



# **CNMI Public School System FY2024 Consolidated Grant for the Insular Areas**

## **Application Package**

April 12, 2024

## Applicant Information Form

**1. TYPE OF SUBMISSION**

<input type="radio"/> Year 1 (Full Application Package)
<input checked="" type="radio"/> Year 2 Submission
<input type="radio"/> Year 3 Submission
<input type="radio"/> Application Amendment

**2. FISCAL YEAR Start and End Dates**

Start: July 1, 2024	End: September 30, 2025
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**3. ASSISTANCE LISTING NUMBER (ALN):**

84.403a
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**4. APPLICANT INFORMATION**

a. Legal Name: <b>CNMI Public School System</b>
b. Employer/Taxpayer Identification Number (EIN/TIN): <b>660446193</b>
c. Unique Entity ID (UEI): <b>PIAVLPF9XSA3</b>
d. Address:
i. Street 1: <b>P.O. Box 501370</b>
ii. Street 2: <b>Capitol Hill. Isa Drive</b>
iii. City: <b>Saipan</b>
iv. County/Parish: _____
v. State: <b>Marianas Pacific (MP)</b>
vi. Province: _____
vii. Country: _____
viii. Zip/Postal Code: <b>96950</b>
e. Organizational Unit:
i. Department Name: <b>CNMI Public School System</b>
ii. Division Name: <b>Federal Programs Office</b>

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

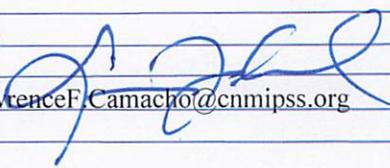
- i. Prefix: \_\_\_\_\_
- ii. First Name: Jacqueline
- iii. Last Name: Che
- iv. Title: Federal Programs Officer
- v. Organizational Affiliation: CNMI Public School System
- vi. Telephone Number: (670) 788-2488
- vii. Fax Number: \_\_\_\_\_
- viii. Email: Jacqueline.Che@cnmipss.org

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: Dr.
- ii. First Name: Lawrence
- iii. Last Name: Camacho
- iv. Title: Commissioner of Education
- v. Telephone Number: (670)237-3061
- vi. Email: pss.coe@cnmipss.org LawrenceF.Camacho@cnmipss.org
- vii. Signature of Authorized Representative: 
- viii. Date Signed: April 10, 2024

## 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 2024 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 Connect.gov.**

Column 1 ED Programs <b>not</b> included in the Consolidated Grant Application ( <i>Enter the FY 2024 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 2024 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 2024 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 2023 ( <i>Enter the anticipated FY 2023 carryover amounts you plan to expend under each ED program in FY 2024.</i> )
	Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	\$13,701,303		
	Title I, Part B - State Assessment Grants	\$284,247.00	\$1,209,634.00	
	Title II, Part A – Supporting Effective Instruction	\$1,980,479.00		
	Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement	\$1,292,902.00		
	Title IV, Part A – Student Support and Academic Enrichment Grants	\$1,295,550.00		
	Title IV, Part B - 21st Century Community Learning Centers	\$904,483.00		
	Title V, Part B, Subpart 2 - Rural and Low-Income School Program	\$84,712.00	\$18,789,392.00	
	Education for Homeless Children and Youth Grants - McKinney-Vento Homeless Assistance Act	\$24,343.00		
	Career and Technical Education - Basic State Grants	\$431,007.00		
<b>TOTAL:</b>	<b>\$ 0.00</b>	<b>TOTAL:</b>	<b>\$19,999,026.00</b>	<b>TOTAL:</b>
<b>Column 3: Total amount available for consolidation in FY 2024:</b> <small>(This is the applicant’s total amount available for consolidation)</small>		<b>\$19,999,026.00</b>		
<b>Column 4: Total amount being consolidated in FY 2024:</b> <small>The sum total of Column 4 will populate</small>		<b>\$19,999,026.00</b>		
<b>Column 1: Total amount not being consolidated in FY 2024:</b> <small>The sum total of Column 1 will populate</small>		<b>\$ 0.00</b>		
<b>Column 5: Total amount of anticipated FY 2023 carryover funds that will be used in FY 2024:</b> <small>The sum total of Column 5 will populate</small>		<b>\$ 0.00</b>		
<b>The combined total of FY 2023 funds being consolidated and the anticipated FY 2024 funds that will be used in FY 2024:</b> <small>The sum total of Columns 4 and 5 will populate</small>		<b>\$19,999,026.00</b>		

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

- Submit Year 2 Budget Narrative
- Submit Year 2 Means of Evaluating Program Outcome(s) Chart

