or most recent) If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).	Please focus on outcomes rather than outputs. The CNMI Public School System will increase community awareness and parent engagement by 10%			
					Performance Target End of December 2022	Performance Target End of March 2023	Performance Target End of June 2023	Performance Target End of September 2023	
Publish Students First newsletters. Broadcast television, radio, and social media ads and postings. Administer Survey to the community. Hold Parent Advisory Council	Year 3 - By the end of SY 2023, the CNMI Public School System will increase community awareness and parent engagement by 15% through: - Print, television, and radio media to inform the community of district and school	Needs Assessment Survey Parent meeting and training evaluation forms	Needs Assessment unit: percentage change in the level of awareness from stakeholders on district goals and objectives, decisions and implementation of programs. Parent evaluation survey: percentage change in the level of	Yes	Baseline data across the different media platforms will be set by the end of SY 2022.				15% increase from baseline

meetings, workshops, and Parent Summits.	issues affecting student performance as measured by the Students First survey - Strengthening parent voice in decision making and engagement through parent advisory council meetings, parent and community conferences, workshops and webinars.		confidence and awareness of parents in relation to their child's development and their ability to support their child in the home.					
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6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>Through parent engagement opportunities that exist at the school building and district level, PSS has engaged PTAs, the Parent Advisory Council and media partners in increasing home and community awareness. Utilizing virtual means of communication to conduct meetings, conferences and webinars, PSS has been able to mitigate the issues brought about by school closures and COVID-19.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>Our Community Engagement Programs supplement the core instructional services by increasing parents’ and community members’ knowledge about all schools and programs, and strengthen their advocacy in public education. Parents and the community members want to know what is happening at our 20 public schools. Parents generally have an idea about what is happening at their child’s school based on the school newsletter, Parent Summits, PTA meetings, and what their children tell them. Informed parents and community members often are the best advocates for support for public education. Our community education programs fill a gap in parents’ and community members’ knowledge about how our schools are performing, and the wide array of educational programs, student competitions, and awards won by our students.</p> <p>We also need to let our parents know about the many student competitions and the unique role that parents and community members can play as coaches, timekeepers, score tabulators, and as observers at these student competitions. Many parents choose to attend our interscholastic sports events that are also publicized through our monthly news. It is interesting to note that on any given Saturday, we have over 1,000 students, their parents, and many community volunteers attending student competitions and sporting events at our schools.</p> <p>Our 3-year goal is to increase parent participation at our schools by at least 5% per year.</p>

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Administrative Assistant	Performs clerical work and organizes logistics to implement goals and objectives.	To assist family engagement program manager in the operations logistics outlined for community and parent engagement.	Full-time

BUDGET NARRATIVE

This document is available on the Department’s Consolidated Grant to the Insular Areas website at: <https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/>

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget and explain how the budget for the supplemental project supports the achievement of the project’s identified goals (connect to the “Budget Narrative” line items).

1. PROJECT TITLE: Community Engagement				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2021 CARRYOVER FUNDS SUBTOTALS	FY 2022 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 1,263.94	\$ -	\$ 33,261.63	\$ 34,525.57
3. Travel	\$ 344.28	\$ -	\$ 9,060.00	\$ 9,404.28
4. Equipment	\$ 100.89	\$ -	\$ 2,655.00	\$ 2,755.89
5. Supplies	\$ 136.13		\$ 3,582.25	\$ 3,718.38
6. Contractual (Purchased Services)	\$ 3,001.89	\$ -	\$ 78,997.00	\$ 81,998.89
7. Other	\$ 912.00	\$ -	\$ 24,000.00	\$ 24,912.00
Indirect Cost Rate:	Subtotals	\$ 5,759.12	\$ 151,555.88	
3.80%			Grand Total:	\$ 157,315

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2021 Carryover Funds				FY 2022 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2021 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Administrative Assistant	To assist family engagement coordinator in the operations logistics outlined for community and parent engagement.	100%	\$ -			\$-	\$ 28,673.82		\$ 4,587.81	\$33,261.63	\$28,673.82	\$-	\$4,587.81	\$33,261.63
Subtotals			\$-	\$-	\$-	\$-	\$28,673.82	\$-	\$4,587.81	\$33,261.63	\$28,673.82	\$-	\$4,587.81	
Grand Total													\$	33,261.63

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2021 Carryover Funds	FY 2022 Funds
Commute from Tinian	Parent representative travel for conferences and meetings: 3pax x \$90airfare x 3 trips, 3pax x \$125 per diem x2 days x 3 trips, \$55ground trasportation x 2 days x 3 trips = \$3,390	3	90		125	55			\$ -	\$ 3,390.00
Commute from Rota	Parent representative travel for conferences and meetings: 3pax x \$245airfare x 3 trips, 3 pax x\$110 per diem x 3 days x 3 trips, \$55 ground transportation x 3 days x 3 trips = \$5,670	3	245		110	55			\$ -	\$ 5,670.00
Travel Subtotals									\$-	\$9,060.00

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2021 Carryover Funds	FY 2022 Funds
Equipment for record	To keep track of scheduled meetings, activities and communicate with	Laptop computer	\$ -	\$2,500.00
Equipment for operations	To present information from laptop onto screen during meetings and presentations	Projector with HDMI		\$155.00
		Equipment Subtotals	\$-	\$2,655.00

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2021 Carryover Funds	FY 2022 Funds
Materials for parent meetings, trainings and webinars	\$500 x 6 times per year	\$ -	\$3,000.00
Office Supplies	\$582.25	\$ -	\$ 582.25
Supply Subtotals		\$ 0.00	\$ 3582.25

\$

-

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – <i>Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding;</i>	FY 2021 Carryover Funds	FY 2022 Funds
Publication of Students First Newsletter	Media outreach to increase awareness of district	\$4,700/monthly issues x 10 months = \$47,000	\$ -	\$47,000
Editing and Production	Compile Reports for	\$2,950/month x 10 months =	\$ -	\$29,500
Radio Announcement and Public Education	Schools Announcement of Upcoming Events	\$249.70/month x 10 months = \$2,497.00	\$ -	\$ 2,497.00
Contractual Subtotals			\$-	\$78,997.00

7. OTHER DIRECT COSTS				
Other Direct Cost Items	Purpose of Direct Cost Item	Itemized Budget – <i>Space Rental, Required Fee, Honoraria and Travel (where a contract is not in place for services), Training, and Communication and Printing Costs, Etc.</i>	FY 2021 Carryover Funds	FY 2022 Funds
Parent engagement	Venue for conferences	\$3,000 x 4 quarters	\$ -	\$12,000.00
Parent engagement meetings	Venue for meetings with parents	\$3,000 x 4 quarters	\$ -	\$12,000.00
Other Subtotals			\$-	\$24,000.00

Garapan Elementary School

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

Mission

GES is committed to providing quality education that meets the needs of our stakeholders.

Beliefs

At GES, we believe that children are our most valuable resource. We believe that strong home-school and community partnerships are key factors to helping each child reach his/her potential.

Social Emotional Learning

Objectives

- By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

Critical Initiatives

- Continue Rigor, Relevance, and Relationships Initiatives
- Implement Tier 1 SEL curriculum
- Prioritize Tier 2 SEL resources and supports
- Build capacity by investing in training, support, and coaching

Tech-driven

Objectives

- By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Critical Initiatives

- Increase teacher and student use of technology and invest in training and support.
- Build institutional capacity of digital tools/technology use.
- Invest in supplemental technology programs, devices, resources, membership, and equipment to support the implementation of

Personalization

Objectives

- By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Critical Initiatives

- Implement personalized learning programs to increase student engagement
- Invest in supplemental learning programs and materials to personalize student learning for all subgroups (All Students, IEP, and ELL)
- Provide program support training and coaching to implement and integrate District adopted curriculum and supplemental resources with fidelity to increase student performance

Stakeholder Engagement

Objectives

- By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Critical Initiatives

- Inform all stakeholders about engagement opportunities
- Provide quarterly parent conferences and support opportunities to increase student academic performance
- Provide support for home and school collaboration/ partnership such as parent outreach, training, work sessions, etc.

Critical Initiatives

Critical Initiatives

Critical Initiatives

Critical Initiatives

Key Measures

Key Measures

Key Measures

Key Measures

- ELEOT Data
- Collaborative Instructional Review Tool (CIR)
- WE Survey Data
- Walkthrough data
- Self-assessment/rubrics
- Curriculum checklists
- Student Perception Data
- Discipline Data
- Stakeholder survey

- technology instruction.
- Walkthrough data
 - ELEOT Data
 - Student Perception Data
 - Program usage data

- STAR Assessment Data & Course scores
- Walkthrough data
- Curriculum checklists

- Student Perception Data
- Participation Trackers/ Data
- STAR Assessment Data & Course scores
- WE Survey Data
- Stakeholder survey

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$22165.00

Source of Funding: GES CG, GES CG, GES CG, GES CG

Other

Critical Initiative

Continue Rigor, Relevance, and Relationships Initiatives

Key Measures

- ELEOT Data
- WE Survey Data
- Collaborative Instructional Review Tool (CIR)

Intended Outcome(s)

- Teachers are equipped with various strategies to strengthen classroom instruction with RR&R
- Teachers are equipped with effective strategies

Objective

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

Objective

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

<p>Critical Initiative</p> <p>Continue Rigor, Relevance, and Relationships Initiatives</p> <p>Start Date: 08/11/2021 End Date: 05/30/2022</p>	<p>Key Measures</p> <p>ELEOT Data</p> <p>Collaborative Instructional Review Tool (CIR)</p> <p>WE Survey Data</p>
<p>Critical Initiative</p> <p>Implement Tier 1 SEL curriculum</p> <p>Start Date: 08/11/2021 End Date: 05/30/2022</p>	<p>Key Measures</p> <p>Walkthrough data</p> <p>Self-assessment/rubrics</p> <p>Curriculum checklists</p>
<p>Critical Initiative</p> <p>Prioritize Tier 2 SEL resources and supports</p> <p>Start Date: 08/11/2021 End Date: 05/30/2022</p>	<p>Key Measures</p> <p>Student Perception Data</p> <p>Discipline Data</p>
<p>Critical Initiative</p> <p>Build capacity by investing in training, support, and coaching</p> <p>Start Date: 08/11/2021 End Date: 05/30/2022</p>	<p>Key Measures</p> <p>ELEOT Data</p> <p>Student Perception Data</p> <p>Stakeholder survey</p>

GES SY 2021-2022 SWP

Garapan Elementary School

Social Emotional Learning

Critical Initiative

On Track

Continue Rigor, Relevance, and Relationships Initiatives

Objective:

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

We TEACH and LEARN Surveys have been conducted. Survey closing date is 10-28-21. Current survey participation rate is students @ 88% and staff @ 72%

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_lfwrnQfXkjQ9xATCAJxpCHO/edit?usp=sharing

Activity

Implementing SEL strategies in daily instruction.

Person responsible: Teachers, Students, Admin

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$2000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

WE Survey Results

Benchmark(s)

Benchmark: 90% Survey Completion (3-5)

Date: 05/24/2022

Activity

Perception Surveys

Person responsible: School staff

Launch Date:

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Climate and Culture Survey Results

Benchmark: 90% Survey
Completion

Date: 05/24/2022

Activity

Staff will be trained in RR Training

Person responsible: Teachers, Admin

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$20165.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Surveys

Benchmark: 90% Survey
Completion

Date: 05/24/2022

Activity

Monthly Student Recognition

Person responsible: Classroom Teachers

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Recognition Log/ Total Certificates
Distributed

Benchmark: 100%
Completion

Date: 05/24/2022

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$3500.00

Source of Funding: GES CG, GES CG, GES CG, GES CG, GES CG, GES CG, GES CG

Other

Critical Initiative

Implement Tier 1 SEL curriculum

Key Measures

- Walkthrough data
- Curriculum checklists
- Self-assessment/rubrics

Intended Outcome(s)

- Training in the curriculum will equip teachers with the skills to effectively deliver instruction.
- Students will be equipped with the competencies and skills that foster a well rounded individual.

Objective

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP
 Garapan Elementary School

Social Emotional Learning

On Track

Critical Initiative

Implement Tier 1 SEL curriculum

Objective:

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

Percentage of students at GES who met a Satisfactory Score for MegaSkills at 1st Quarter: 82%.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_lfwrnQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Student handbook with daily behavior log

Person responsible: Classroom Teachers

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$3500.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

WE Survey questions 28 and 40

Benchmark(s)

Benchmark: 90% Survey Completion

Date: 05/24/2022

Activity

Quarterly Tracking MegaSkill Rubric Score

Person responsible: Teachers, Students, Admin

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Report Card

Benchmark(s)

Benchmark: 80% Satisfactory
Score

Date: 05/24/2022

Activity

Monthly MegaSkill & ESLR Award Recognition

Person responsible: Teachers, Students, Admin

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Recognition Log/ Total Certificates
Distributed

Benchmark: 100%
Completion

Date: 05/24/2022

Activity

ESLR/ MegaSkill Monthly Skit Performance

Person responsible: Teachers & Students

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Skit Calendar Schedule

Benchmark: 100% Skit
Completion

Date: 05/24/2022

Activity

Secure daily SEL instructional block

Person responsible: Classroom Teachers

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

School Wide Instructional Block
Schedule/ ELEOT

Benchmark: 100%
Completion

Date: 05/24/2022

Activity

Counseling Support Group

Person responsible: Teachers, Students, Admin

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Survey/ Student Relection

Benchmark: Pre/Post Growth

Date: 05/24/2022

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources:

Source of Funding: GES CG

Other

Critical Initiative

Prioritize Tier 2 SEL resources and supports

Key Measures

- Student Perception Data
- Discipline Data

Intended Outcome(s)

- Encourage peer support, reinforce positive behaviors & choices

Objective

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP

Garapan Elementary School

Social Emotional Learning

Critical Initiative

On Track

Prioritize Tier 2 SEL resources and supports

Objective:

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

We TEACH and LEARN Surveys have been conducted. Survey closing date is 10-28-21. Current survey participation rate is students @ 88% & staff @ 72%.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_ifwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Counseling Support Group

Person responsible: Teachers, Students, Admin

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$0.00
Other Resource:

Source of Funding: GES CG

Activity Measure(s)

Surveys/ Student Reflections

Benchmark(s)

Benchmark: Pre/Post Growth

Date: 05/24/2022

GES SY 2021-2022 SWP

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$31890.00

Source of Funding: GES CG

Other

Critical Initiative

Build capacity by investing in training, support, and coaching

Key Measures

- ELEOT Data
- Stakeholder survey
- Student Perception Data

Intended Outcome(s)

- Increasing positive classroom learning experiences

Objective

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP
 Garapan Elementary School

Social Emotional Learning

On Track

Critical Initiative

Build capacity by investing in training, support, and coaching

Objective:

By Spring 22, GES will embed SEL in classroom learning experiences as measured by at least 60% of students in agreement of 28 and 40 in the WE SURVEY.