<b>1. Project Number: #2</b>	<b>Project Title:</b> Class Size Reduction Teachers
<b>2. Project Number: #3</b>	<b>Project Title:</b> College, Career and Life Readiness
<b>3. Project Number: #4</b>	<b>Project Title:</b> Family & Community Engagement
<b>4. Project Number: #6</b>	<b>Project Title:</b> Professional Development
<b>5. Project Number: #7</b>	<b>Project Title:</b> Schoolwide Improvement Plan
<b>6. Project Number: #8</b>	<b>Project Title:</b> Student Competitions
<b>7. Project Number: #9</b>	<b>Project Title:</b> Technology
<b>8. Project Number: #10</b>	<b>Project Title:</b> Private, Non-Public Schools

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

<b>1. Project Number: #1</b>	<b>Project Title:</b> Athletics <b>Explanation of Why Project is Being Modified:</b> Scaling down sporting programs based on school requests and costs.
<b>2. Project Number: #5</b>	<b>Project Title:</b> Mental Health & Safety Supports <b>Explanation of Why Project is Being Modified:</b> Removing needs assessment re: multi-tiered system of support. A cross-departmental committee was formed to

	conduct this.
<b>3. Project Number: #11</b>	<p><b>Project Title:</b> K-5 Literacy &amp; Numeracy</p> <p><b>Explanation of Why Project is Being Modified:</b> Including an additional objective focused Literacy Professional Development: Science of Reading and Science of Math.</p>
<b>4. Project Number: #0</b> (no project number)	<p><b>Project Title:</b> Assessment</p> <p><b>Explanation of Why Project is Being Modified:</b> Removing the Smarter Balanced Assessment (SBA) due to exorbitant costs. Instead, SBA for Math and ELA will be embedded in the SBA platform.</p> <p>Including the Accountability School Report Card to reflect student performance in Reading, Math, attendance, and graduation rates.</p>

**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: #12	Project Title: Title I Reading/Math Tutorial for At-Risk and English Language Learners
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**D. Discontinued Project(s) – Project(s) that was in Year 1 application package, but is no longer being implemented**

1. Project Number:	Project Title:  Rationale for Discontinuation:
2. Project Number:	Project Title:  Rationale for Discontinuation:



**UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF FINANCE AND OPERATIONS  
OFFICE OF ACQUISITION, GRANTS, AND RISK MANAGEMENT**

DATE: March 14, 2024

TO: Mr. Craig Wills  
Office of Indirect Cost Services  
Financial Management Directorate  
Interior Business Center  
U.S. Department of Interior

FROM: Andre Hylton  
Director, Indirect Cost Division  
Office of Acquisition, Grants, and Risk Management

*Andre Hylton*

SUBJECT: Commonwealth of the Northern Mariana Islands Public School System  
Restricted Indirect Cost Rate  
Assignment No. 2023-729

Our office reviewed the indirect cost rate proposal submitted by the Commonwealth of the Northern Mariana Islands (CNMI) Public School System for the fiscal year ended September 30, 2020. Based on our review, we approved the following restricted indirect cost rates:

Type of Rate	Period	Rate	Base	Applicability
Fixed	10/1/2019 - 9/30/2020	2.5%	MTDC	Restricted Programs
Provisional	10/1/2020 - 9/30/2021	4.2%	MTDC	Restricted Programs
Provisional	10/1/2021 - 9/30/2022	3.8%	MTDC	Restricted Programs
Fixed	10/1/2022 - 9/30/2023	2.5%	MTDC	Restricted Programs
Provisional	10/1/2023 - 9/30/2024	2.5%	MTDC	Restricted Programs
Provisional	10/1/2024 - 9/30/2025	2.5%	MTDC	Restricted Programs

The base for the restricted indirect cost rate is “Total direct costs less equipment, capital expenditures, participant support, pass-through funds, and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).” The restricted indirect cost rate is applicable to CNMI programs which require the use of a restricted rate as defined by 34 CFR 75.563 and CFR 76.563.

If you have any questions regarding this memorandum, please contact Catherine Hull at (202) 453-6355.

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202-4500  
[www.ed.gov](http://www.ed.gov)

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# United States Department of the Interior

OFFICE OF THE SECRETARY

Washington, DC 20240

## State and Local Governments Indirect Cost Negotiation Agreement

**EIN:** 66-0446193

**Date:** 04/16/2024

**Organization:**

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

**Report Number:** 2024-0518

**Filing Ref.:**

Last Negotiation Agreement  
dated: 10/10/2023

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	Rate Details				
10/01/2019	09/30/2020	Fixed Carryforward	Name	Rate	Base	Location	Applicable To
			Restricted Indirect	2.50 %	(A)	All	Restricted Programs 1/
10/01/2020	09/30/2021	Provisional	Name	Rate	Base	Location	Applicable To
			Restricted Indirect	4.20 %	(A)	All	Restricted Programs 1/
10/01/2021	09/30/2022	Provisional	Name	Rate	Base	Location	Applicable To
			Restricted Indirect	3.80 %	(A)	All	Restricted Programs 1/
10/01/2022	09/30/2023	Fixed Carryforward	Name	Rate	Base	Location	Applicable To
			Restricted Indirect	2.50 %	(A)	All	Restricted Programs 1/
10/01/2023	09/30/2024	Fixed Carryforward	Name	Rate	Base	Location	Applicable To
			Indirect	2.41 %	(B)	All	Unrestricted Programs 2/
10/01/2023	09/30/2024	Provisional	Name	Rate	Base	Location	Applicable To
			Restricted Indirect	2.50 %	(A)	All	Restricted Programs 1/
10/01/2024	09/30/2025	Provisional	Name	Rate	Base	Location	Applicable To
			Restricted Indirect	2.50 %	(A)	All	Restricted Programs 1/

**Section I: Rate** (continued)

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

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

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

**(A) Base:** Total direct costs, less equipment, capital expenditures, participant support, passthrough funds, and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award, each year).

**(B) 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, stipends to eligible recipients, or subawards, all of which normally require minimal administrative effort.

**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**

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- 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)

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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**

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Listed below are the signatures of acceptance for this agreement:

By the State and Local Governments

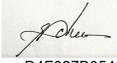
By the Cognizant Federal Government Agency

Commonwealth of the Northern Mariana Islands,  
Public School System

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US Department of the Interior

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DocuSigned by:  
  
D4F027B054674A0...

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DocuSigned by:  
  
B47DB1F4A5DB4BF...

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Signature

Signature

Jacqueline Che

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Craig Wills

---

Name:

Name:

Division Chief

Indirect Cost & Contract Audit Division

Interior Business Center

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Federal Programs Officer

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Title:

Title:

4/21/2024

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4/19/2024

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Date

Date

Unrestricted Rate Negotiated by: Marilyn Elgar  
Telephone: (916) 930-3834  
Email: cresencia-marilyn\_p\_elgar@ibc.doi.gov

Restricted Rate Negotiated by: Catherine Hull  
Telephone: (202) 453-6355

Next Proposal Due Date: 03/31/2024

## RLIS WAIVER REQUEST FORM

Commonwealth of the the Northern Mariana Islands PSS (CNM) 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) 2024 funds under the Consolidated Grant to Insular Areas (Consolidated Grant) (and any remaining FY 2023 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 will be provided to the public regarding this waiver.

CNMI PSS [redacted] understands that if this waiver request is approved, CNMI PSS [redacted] may use grant funds under the FY 2024 Consolidated Grant for the RLIS program (Title V, Part B, Subpart 2 of the ESEA) and that CNMI PSS [redacted] must provide equitable services to private school students and teachers under RLIS.

Signature of Authorized Official 	Title Commissioner of Education
Printed Name Lawrence F. Camacho, Ed.D.	Date April 10, 2024

**INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.  
  
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).
11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

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According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 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 (0348-0046), Washington, DC 20503

**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><b>1. Type of Federal Action:</b>                  a. contract  <input checked="" type="checkbox"/> b. grant                  c. cooperative agreement                  d. loan                  e. loan guarantee                  f. loan insurance</p>	<p><b>2. Status of Federal Action:</b>                  a. bid/offer/application  <input checked="" type="checkbox"/> b. initial award                  c. post-award</p>	<p><b>3. Report Type:</b>                  a. initial filing  <input type="checkbox"/> b. material change</p> <p><b>For material change only:</b>                  Year _____ quarter _____                  Date of last report _____</p>
<p><b>4. Name and Address of Reporting Entity:</b>  <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee                  Tier _____, if Known:</p> <p><i>Congressional District, if known:</i></p>	<p><b>5. If Reporting Entity in No. 4 is Subawardee,</b>                  Enter Name and Address of Prime:</p> <p><i>Congressional District, if known:</i></p>	
<p><b>6. Federal Department/Agency:</b>                  U.S. Department of Education</p>	<p><b>7. Federal Program Name/Description:</b></p> <p>CFDA Number, if applicable: _____</p>	
<p><b>8. Federal Action Number, if known:</b></p>	<p><b>9. Award Amount, if known:</b>                  \$ _____</p>	
<p><b>10. a. Name and Address of Lobbying Registrant</b>  <i>(if individual, last name, first name, MI):</i>                  None</p>	<p><b>b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i>  <i>(last name, first name, MI):</i></p>	
<p><b>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.</b></p>	<p>Signature:                   Print Name: Lawrence F. Camacho, Ed.D.                  Title: Commissioner of Education                  Telephone No.: (670) 237-3061 Date: 4/10/24</p>	
<p><b>Federal Use Only</b></p>	<p>Authorized for Local Reproduction                  Standard Form - LLL (Rev. 7-97)</p>	