We TEACH and LEARN Surveys have been conducted. Survey closing date is 10-28-21. Current survey participation rate is students @ 88% & staff @ 72%.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_lfwrnQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

On-island and Off-island SEL related trainings

Person responsible:
 Administrators/Leadership Team

Launch Date: 08/12/2021

Required Resource(s):
Financial Resource: \$31890.00
Other Resource:

Source of Funding: GES CG

Activity Measure(s)
 Evaluation/ Training Reports

Benchmark(s)
Benchmark: 100%
 Implementation Data

Date: 05/24/2022

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$22000.00

Source of Funding: GES CG, GES CG

Other

Critical Initiative

Increase teacher and student use of technology and invest in training and support.

Key Measures

- Walkthrough data
- Student Perception Data
- ELEOT Data

Intended Outcome(s)

- Students use digital tools/technology to increase learning opportunities.
- Students use digital tools/technology to communicate and work collaboratively for learning.

Objective

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP
 Garapan Elementary School

Tech-driven

Critical Initiative

On Track

Increase teacher and student use of technology and invest in training and support.

Current Digital Learning Environment
 Average Score: 2.14

Objective:

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_lfwrnQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

ELEOT Training for staff

Person responsible: Administrators/Leadership Team **Launch Date:** 08/08/2021

Required Resource(s):
Financial Resource: \$2000.00 **Source of Funding:** GES CG
Other Resource:

Activity Measure(s)	Benchmark(s)	Date
Pre and post evaluations	Benchmark: Overall score of 2.8 (Digital Learning Environment)	Date: 12/30/2021
	Benchmark: 100% implementation	Date: 05/24/2022

Activity

On island & Off island Tech-related Training

Person responsible: Admin

Launch Date: 08/13/2021

Required Resource(s):

Financial Resource: \$20000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Evaluation/ Training Report

Benchmark: 100%
Implementation Checklist

Date: 05/24/2022

Objective

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Critical Initiative	Key Measures
Increase teacher and student use of technology and invest in training and support. Start Date: 08/11/2021 End Date: 05/30/2022	Walkthrough data ELEOT Data Student Perception Data
Build institutional capacity of digital tools/technology use. Start Date: 08/11/2021 End Date: 05/30/2022	Walkthrough data ELEOT Data Student Perception Data
Invest in supplemental technology programs, devices, resources, membership, and equipment to support the implementation of technology instruction. Start Date: 08/11/2021 End Date: 05/30/2022	Program usage data

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$25000.00

Source of Funding: GES CG

Other

Critical Initiative

Build institutional capacity of digital tools/technology use.

Key Measures

- Walkthrough data
- Student Perception Data
- ELEOT Data

Intended Outcome(s)

- Students use digital tools/technology to communicate and work collaboratively for learning.
- Teachers demonstrate effective technology integration

Objective

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP
Garapan Elementary School

Tech-driven

Critical Initiative

On Track

Build institutional capacity of digital tools/technology use.

Objective:

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

**Current Digital Learning Environment
 Average Score: 2.14**

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_ifwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

TOY Incentive for Classroom Tech & Upgrade

Person responsible: Admin

Launch Date: 08/13/2021

Required Resource(s):

Financial Resource: \$25000.00
Other Resource:

Source of Funding: GES CG

Activity Measure(s)

ELEOT

Benchmark(s)

Benchmark: Baseline
 Increase of 50% and above

Date: 05/24/2022

GES SY 2021-2022 SWP

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$72000.00

Source of Funding: GES CG , GES CG

Other

Critical Initiative

Invest in supplemental technology programs, devices, resources, membership, and equipment to support the implementation of technology instruction.

Key Measures

- Program usage data

Intended Outcome(s)

- Students use digital tools/technology to increase learning opportunities

Objective

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

Tech-driven

On Track

Critical Initiative

Invest in supplemental technology programs, devices, resources, membership, and equipment to support the implementation of technology instruction.

Current Digital Learning Environment
Average Score: 2.14

Objective:

By June 2022, GES students will increase the Digital Learning Environment score (Component G) by .4 (2.6 to 3.0) measured by the ELEOT.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_ifwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Online Tech Resources/Renewal of Subscriptions

Person responsible:

Administrators/Leadership Team

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$57000.00

Other Resource:

Source of Funding: GES CG

Activity Measure(s)

Usage & Performance Data

Benchmark(s)

Benchmark: Baseline
Increase of more than 10%

Date: 05/24/2022

Activity

Technology maintenance and upgrades

Person responsible: Administrators/Leadership Team

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$15000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Survey/ Inventory

Benchmark(s)

Benchmark: 100%
Completion

Date: 05/24/2022

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$30000.00

Source of Funding: GES CG, GES CG, GES CG

Other

- Teachers & Administrators

Critical Initiative

Implement personalized learning programs to increase student engagement

Key Measures

- STAR Assessment Data & Course scores

Intended Outcome(s)

- Students will be more engaged in learning and demonstrate better performance on readiness measures

Objective

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP
 Garapan Elementary School

Personalization

Critical Initiative

On Track

Implement personalized learning programs to increase student engagement

Objective:

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

GES At/Above - SR: 32.7%, IEP: 29%, ELL: 21%. SEL: 25.7%, IEP:22%, ELL: 7%. SM: 40%, IEP: 11%, ELL:28%.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_lfwrmQfxkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

After school tutorial/summer school/clubs

Person responsible: Teachers & Staff, Students, Admin

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$30000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Outcome Assessment Data

Benchmark(s)

Benchmark: 50% or more At/Above Benchmark

Date: 05/24/2022

Activity

Administer STAR SEL/ Reading screener to all K-5th

Person responsible: Teachers & Administrators

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

STAR Assessment Results

Benchmark: 28% At or Above (All); 6% (IEP) and 21% (ELL)

Date: 12/30/2021

Benchmark: 56% At/ Above (All); 12% (IEP); 42% (ELL)

Date: 05/30/2022

Activity

Administer STAR Math Screener to 1st-5th students

Person responsible:

Launch Date: 08/16/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource: Teachers & Administrators

Activity Measure(s)

Benchmark(s)

STAR Math Assessments

Benchmark: 24.5% At/ Above (All); 6.5% (IEP); 20% (ELL)

Date: 12/30/2021

Benchmark: 49% At/Above; 13% (IEP); 40% (ELL)

Date: 05/30/2022

GES SY 2021-2022 SWP
Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$103672.00

Source of Funding: GES CG, GES CG, GES CG, GES CG, GES CG, GES CG

Other

Critical Initiative

Invest in supplemental learning programs and materials to personalize student learning for all subgroups (All Students, IEP, and ELL)

Key Measures

- STAR Assessment Data & Course scores

Intended Outcome(s)

- Increasing equity and access to supplementary resources for all sub groups

Objective

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

Personalization

On Track

Critical Initiative

Invest in supplemental learning programs and materials to personalize student learning for all subgroups (All Students, IEP, and ELL)

GES At/Above - SR: 32.7%, IEP: 29%, ELL: 21%. SEL: 25.7%, IEP:22%, ELL: 7%. SM: 40%, IEP: 11%, ELL:28%.