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**ASSURANCES - NON-CONSTRUCTION PROGRAMS**


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

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**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.

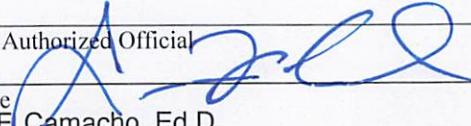
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Lawrence F. Camacho, Ed.D. 		TITLE Commissioner of Education
APPLICANT ORGANIZATION CNMI Public School System		DATE SUBMITTED April 10, 2024

**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.

Select Insular Area \_\_\_\_\_ 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 Lawrence F. Camacho, Ed.D.	Date April 10, 2024

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

**NOTICE TO ALL APPLICANTS:  
EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM  
BENEFICIARIES**

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information:

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The CNMI Public School System is responsible for the education of 8,713 children ages 5-18 at our 20 public schools and provides equitable services to the 1,559 children enrolled in our 13 private schools.

Our Special Education Program has identified 875 children with special education 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. The Special Education Program, our classroom teachers and school principals work collaboratively each year on identifying students with special needs. The program then 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 supplemental 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.

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.

OMB Control Number 1894-0005  
Expiration 2/28/2026

**2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?**

**Athletics**

Transgender athletes or athletes who identify with another sexual orientation or identity may face particular challenges in connection with sports participation (e.g. Basketball, Elementary School Boy Division)

**Student Competitions**

Transgender students or those who identify with another sexual orientation or identity also face a particular challenge in lodging or rooming with other students in overnight trips based on their gender identity rather than their assigned sex at birth.

**Co-operative Education**

The question re: whether CNMI PSS is permitted to provide Co-op students who do not have social security numbers with stipends was brought up during the 2023 Insular Areas & Palau Technical Assistance Meeting.

If students do not have a social security number because they are not U.S. citizens, it would not be allowable to pay them these stipends, unless they can show that they are “qualified aliens.” This is because, pursuant to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA), 8 U.S.C. 1601-1646, non-US nationals (“aliens”) are restricted from receiving certain types of “federal public benefits,” such as the stipends described here.

However, “qualified aliens” as defined under PRWORA, may receive such benefits. So a decision about whether a student who does not have a social security number because they are not a U.S. citizen could potentially receive a stipend would depend on whether they fit the definition of “qualified alien” pursuant to PRWORA.

Across these projects, another barrier for equitable access to participation in these projects is “grades”. Students with disabilities

Students with disabilities, especially those with specific learning disabilities (in reading) are physically capable of participating in sports teams and extracurricular activities, but their grades discourage them from doing so.

In addition, communication barriers exists because of limited English proficiency, language and cultural differences between families and schools.

OMB Control Number 1894-0005  
Expiration 2/28/2026

- 3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

**Policies are being drafted for the State Board of Education's review and approval.**

**Programs will address these barriers and seeks ways to ensure equitable access for ALL students in these programs and activities.**

**Resources for parents and families, and the wider island community, will be translated.**

**Professional Development for staff will be provided in areas of cultural competence and inclusive planning.**

OMB Control Number 1894-0005  
Expiration 2/28/2026

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

Year 2 (SY 2024 - 2025)

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours 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. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.

# FY 2024 CNMI PSS Consolidated Grant

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## Folder 2 – Required Consolidated Grant Application Materials

- Project Narrative  
*(Applicable for only Modified or New Projects)*
- Means of Evaluating Program Outcome(s) Chart  
*(Required for All Projects)*
- Budget Narrative  
*(Required for All Projects)*