Objective:

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_ifwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Classroom supplemental resources (tech/supplies)

Person responsible: school staff

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$74000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Program Usage/ Performance Data

Benchmark(s)

Benchmark: Baseline increase of 10% or more

Date: 05/24/2022

Activity

Renewals for student academic events (dues/travel)

Person responsible: Administrators/Leadership Team

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$5000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Survey/ Event Report

Benchmark(s)

Benchmark: 100%
Completion

Date: 05/24/2022

Activity

WIDA Assessments

Person responsible: Administrators/Leadership Team

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$5000.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Benchmark(s)

Assessment Report

Benchmark: Proficiency Level Increase

Date: 05/24/2022

Activity

PSS continuous improvement initiatives

Person responsible: Administrators/Leadership Team

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$13627.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

ELEOT, WE Surveys

Benchmark(s)

Benchmark: Baseline increase of 10%

Date: 05/24/2022

Activity

School/Classroom Operational Resources/Supplies

Person responsible: Admin

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$6045.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Operations/Resources Checklist/
Completion Log

Benchmark(s)

Benchmark: 100%
Completion

Date: 05/24/2022

Activity

Monitor student projected goals for Reading/Math

Person responsible: Classroom Teachers

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

STAR Tracking Sheet

Benchmark(s)

Benchmark: 100%
Completion

Date: 05/24/2022

Objective

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Critical Initiative

Implement personalized learning programs to increase student engagement

Start Date: 08/11/2021

End Date: 05/30/2022

Key Measures

STAR Assessment Data & Course scores

Critical Initiative

Invest in supplemental learning programs and materials to personalize student learning for all subgroups (All Students, IEP, and ELL)

Start Date: 08/11/2021

End Date: 05/30/2022

Key Measures

STAR Assessment Data & Course scores

Critical Initiative

Provide program support training and coaching to implement and integrate District adopted curriculum and supplemental resources with fidelity to increase student performance

Start Date: 08/11/2021

End Date: 05/30/2022

Key Measures

Walkthrough data

Curriculum checklists

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$66883.00

Source of Funding: GES CG, GES CG, GES CG

Other

Critical Initiative

Provide program support training and coaching to implement and integrate District adopted curriculum and supplemental resources with fidelity to increase student performance

Key Measures

- Walkthrough data
- Curriculum checklists

Intended Outcome(s)

- Staff will gain knowledge necessary to implement programs with fidelity.

Objective

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

Personalization

On Track

Critical Initiative

Provide program support training and coaching to implement and integrate District adopted curriculum and supplemental resources with fidelity to increase student performance

GES At/Above - Star Math: 40%, IEP: 11%, ELL:28%.

Objective:

By May 22, GES students and subgroups will increase 5% in At/Above Grade Level Proficiency in Reading and Math as measured by the STAR Outcome Tests.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_IfwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Professional Learning Community (PLCs) trainings

Person responsible: School staff		Launch Date: 08/15/2021
Required Resource(s):		
Financial Resource: \$8400.00	Source of Funding: GES CG	
Other Resource:		
Activity Measure(s)	Benchmark(s)	
Evaluation, PLT Summary	Benchmark: Implementation Increase of 10%	Date: 05/24/2022

Activity

Purchase consumables for District curriculum

Person responsible: Administrators/Leadership Team

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$58483.00

Other Resource:

Source of Funding: GES CG

Activity Measure(s)

Inventory/ ELEOT/ Fidelity Checklist

Benchmark(s)

Benchmark: 90% Classroom Usage

Date: 05/24/2022

Activity

Weekly collaborative instructional PLT

Person responsible: school staff

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Other Resource:

Source of Funding: GES CG

Activity Measure(s)

PLT Summary

Benchmark(s)

Benchmark: 100% Completion/ Participation

Date: 05/24/2022

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$5000.00

Source of Funding: GES CG, GES CG, GES CG

Other

Critical Initiative

Inform all stakeholders about engagement opportunities

Key Measures

- Student Perception Data
- Participation Trackers/ Data

Intended Outcome(s)

- Increase awareness of student learning strengths and needs

Objective

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

Objective

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Critical Initiative Inform all stakeholders about engagement opportunities Start Date: 08/11/2021 End Date: 05/30/2022	Key Measures Student Perception Data Participation Trackers/ Data
Critical Initiative Provide quarterly parent conferences and support opportunities to increase student academic performance Start Date: 08/11/2021 End Date: 05/30/2022	Key Measures STAR Assessment Data & Course scores Participation Trackers/ Data
Critical Initiative Provide support for home and school collaboration/ partnership such as parent outreach, training, work sessions, etc. Start Date: 08/11/2021 End Date: 05/30/2022	Key Measures WE Survey Data Stakeholder survey

GES SY 2021-2022 SWP

Garapan Elementary School

Stakeholder Engagement

Critical Initiative

On Track

Inform all stakeholders about engagement opportunities

Objective:

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

PTSA Online Meeting Participation Data. August 2021 (Open House): 49, September 2021: 29, October 2021: 37.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_lfwrnQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Parent Involvement - Home&School Communication

Person responsible: Admin, PTSA

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$5000.00

Other Resource:

Source of Funding: GES CG

Activity Measure(s)

Survey/ Inventory

Benchmark(s)

Benchmark: 90% Survey Completion

Date: 05/24/2022

Activity

Track monthly community partner collaboration

Person responsible: Administrators/Leadership Team

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Other Resource:

Source of Funding: GES CG

Activity Measure(s)

Monthly School Activity Calendar

Benchmark(s)

Benchmark: 100% Completion

Date: 05/24/2022

Activity

Recognize partnerships on GES Social Media

Person responsible:

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$0.00

Other Resource:

Source of Funding: GES CG

Activity Measure(s)

Engagement Data

Benchmark(s)

Benchmark: Baseline increase of 10%

Date: 05/24/2022

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources:

Source of Funding: GES CG

Other

Critical Initiative

Provide quarterly parent conferences and support opportunities to increase student academic performance

Key Measures

- STAR Assessment Data & Course scores
- Participation Trackers/ Data

Intended Outcome(s)

- Increase in stakeholder engagement and student course performance

Objective

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP

Garapan Elementary School

Stakeholder Engagement

Critical Initiative

On Track

Provide quarterly parent conferences and support opportunities to increase student academic performance

Parent Conference Count: 87% @ 1st Quarter Conference Schedule.

Objective:

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_ifwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Schedule/ Track Conference for Learner Outcomes

Person responsible: Teachers, Parents, Admin

Launch Date: 08/15/2021

Required Resource(s):

Financial Resource: \$0.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Parent Conference Count Data Tracker

Benchmark(s)

Benchmark: Baseline Increase of 10%

Date: 05/24/2022

Garapan Elementary School

Mission GES is committed to providing quality education that meets the needs of our stakeholders.

Resource(s)

Total Financial Resources: \$1500.00

Source of Funding: GES CG

Other

Critical Initiative

Provide support for home and school collaboration/ partnership such as parent outreach, training, work sessions, etc.

Key Measures

- WE Survey Data
- Stakeholder survey

Intended Outcome(s)

- Increase parent engagement opportunities and student support

Objective

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Vision

At GES, we create a brighter future for our learners by providing an engaging environment that promotes each students' academic and social-emotional growth.

GES SY 2021-2022 SWP
Garapan Elementary School

Stakeholder Engagement

On Track

Critical Initiative

Provide support for home and school collaboration/ partnership such as parent outreach, training, work sessions, etc.

PTSA Online Meeting Participation Data. August 2021 (Open House): 49, September 2021: 29, October 2021: 37.

Objective:

By the end of SY 22, GES will make a 10% increase in stakeholder engagement to support student learning as measured by our Parent Participation Data.