# 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](#)

<b>1. PROJECT TITLE</b>	Athletics		
<b>2a. FEDERAL TITLE PROGRAM &amp; ALLOWABLE USE(S) OF FUNDS</b>	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		
<b>2b. SEA OR LEA SERVICES</b>	LEA		
<b>3. POPULATION and NUMBERS to RECEIVE SERVICES</b>	<b>3a. GRADE LEVEL(S) &amp; NUMBER of STUDENTS to RECEIVE SERVICES</b>		<b>3b. PARTICIPANT TYPE(S) &amp; NUMBER of PARTICIPANTS to RECEIVE SERVICES</b>
	<b>Grade Level(s)</b>	<b>Number of Students</b>	<b>Participant Type(s)</b>
	K-12	Public: 8,713 Private: 1,559	Public School Students  Public: 8,713 Private: 1,559
<b>4. NEED(S) for PROJECT</b>	<p><u>1. Identified Need for This Project</u> This proposal addresses the social, emotional, and physical needs of students, both public and private, throughout the CNMI. As we slowly move through the Covid pandemic and return to some level of normalcy, Athletic Programs intends to continue to provide school- aged children in the CNMI with the opportunity to address their social, emotional, and physical needs through the exploration of sport in safe, drug-free environments. There are indications that after school sports and wellness programs are important supports for students to take part in and lend greatly to healthy, active communities. The unique logistical barriers that are present in our island nation make providing the students of Rota and Tinian with equitable access to their Saipan peers financially burdensome. Star Marianas is the lone commuter airline servicing our outer islands of Rota and Tinian. While Tinian has continual daylight flights for 5 passengers, Rota is serviced by an 8 passenger plane. Charters are available four times per day. Ensuring that our students and Coaches are on Saipan in advance of their scheduled competitions can be very burdensome as we often have to fly them a day before competing and oftentimes have to keep them on Saipan an additional day as there are no evening flights.</p> <p><u>2. Explanation of How Project Activities Connect to the Need for This Project</u> Providing access to numerous after school sport programs for students of all ages to explore and enjoy addresses the physical, social, and emotional wellbeing of students, which is imperative to improving children and teens’ overall health and development. In order to achieve this goal, it is crucial that the Athletic Program, through its partnerships with local sport Federations and corresponding</p>		

Memorandum of Agreements (MOA's), offer students across all three islands in the CNMI (Saipan, Tinian, and Rota) equal opportunities to engage in a broad range of sporting activities. Currently, both Rota and Tinian schools are not equipped with facilities to support competitions on their respective islands. Therefore, to allow for equitable access to Athletic Programs, we must fly students from both islands to Saipan to conduct competitions.

**Project Need #1:** The need to meet the social needs of students by providing access to athletic programs through a variety of sports. The athletics programs aim at increasing the number of student athletes who report feeling a sense of belonging and connection within their sports team. This will be achieved by developing team-building activities and events that promote inclusivity, communication, and positive relationships among team members, and implement them during the sports season. This will be measured by conducting a survey before and after the sports season to track the increase in the number of student athletes who report feeling a sense of belonging and connection within their sports team. Research has shown that social connectedness is important for overall well-being, and that sports teams can provide a sense of belonging and social support for student athletes.

Athletic Programs is responsible for providing access and opportunities to students, both Public and Private, throughout the CNMI (Saipan, Tinian and Rota) to participate in afterschool, interscholastic sports. We offer interscholastic sports to students throughout the school year on a quarterly basis. Additionally, the Athletics program does not replace the core courses offered in each school from kindergarten to 12th grade. Rather, it is an additional offering that supplements the core curriculum. Physical education is already included in the core curriculum and is offered during the school day at each school. The Athletics program provides extra opportunities for all students, including those in public and private schools, to participate in interscholastic sports after school or on weekends.

**Quarter 1:** August - October opportunities are as follows: Grades K-5 (12U)- Co-ed Cross Country and Co-ed Soccer. Grades 6-8 (14U)- Co-ed Cross Country, Boys Soccer and Boys Basketball. Grades 9-12 (18U)- Co-ed Cross Country, Girls Volleyball and Boys Fastpitch Softball.

**Quarter 2:** November - January sports are as follows: Grades K-5 (12U)- Co-ed Basketball. Grades 6-9 (14U)- Co-ed Badminton, Girls Volleyball and Boys Fastpitch Softball. Grades 9-12 (18U)- Girls Basketball and Boys Soccer

**Quarter 3:** February - March offerings are as follows: Grades K-5 (12U)- Co-ed Volleyball. Grades 6-9 (14U)- Boys Volleyball and Girls Soccer. Grades 9-12 (18U)- Co-ed Badminton, Co-ed Outrigger Paddling, Boys Basketball and Girls Fastpitch Softball

**Quarter 4:** April - May sports opportunities are as follows: Grades K-5 (12U)- Co-ed Track & Field and Co-ed softball. Grades 6-9 (14U)- Girls Fastpitch Softball, Girls Basketball and Co-ed Track & Field. Grades 9-12 (18U)-Boys Volleyball, Girls Soccer and Co-ed Track & Field

The CNMI Public School System (PSS) requires Physical Education through the Office of Curriculum and Instruction (OCI). The PSS only has one (1) covered gymnasium at the Marianas High School (MHS). This creates logistical challenges due to our annual rainy season from June - November, but currently, we have experienced nearly two (2) years of above average rain throughout our typical "dry" season. In order to effectively and efficiently organize and deliver after school interscholastic sporting events, we must work closely with the MHS to leverage use of the gymnasium throughout each week and most Saturdays.