Evidence-Based Practice Citation

https://docs.google.com/document/d/1PKqPnHeAA8DdNvwZXQX_ifwrmQfXkjQ9xATCAJxpCHo/edit?usp=sharing

Activity

Parent Resources, Materials, Supplies, & Incentive

Person responsible: Admin

Launch Date: 08/14/2021

Required Resource(s):

Financial Resource: \$1500.00

Source of Funding: GES CG

Other Resource:

Activity Measure(s)

Surveys/ Participation Data

Benchmark(s)

Benchmark: 90% Survey Completion/ Participation Data Increase of 10%

Date: 05/24/2022

STUDENTS FIRST

• Accountability • Responsibility • Transparency



TEACHING AND LEARNING RECOVERY

School District Prepares to Transition Back to In-Person Learning

How Mandated Antigen Testing Prevents Infection Spread in Schools

- In Maintaining Safe Learning Schools, Enhanced Measures are in Place
- Striking A Balance Between Mental Health and Physical Well-being Matters to A Child's Learning and Development

By Alfred B. Ada, Ed.D.

Commissioner of Education
&
Chief State School Superintendent

AS I reflect in the last two and a half years of my leadership, kindly allow me to be the first to pay tribute to the success to ALL PSS staff and the governing board of the Public School System. The work and dedication of serving our students is inescapable. We all know the principle of serving ALL students, equitably. It is innate. For several months, I took journal notes from the beginning as your Commissioner of Education. COE playbook is nonexistent but the only reference I had was my facilitative leadership skills in reaching out to the key management and the school principals as we use common sense to configure teaching and learning with curve balls that came our way in this pandemic.

Things fell apart, but our attitudes or mindsets toward circumstances can always be inclined into positive directions. Here are some of my thoughts from the onset of the COVID-19 pandemic: five lessons I learned about my leadership:

First, I was selling myself short. I am built with resilience reservoirs. While many experts were selling us the idea that somehow we were devoid of resilience and that we

needed to learn all about it to help ourselves and our staff and students, I discovered that we actually have a built-in coil of resilience in our spirits. **Second**, I learned that although as a leader I value order and security, none of us were ever in control of anything during the pandemic and the “wait and see” stance was revealed as a strength. Immature leadership thrives on the need to know everything in order to plan and succeed, but all through the pandemic, I discovered that my strong suit was hidden in my ability to let go and let be. **Third**, the BOE, Key Management staff and I are a powerful source of support in our school community. We built a strong community, despite the fear of the pandemic....despite the fear of the pandemic. We are a doer. WE PSS Faculty and Staff are doers and we have the “Do It Yourself (DIY)” attitude as our way through this pandemic. Yes, we can, was my pandemic motto! Everyone followed. Whether we organized classrooms, got rid of clutter, limit the number of students on campus, Social Emotional Learning, Mental Health Services, mitigating learning loss, constant communication through social media, communicating with the Youth Advisory Panel (YAP), the Parent Advisory Council (PAC) and following the 80% vaccinated student population, our willingness to press on is what makes us great leaders. **Fourth**, as a leader, I have come to learn that “normal” is whatever it takes. Waking up and immediately logging on to a computer became normal. Seeing students in unexpected places doing their school work or rediscovering their artistic strengths made me embrace our new normal. As PSS leaders, we fully accept that normal is whatever it takes to meet the needs of your students and staff. **Lastly**, we are fearless leaders, teachers and staff. PSS leadership is focused on vision, but also serving daily, as we lead in the moment. As we have matured in our leadership, we have become more aware of self and practice self-care and this was very important in the last year and onward. We must give ourselves boundaries to see the importance of self-care as well.

Many educators throughout the world are challenged to step up to the plate and take a swing at this pandemic curve balls. I realized that whoever is at bat, teachers and staff are able to swing hard and make contact with the students and the community. The goal is to swing the bat at the hardest and make it home...No team will ever succeed without the power of TEAMWORK. To all the PSS governing body, the Board of Education, Faculty, Teachers and Staff, I salute you for staying on course and be a part of the winning team. We belong to the CNMI Public School System where we place, STUDENTS FIRST, in order.

Resilience in Education Leadership



How PSS-mandated Antigen Testing Prevents Infection Spread in Schools

THE rapid antigen testing that the CNMI Public School System has initiated and mandated – since August this year – has proven to be a useful tool to reduce transmission in all of the 20 public elementary, middle and high school campuses on Saipan, Tinian and Rota.

With the January 3-transition into face-to-face learning, the use of antigen testing will remain an important tool to protect students, teachers and staff and the school community, as a whole in any onward spread of infection.

“Our rapid antigen testing is a useful screening tool that prevents the spread of (COVID-19) cases into our places of learning,” Commissioner of Education Dr. Alfred B. Ada said.

Board of Education Chairman Andrew L. Orsini agrees.

Based on the latest November 29-data of the mandated antigen testing jointly conducted by PSS and the Commonwealth HealthCare Corporation/ Office of the Governor’s COVID-19 Task Force, only 1 percent or 83 students who were tested positive were identified during the first day in the reopening of the schools.

“They were not borne in schools. The surge of positive numbers is circulating within the community, and not from the schools,” Chairman Orsini said. “The schools are the safest for students returning for the face-to-face instructions.”

This has been proven effective as our joint PSS-Governor



COVID-19 Task Force/ CHCC successfully prevented any outbreaks in our schools.

“Our transition to face-to-face learning assuage any worries of our parents. We have a system in place, we have professionals (nurses) and support from our partners (COVID-19 Task Force) who will continue to support our drive to ensure that we have

safe learning spaces,” the education chief said.

He added, “As we begin anew, we will remain vigilant with our efforts in ensuring that our students will continue to learn and health and well-being are our utmost priority.”





Public Schools Remain Safe Place for Learning In Maintaining Safe, Conducive Schools, Enhanced Safety Measures in Place as In-Person Learning Set to Begin

As the school district gears up for the January 3-transition into in-person learning, a critical and essential component of its work is to ensure that all learning facilities continues to be safe and conducive for all stakeholders of public education.

Even with its rich student academic programs and high degree of commitment to community and parental engagement, the CNMI Public School System also invest a portion of its resources in the management and maintenance of all its facilities across all Rota, Tinian and Saipan.

There is already that culture of responsiveness and community-centered service that PSS has implemented. With dedicated public schools' maintenance staff, the CNMI-PSS further empowers and strengthens their roles by focusing on what the school district is now keen at promoting: enhanced safety measures on all school campuses.

"We assure (all our stakeholders, especially our students and parents) that we continue to do everything we can to provide a safe environment for all

of you," Commissioner of Education Dr. Alfred B. Ada said, as he praised the hard work and commitment of all PSS staff and personnel in preparing for the January 3-transition to face-to-face learning.

"We have been working with our partners with the Governor's COVID-19 Task Force, and following all stringent health and safety protocols to ensure that when we transition, our classrooms are safe and secure for our students, staff and the community, in general," adds Dr. Ada.



The PSS Office of Administrative Services led by Associate Commissioner Eric Magofna has been taking the lead in working with various schools on Saipan, Tinian and Rota in carrying out the needed deep cleaning and sanitation work.

This is on top of the stringent COVID-19 health protocols that have been put in place on all public elementary, middle and high schools.

There is also the mandated antigen testing which is done in partnership with the Governor's COVID-19 Task Force and the Commonwealth HealthCare Corporation and the PSS-Family Engagement Program.

With January 3-Transition to In-Person Learning It's About Bringing Back the Classroom Experience — and Rebuilding Learning Losses

THE pandemic has shown everyone what will be necessary and what can absolutely do without: there is no substitute with the impact that a physical classroom can have on a child's growth and learning.

From learning from each other to making friends, and form crucial bonds with their teachers, school-aged children are in particular need of in-person learning. This is part of the their mental and emotional development — and it can't happen in isolation or at home, alone.

When COVID-19 struck the CNMI in 2021, the school district restarted (implemented) online/distance learning throughout the remainder of the school year. This was to ensure the protection of all students, staff and the community, as a whole.

However, a year after the pandemic, assessments conducted by the CNMI Public School System's Office of Accountability, Research and Evaluation revealed how the pandemic impacted student

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School Mental Health Project HALIGI AWARE

When the CNMI Public School System launched a new program to encourage students, families, and staff to avail free mental health referral services, it was designed to be responsive to the social and emotional learning aspect of all public education stakeholders.

“When the pandemic hit us, everything shifted. It also caused trauma and stress, not just ourselves but mainly to our students and staff,” Commissioner of Education Dr. Alfred B. Ada said.

With PSS School Mental Health initiated under the Project HALIGIE Aware, the school district expanded its mental health awareness and access to care.

PSS School Mental Health came out of Project HALIGI AWARE, an acronym that stands for Healthy, Affirming Locally-Inclusive Grant Initiative for Advancing Awareness and Resilience in Education.

Haligi is the foundation pillar of the indigenous Latte Stone homes. This project will connect home and community to schools and create a positive culture for ALL students through the multi-tiered system pyramid.

Services we provide

The program provide for services for all students, from focusing on promotional mental health content to early intervention services, and more direct one-to-one services

Tier 1 is the Universal tier, meaning services for ALL. It is focused on promoting mental health for ALL our students, families, and staff. Some examples of these are training, webinars, PTSA outreach presentations, KKMP or social media discussions, or even the screenings given at registration.

Tier 2 are early intervention services designed to prevent risk factors or early problems from getting worse, such as creating support groups for students who need specific support.

Tier 3 are targeted services and are more direct services done on a one-to-one basis. These are supported by a professional who works directly with a student and their family, or it might be working with partnering agencies for counseling or therapy.

Successes

The PSS Project HALIGI AWARE School Mental Health team has made tremendous efforts and success towards mental wellness for students and staff by collaborating with student activities and clubs in schools and the community. These efforts help bridge the school system with community resources and partners. In addition, the team continues to advocate for the mental well-being of our educators with training and workshops.

The program has partnered and collaborated with all of the schools Youth Advisory Panel, Tasi to Table fishing club, and GSA Clubs.





For teachers, counselors and staff, continuous workshops on stress management and coping skills are provided.

It has a successful and ongoing collaboration with various agencies that include CHCC Community Guidance Center, Kagman Isla Community Health Center, Coalition Against Domestic and Sexual Violence, Department of Youth Services, PRIDE Marianas & PRIDE Marianas Youth, and Saipan, Tinian and Rota Mayor's Offices.

The program also support community outreach initiatives such as Mental Health Awareness, PRIDE and LGBTQIA+ Awareness, Suicide Prevention Awareness, and Domestic Violence Awareness.

Training and support program are also provided. They are Stress Busters for Teens, Be Kind to Your Mind Webinars, Mental Wellness Matters, and Diversity and Inclusion.

The program also provides direct services and intervention on Curriculum and Clinical groups and Coordinated Referrals, among others.

What's ahead in 2022

The PSS Mental Health Program continues to be proactive in supporting mental wellness for the dis-

trict. A preview of what our upcoming programs and initiatives look like in the new year includes:

Supports for the reopening of schools in January 2022, among others: Rollout of more curriculum and clinical groups in schools, virtual evidence-based support groups for teachers and staff, continued coordinated referrals, increase promotion and outreach via social media, re-broadcasting of mental health table talks series, and more community outreach

Several upcoming programs will be rolled out. They include Virtual Parent Hub of Mental Health Resources, Sources of Strength Peer Mentoring Program, Grief Recovery Support System, and Teen Mental Health First Aid.

How to reach us?

You can reach us Monday through Friday (Business Days) from 7:30am to 4:30pm by

Phone 670-664-3822
 Email mentalhealth@cnmipss.org
 You can also follow us on Social Media
 Haligi Aware

@Haligi.Aware
 Project Haligi Aware

Saipan LEA	Tinian LEA	Rota LEA
Walter Mendez LEA Community Project Manager walter.mendez@cnmipss.org	Frank Lee Borja LEA Community Project Manager frank.borja@cnmipss.org	Marvin Tamangided LEA Community Project Manager marvin.tamangided@cnmipss.org
Behavioral Health Specialists Ann Rita Benavente Antonette Labausa Bonny Cruz	Behavioral Health Specialist Mary Hocog	Behavioral Health Specialist Vannah Hocog

If you are in immediate distress or are thinking about hurting yourself, call the National Suicide Prevention Lifeline toll-free at 1-800-273-TALK (8255) or the toll-free TTY number at 1-800-799-4TTY (4889). You also can text the Crisis Text Line (HELLO to 741741) or go to the National Suicide Prevention Lifeline website at <https://suicidepreventionlifeline.org/>

In addition, for emergencies please call 911 or go to your nearest emergency room .

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learning: the pandemic has undone years of educational gains of the CNMI public schools.

With the January 3-reopening of its classrooms, all of Saipan, Tinian and Rota 20 campuses are setting its sights towards recovering learning losses.

"It's no secret that student learning has suffered during this pandemic-driven environment," a school principal said.

Another school leader acknowledged that the "successes we've achieved in the last decade" were all "wiped out" when the pandemic forced public schools on Saipan, Tinian and Rota to pivot into remote learning.

"The gauge of our students learning and growth is through our state-mandated and-recognized assessments. And it shows how our students suffered during the year the pandemic removed them from in-person learning," adds another school administrator.

Pandemic-driven Learning Data

Result of its 2020-2021 Assessment Report STAR Reading Proficiency showed how the pandemic has impacted learning across all grade levels.

Quantitative findings for the STAR Reading Results for elementary students, from Grade 1 to 5, showed that 54 percent are below the reading proficiency benchmark. The same STAR Reading Assessment showed that 46 percent of elementary students are at or above reading proficiency.

For middle school students – or students from Grades 6 to 8 – results showed how public school students fell short in reading as a result of the pandemic.

Only 33 percent of middle school students are at or above reading proficiency benchmark based on STAR Reading Assessment, while 67 percent are below the reading proficiency.

Another telling impact of the pandemic on student learning in the CNMI is the high school-aged bracket: Grades 9 to 12.

Data culled from last year's assessment showed that 33 percent of high school students are at or above reading proficiency while 67 percent are below the proficiency level.



At Garapan Elementary School, students participate in the singing of the National Anthem in this September 17, 2021 photo.



High-Impact Tutoring To Recover Pandemic Learning Losses

THE school district is about to roll out a powerful strategy to recoup—and regain pandemic learning losses: high-impact tutoring.

While this is no small task, Commissioner of Education Dr. Alfred B. Ada said the school district will implement the initiative to accelerate learning and close learning gaps, and promote learning recovery when all public school transitions back to face-to-face learning.

This will be implemented by the start of the third quarter of the school year, which is on January 10, 2022.

“This will not mitigate learning losses but is actually designed to complement and support our existing curriculums to accelerate student learning recovery,” Commissioner of Education Ada explained.

The high-impact tutoring will provide a one-to-one tutoring or small groups of peer tutoring to students from grade levels that were identified in the 2020-2021 Assessment showing the impact of the pandemic learning losses.

This innovative program is funded under PSS' share of the federal Education Stabilization Fund, which is a component of the American Rescue Plan Act of 2020.

With PSS' focus of providing learning opportunities to all identified public school students and provide support for learning loss and instructional loss this school year, the High-Impact Tutoring Program supports the district's goals.