**Project Need #2:** The need to meet the emotional needs of students by providing access to athletic programs through a variety of sports. The athletics programs aim at increasing the number of student athletes who report improved emotional well-being as a result of

participating in sports. This will be achieved by developing activities that teach student athletes coping skills and stress management techniques that they can apply both on and off the field. Also, provide emotional support to student athletes through trained coaches and counselors. This will be measured by conducting a survey before and after the sports season to track the increase in the number of student athletes who report improved emotional well-being as a result of participating in sports. Research has shown that regular physical activity can improve mood, reduce stress and anxiety, and boost self-esteem. Moreover, student athletes face unique emotional challenges such as performance stress, social pressure, and time management issues.

The Principals of each participating school appoint their respective coaches with a current maximum of two (2) coaches per sport being offered. When school level personnel are not available or are unwilling to coach, Schools may recruit “Community Coaches” to assist their schools with coaching needs. These Community Coaches must provide Athletic Programs with a completed Application, current Police Clearance and PSS Health Certificate that includes a negative Tuberculosis skin test. Upon completing the application process, these coaches are eligible to assist schools in need of coaching for the entire school year and are eligible for the same \$400 stipend as our school level coaches with supporting documentation indicating a minimum of 16 hours of direct contact with the students.

**Project Need #3:** The need to meet the physical needs of students by providing access to athletic programs through a variety of sports. The athletics program aims at improving the overall physical fitness of student athletes through participation in sports. This will be achieved by administering pre- and post-season fitness tests to track the increase in student athletes' physical fitness levels. This will be achieved by developing activities that focus on building strength, endurance, speed, and agility as well as to provide student athletes with proper nutrition education and resources to fuel their bodies for optimal performance. Research has shown that regular physical activity is essential for maintaining good health and preventing chronic diseases. Moreover, student athletes need to be physically fit in order to perform well in their sports and reduce the risk of injuries.

Additionally, the Athletics Program is aiming to achieve the following activities in order to support the goal and objectives of the project. These activities are as follows:

- **Activity 1:** By the end of the 3 year grant cycle, the athletics program will execute six (6) Memorandum of Agreements with the appropriated National Federations (NF's) to support the delivery of sport.
- **Activity 2:** By the end of the 3 year grant cycle, a minimum of forty (40) personnel associated with the delivery of our planned sports programs will be certified or recertified in American Red Cross CPR & 1st Aide.
- **Activity 3:** By the end of the 3 year grant cycle, the athletics program will implement and deliver 5 planned softball activities each school year.
- **Activity 4:** By the end of the 3 year grant cycle, Tinian Elementary and Sinapalo Elementary (Rota) will attend and participate in 6 planned sport programs each school year.
- **Activity 5:** By the end of the 3 year grant cycle, Tinian Jr/Sr and Rita H. Inos Jr/Sr (Rota) High will attend and participate in 19 planned sport programs each school year.

## 5. GOAL STATEMENT/OBJECTIVES

### 5a. Goal Statement:

During the three-year grant cycle, the project's main goal is for the CNMI PSS to meet the social, emotions, and physical needs of students by providing access to athletics programs through a variety of sports.

**How does the goal meet the project need:**

If we provide access to athletic programs through a variety of sports, then students' social, emotional, and physical needs will be met.

**5b. Annual Objectives:**

**Objective #1: To met the social needs of students by providing access to athletic programs through a variety of sports**

- By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report feeling a sense of belonging and connection within their sports team by at least 10% by the end of the sports season as measured by a pre & post student survey.
- By the end of SY 24-25, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report feeling a sense of belonging and connection within their sports team by at least 15% by the end of the sports season as measured by a pre & post student survey.
- By the end of SY 25-26, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report feeling a sense of belonging and connection within their sports team by at least 20% by the end of the sports season as measured by a pre & post student survey.