The goals are: (1) each student will receive equitable, rigorous, relevant, and evidence-based instruction and support to meet their academic, social-emotional and wellbeing targets; (2) student growth to be guided by instructions and services informed by data and continuous improvement, preparing them for college and career; (3) students will receive instruction and support from high performing personnel; (4) students benefit from an efficient, effective and fiscally-responsible school system, and (5) students will develop positive social-emotional skills in a caring, safe and inclusive environment.

This initiative is an expansion of the High-Dosage Peer Tutoring Program that was launched last summer. This innovative learning support gave some 237 student-tutors the opportunity to assist lower grade public school students (K-12) for this pioneering initiative.

Mental Health Matters for Rota Public School Stakeholders



ROTA'S public school administrators, teachers and staff received a much-needed mindful and self-care-centered event that was initiated by the school district's HALGI AWARE Mental Health program. Twenty five PSS staff participated in this mindful and self-care-centered event.

Through its CNMI-PSS Mental Health Rota team, the Mental Health Matter event was staged on December 13 on two locations: at the East Dock and Pizzeria for all of PSS Head Start, Sinapalo Elementary School, and Dr. Rita H. Inos Junior-Senior High School staff and personnel.

Marvin Tamangided, Rota LEA Community Project Man-

ager, led the opening activity to create self-care spaces and meditation. He gathered participants to stretch, do light yoga, and create spaces for mindfulness and positivity. Afterward, participants were invited to share caring connections by participating in conversation starters and tabletop games.

This was a night filled with positive self-connections and a safe space for our PSS family to relax and reflect. Overall, participants enjoyed the calming atmosphere, mindful activities, and networking

A key highlight of the successful event was the self care spaces and meditation jointly conducted by Tamangided and Vannah Hocog, Behavioral Heal Specialist.



Extended Learning Time How to Strike A Learning Balance Through Sports

THE CNMI Public School System believes there is meaningful value of sports in the learning and development of a child. In this era of pandemic, maintaining good physical wellbeing is the needed balance of a child's holistic development.

The school district's Athletic Program sees the paramount need to continually promote healthy learning habit of every public school student through physical and sporting activities, according to Nick Gross, the Public School System's Athletics Program Director.

When the school district transitions back to in-person learning, the PSS Athletics Program will resume sporting activities. This will part of the extended learning time program of the CNMI Public School System.

Gross disclosed that it is the intent of his department to offer the following programs by the resumption of in-person learning to both public and private schools:

Elementary (K-5): Outdoor, 6v6, co-ed volleyball tentatively planned to begin on Saturday, January 22 (Venue TBA) and conclude with a tournament on Saturday, February 12.

Program Director Gross said they will then move directly into the co-ed basketball season with competitions planned to begin in mid-February with a concluding tournament in early-mid March.

Middle (6-8): Girls volleyball competition will resume play on Tuesday, Jan 18 followed every Tuesday through February 22, while the boys volleyball start is scheduled for Thursday, January 20 and continuing the following Thursday's through Feb 24. Tentative plans are to conduct the season-ending tournaments in late February and early March.

Co-ed badminton, an Athletic Programs expansion sport, is targeting a starting date of Saturday, January 22 with their season-ending tournament tentatively scheduled for Saturday, February 19, 2022.

"Although the Girls Soccer season was scheduled for 3rd quarter, due to the condensed seasons (2nd & 3rd quarter), we will be working closely with the Northern Marianas Islands Football Association (NMIFA) to offer this program during the 4th quarter," Gross explained.

High (9-12): Girls basketball will be conducted on Wednesdays, beginning Jan 19 while the Boys basketball will play on Friday's with a start date of Jan 21, 2022. We anticipate concluding season play the week of February 21-25 with Tournaments planned in late February and early March.

Co-ed badminton is set to begin on Saturday, January 29 with the season-ending tournament currently scheduled for Saturday, February 26.

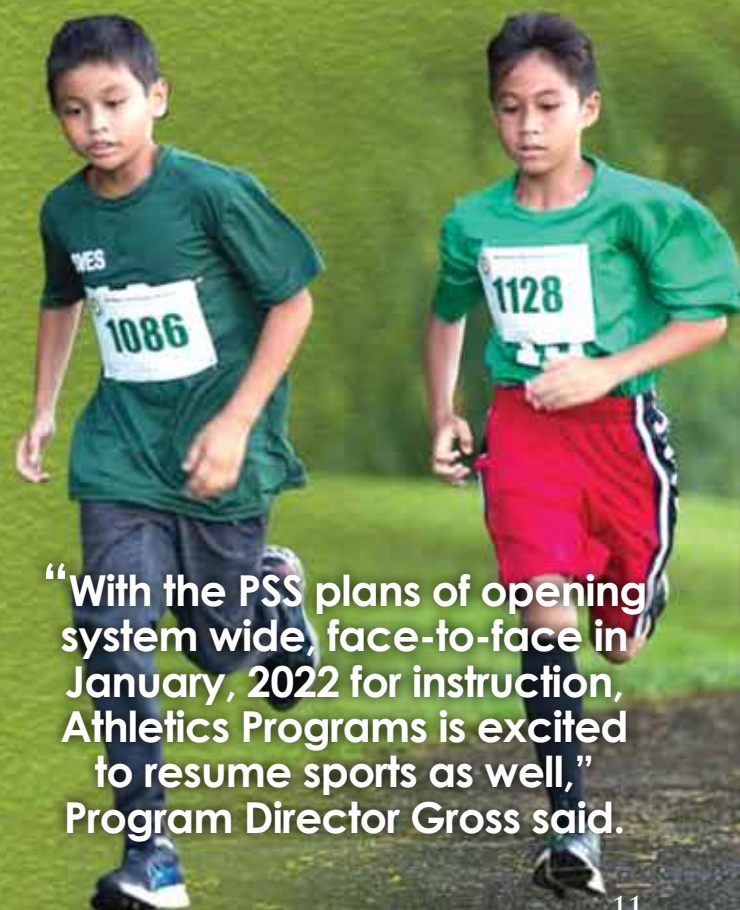
This Co-ed Outrigger (Va'a) season is slated to kick-off Saturday, January 29 and run through late February.

In an effort to preserve the boys soccer season that was scheduled for 2nd quarter, the PSS Athletics Program will work closely with the NMIFA to provide this opportunity for our students interested in participating with an anticipated start date of late January, 2022. Also, due to the combining of Middle school volleyball for both boys and girls, the program will be working with the NMIFA to offer girls middle school soccer during the 4th quarter.



ELEMENTARY	MIDDLE	HIGH
Co-ed Volleyball (Grass) Jan 22 - Feb 12, 2022	Girls Volleyball Jan 18 - Late February	Girls Basketball Jan 19 - Late February
Co-ed Basketball Feb 26 - Mid March	Boys Volleyball Jan 20- Late February	Boys Basketball Jan 21 - Late February
	Co-ed Badminton Jan 29- Late February	Co-ed Badminton Jan 29- February 26
		Co-ed Outrigger Jan 29- Late February
	** Girls Soccer moved to 4th quarter**	Boys Soccer Lae Jan 2022

This table refer to the resumption of Athletic Programs in 2022.



"With the PSS plans of opening system wide, face-to-face in January, 2022 for instruction, Athletics Programs is excited to resume sports as well," Program Director Gross said.

Celebrating 33rd Years of Public Education

Five PSS Employees are Recipients of 2022 State-level Honors



Dr. Ria Nathrani, 5th right, was honored on Wednesday by BOE-PSS officials as the 2022 CNMI PSS State Teacher of the Year. She selected last October. Principal Vic Borja and Vice Principal Karen Manuel joined school district officials in honoring Dr. Nathrani.

THE Public School System celebrated on November 24 its 33 years of establishment. Five employees from various schools were named top recipients of various state-level honors.

Every year, the school district chooses winners from various categories through rigorous selection process. This year all 20 schools nominated their respected school winners for the state-level competition.

Board of Education Chairman Andrew L. Orsini, PSS Human Resources Director Lucretia B. Deleon Guerrero, joined Acting Commissioner of Education Eric Magofna and PSS search committee coordinator Frankie Camacho in the awarding.

The awards were presented during surprise on-site school campus visits, as the 20 public elementary, middle and high school campuses, including various Head



Marianas High School Counselor Kimberly Manglona, 4th left, is the recipient of the 2022 CNMI PSS State Counselor of the Year Award. She was presented with the honor by Acting Commissioner of Education Eric Magofna, Board of Education Chairman Andrew L. Orsini, Human Resources Officer Lucretia Borja, 2022 PSS Of The Years Search Committee coordinator Frankie Camacho. Manglona is also joined by MHS Principal Jonathan Aguon, and Vice Principals Melanie Rdiall, Romolor Orsini and Preston Basa



Chacha Oceanview Middle School took the 2022 CNMI PSS State Instructor of the Year Award, which was presented to classroom instructor Ronnie L. Aguon. He is joined by Principal Martha Kintol, Acting Commissioner Magofna and BOE Chairman Orsini.

Another Chacha Oceanview Middle School staff, Henry C. Lizama, second right, was named 2022 CNMI PSS State Trades and Maintenance Staff of the Year.

Start/Early Head Start Centers on Saipan, Tinian and Rota were conducting their respected in-school celebrations.

The celebration marked the establishment of PSS as constitutionally independent autonomous entity of the CNMI government. PSS was established in 1988.

The 2022 PSS State Counselor of the Year was Kimberly Reyes Manglona of Marianas High School. She was surprised to receive the award, which was held at MHS cafeteria during her school's education day celebration.

Acting Commissioner Magofna, Chairman Orsini, HRO Director Borja and search committee coordinator Camacho presented her with the award – a huge plaque, a bouquet of flowers and gift bag.

William S. Reyes Elementary School's Rodrigo G. Ada won the 2022 CNMI PSS State Teacher Aide of the Year. The WSR school community, led by Principal Dr. Lynn Mendiola and Vice Principal Jocelyn Manibusan, celebrated with Ada.

Koblerville Elementary School's staff Alex D. Menor was unanimously chosen at the 2022 CNMI PSS State Administrative Staff of the Year, Alex D. Menor.

Chacha Oceanview Middle School took two state-level honors this year: 2022CNMI PSS State Instructor of the Year, Ronnie L. Aguon, and 2022 CNMI PSS State Trades and Maintenance Staff of the Year, Henry C. Lizama.

Last October, Dr. Ria Nathrani of Hopwood Middle School, was named as the 2022 Teacher of the Year. Last Wednesday she was presented with the honor by Acting Commissioner of Education Magofna and Chairman Orsini.



William S. Reyes Elementary School's Rodrigo G. Ada won the 2022 CNMI PSS State Teacher Aide of the Year. With PSS-BOE officials, Ada is joined here by Principal Dr. Lynn Mendiola and Vice Principal Jocelyn Manibusan.



Koblerville Elementary School's Alex D. Menor, 4th left, was unanimously chosen at the 2022 CNMI PSS State Administrative Staff of the Year.



Career and Technical Education New Pathways Expanded

THE school district has been clear with its direction in creating pathways for high school students—giving them early and direct exposures to employment experiences designed to prepare them while still in high school.

With the overwhelming success of the Career and Technical Education Summer Program of the CNMI Public School System it is now working towards expanding the program beyond the summer months.

The Public School System has implemented Summer School Program during the summer months specifically tailored-fit to the growing needs of high school students of career-centered pathways or programs. They are the Nursing Assistant Program, Construction Boot Camp, Teacher Academy Program, Entrepreneurship Program and classes offered by the Northern Marianas Technical Institute Programs.

Dr. Jessica B. Taylor, program director of the school district's CTE Program, disclosed of an ongoing work that will expand the CTE Career Pathways, for it to be implemented beyond the summer months.

"I am hoping that our students (who signed up) during our summer CTE Programs will take dual courses at the respective sites," Dr. Taylor said. "We are now working on the process to make this a fruition."

Dr. Taylor said her office is now discussion with respective

partners of the CTE Program – the Department of Labor, Northern Marianas College, Northern Marianas Trades Institute and the CNMI Department of Public Works.

With dual courses at respected sites, Dr. Taylor said they she is working with the respective partners of a policy that would be the basis in implementing the expanded program.

Initially, for the Teacher Academy Program, it is being proposed that high school students will take dual courses – in their respective high school and at NMC for the particular CTE program.

Dr. Taylor said she is looking at implementing the Teacher Academy Program with NMC by January 2022.

For the construction program, PSS-CTE is working with NMTI on ways that will allow high school students to enroll dual courses.

The same for Nursing Assistantship Program, students will continue attending high school classes at their respective campuses, but when it comes for the nursing assistantship they will have to attend it at the Guam Marianas Training Center.

Also part of the work she is doing is to review the high school graduation requirement policy ensuring that students enrolled in this CTE Pathway courses received the needed credits to graduate.



Developing Apprenticeship Program

THE school district is also working on a unique pathway for its employees, which is designed to increase the skills and education of the CNMI Public School System's workforce.

This is a new initiative that the Career and Technical Education Program of the school district is now working on.

Dr. Jessica Taylor, CTE Program Director, said her office is now working with the Department of Labor and the Northern Marianas College in creating ways that will effectuate this PSS Apprenticeship Program.

"This is basically for current PSS employees who have expressed eagerness to learn and earn," Dr. Taylor said.

The program has two components: the wage progress and related training, and instruction and on-the-job training.

"We are hoping that we will be able to continue to help our PSS employees move up the career ladder," Dr. Taylor expresses.

Currently there are 15 PSS employees that have already signified participation in the programs.



\$12 Million Federal Grant Award for New CTE Center



IN the coming months, Building T of Marianas High School will be demolished to pave the way for the construction of the new Career and Technical Education Center.

The center will be a two-story facility that will be built from ground up. This was as a result of a direct federal supplemental funding of \$12 million that was awarded to the CNMI Public School System this year.

The new CTE Center is a flagship initiative of Commissioner of Education Dr. Alfred B. Ada and the CNMI Board of Education. This will be designed as a centralized center combining training, learning and other spaces for academic programming under CTE.

PSS Federal Programs Officer Tim Thornburgh said the decision to construct a new CTE



center is part of the school district's long-term goal of expanding student resources.

"We are very excited about the impact of having a new (CTE) resource center to our students and our community," Federal Programs Officer Thornburgh said.

Based on the plan, the proposed new CTE Center will be a reinforced concrete two-story structure that will house an expanded CTE Program with the on-the-job training coupled with classroom instruction that includes: hospitality and tourism, business management and administration program, information technology program,

health science/nursing program, automotive technology program, cosmetology program, performing arts, HVA Program, Teacher Academy Program, Family and Consumer Sciences Program and Graphics and Digital Arts Program.

PSS is projecting over 600 students will secure employment, with the school district's expanded CTE Pathways designed to respond to the growing tourism-based economy.

"We will model this CTE Program upon our very successful connecting youth-to-career in the CNMI that through Cooperative Education has enabled over 200 students per year for the last four years to secure employment in the private sector," Thornburgh explains.