**Objective #2: To meet the emotional needs of students by providing access to athletic programs through a variety of sports**

- By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved emotional well-being as a result of participating in sports by at least 10% by the end of the sports season as measured by a pre & post student survey.
- By the end of SY 24-25, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved emotional well-being as a result of participating in sports by at least 15% by the end of the sports season as measured by a pre & post student survey.
- By the end of SY 25-26, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved emotional well-being as a result of participating in sports by at least 20% by the end of the sports season as measured by a pre & post student survey.

**Objective #3: To meet the physical needs of students by providing access to athletic programs through a variety of sports**

- By the end of SY 23-24, the CNMI Athletics Program will increase the overall physical fitness of student athletes (from all 3 islands) by at least 8% by the end of the sports season as measured by pre and post season physical fitness tests.
  - By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved physical well-being as a result of participating in sports by at least 8% by the end of the sports season as measured by a pre & post student survey.
- By the end of SY 24-25, the CNMI Athletics Program will increase the overall physical fitness of student athletes (from all 3 islands) by at least 10% by the end of the sports season as measured by pre and post season physical fitness tests.
  - By the end of SY 24-25, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved physical well-being as a result of participating in sports by at least 10% by the end of the sports season as measured by a pre & post student survey
- By the end of SY 25-26, the CNMI Athletics Program will increase the overall physical fitness of student athletes (from all 3 islands) by at least 12% by the end of the sports season as measured by pre and post season physical fitness tests.
  - By the end of SY 24-25, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved physical well-being as a result of participating in sports by at least 12% by the end of the sports season as measured by a pre & post student survey.

### 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

**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 <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 2023-2024).</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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
The PSS Athletics Programs will meet the <u>social</u> needs of students by providing access to athletic programs through a	By the end of SY 23-24, the PSS Athletics Program will increase the number of student athletes (from all 3 islands) who report feeling a sense of	Pre & post student survey	Percent of students who report feeling a sense of belonging and connection within their sports team	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	6%	8%	10%	10%

variety of sports	belonging and connection within their sports team by at least 10% by the end of the sports season as measured by a pre & post student survey.								
The PSS Athletics Programs will meet the <u>emotional</u> needs of students by providing access to athletic programs through a variety of sports	By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved emotional well-being as a result of participating in sports by at least 10% by the end of the sports season as measured by a pre & post student survey.	Pre & post student survey	Percent of students who report improved emotional well-being	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	6%	8%	10%	10%
The PSS Athletics Programs will meet the <u>physical</u> needs of students by providing access to athletic programs through a variety of sports	By the end of SY 23-24, the CNMI Athletics Program will increase the overall physical fitness of student athletes (from all 3 islands) by at least 8% by the end of the sports season as measured by pre and post season physical fitness tests.	Pre & post student physical fitness test	Percent of students overall physical fitness	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	4%	6%	8%	8%

## 6. PROJECT DESCRIPTION

### 6a. BASIC PROGRAM OF INSTRUCTION

1. Describe the Basic Program of Instruction, which is a set of common courses required of all students and considered the necessary general education for students, irrespective of their course of study.
  - o The basic program of instruction for student athletics typically includes the following component. Note, the specific program of instruction may vary depending on the sport and the level of competition.
    - i. **Skill development:** Students learn and practice the basic skills required for their chosen sport. This includes techniques for handling equipment, executing moves, and following rules.
    - ii. **Physical training:** Students engage in physical activities and exercises to improve their strength, speed, endurance, and agility. This includes cardiovascular exercises, strength training, and stretching.
    - iii. **Strategy and tactics:** Students learn about the strategies and tactics involved in their sport, such as offensive and defensive plays, game plans, and individual and team strategies.
    - iv. **Rules and regulations:** Students learn the rules and regulations of their sport, including safety guidelines, equipment requirements, and fair play.
    - v. **Sportsmanship and teamwork:** Students learn about the value of sportsmanship and teamwork, including respect for opponents, fair play, and cooperation with teammates.
    - vi. **Injury prevention and management:** Students learn about injury prevention techniques, including proper warm-up and cool-down routines, and how to manage injuries if they occur.
    - vii. **Nutrition and hydration:** Students learn about the importance of proper nutrition and hydration for optimal athletic performance.
2. List how the Basic Program of Instruction is related to the project need.
  - o The basic program of instruction for student athletics is designed to meet the social, emotional, and physical needs of students in the following ways:
    - i. **Social needs:** Student athletics provide opportunities for students to interact with peers and develop social skills. The program of instruction includes team-building activities and events that promote inclusivity, communication, and positive relationships among team members. This helps students feel a sense of belonging and connection within their sports team, which can improve their social well-being.
    - ii. **Emotional needs:** Student athletics can help students improve their emotional well-being by providing opportunities for physical activity, which has been shown to improve mood, reduce stress and anxiety, and boost self-esteem. The program of instruction includes a focus on coping skills and stress management techniques that students can apply both on and off the field. Additionally, emotional support is provided to student athletes through trained coaches and counselors.
    - iii. **Physical needs:** Student athletics are designed to improve the overall physical fitness of student athletes. The program of instruction includes a training program that focuses on building strength, endurance, speed, and agility. This helps students become physically fit and perform well in their sports while reducing the risk of injuries. Proper nutrition education and resources are also provided to fuel their bodies for optimal performance.
  - o Overall, the basic program of instruction for student athletics recognizes that physical fitness, emotional well-being, and social connectedness are all important aspects of a student's overall health and development. By addressing these needs through a comprehensive program of instruction, student athletics can promote healthy development and academic success.

## 6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

List the project(s) that will be implemented within this Consolidated Grant project and explain how the project(s) are supplemental to (i.e., how it enhances or supports) the Basic Program of Instruction identified in section 6a above.

- o The other supplemental projects and programs that will be implemented in this project in order to support the Basic Program of instruction for student athletics and address the social, emotional, and physical needs of students are the following:
    - **Mental health and wellness:** This supplemental program will promote mental health and wellness such as counseling, mindfulness training, and stress management techniques. These programs can help students cope with the pressures of athletics and improve their overall well-being.
    - **Nutrition and wellness education:** This supplemental program will provide education on proper nutrition and wellness practices to help students maintain a healthy lifestyle. This can include workshops on healthy eating habits, hydration, and sleep hygiene.
    - **Injury prevention and rehabilitation:** This supplemental program will teach students proper techniques for stretching and conditioning, as well as strategies for avoiding common athletic injuries. Additionally, provide rehabilitation services and support for students who have suffered injuries.
    - **Leadership and team-building:** This supplemental program will help student-athletes develop leadership skills and promote teamwork. This includes activities on communication, conflict resolution, and goal-setting.
    - **Sportsmanship and character education:** This supplemental program will teach students the importance of sportsmanship and character, including respect for opponents, coaches, and officials, and the value of fair play and ethical behavior.
  - o By implementing these types of supplemental programs, schools can support the social, emotional, and physical needs of student-athletes and help them develop into well-rounded individuals both on and off the field.
2. State why the proposed Supplemental Project is necessary to meet the project need (should be linked to Section 4) and goal (should be linked to Section 5).
- o The proposed supplemental projects support the project's needs and goals because participation in athletics provides numerous benefits for students in these areas.
    - **Socially**, students who participate in athletics have the opportunity to develop social skills, build relationships with peers, and learn about teamwork and cooperation. Athletics can also provide a sense of belonging and help students feel connected to their school community.
    - **Emotionally**, athletics can provide a positive outlet for stress and anxiety, as well as help students build self-esteem and confidence. Participating in sports can also help students develop resilience and learn to cope with setbacks and challenges.
    - **Physically**, athletics promote physical fitness and can help students develop healthy habits that they can carry into adulthood. This is especially important given the rising rates of obesity and related health problems among children.
  - o The supplemental projects can provide additional resources and opportunities for students to participate in athletics and reap these benefits. This can include additional coaching, equipment, facilities, and programs that promote healthy competition and support the development of social, emotional, and physical well-being.
3. List the major activities to be implemented that will assist with the attainment of the project's goal(s) during the Year 1 implementation cycle (FY 2023). This list must also include an estimated timeline and person(s) responsible (must align with the personnel needs and budget narrative).
- o Activity: Cross Country, Co-Ed Soccer (Elementary)

- Timeline: 1st Quarter, Aug. to Oct.
- Person Responsible: Nick Gross
- Location: Ada Gym
- Activity: Cross Country, Girls Soccer, Boys Basketball (Middle)
  - Timeline: 1st Quarter, Aug. to Oct.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Cross Country, Girls Volleyball, Boys Fastpitch Softball (High)
  - Timeline: 1st Quarter, Aug. to Oct.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Co-Ed Basketball (Elementary)
  - Timeline: 2nd Quarter, Oct. to Dec.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Co-Ed Badminton, Girls Volleyball, Boys Fastpitch Softball (Middle)
  - Timeline: 2nd Quarter, Oct. to Dec.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Girls Basketball, Boys Soccer (High)
  - Timeline: 2nd Quarter, Oct. to Dec.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Co-Ed Volleyball (Elementary)
  - Timeline: 3rd Quarter, Jan. to Mar.
  - Person Responsible: Nick Gross
  - Location: Ada Gym

- Activity: Boys Volleyball, Girls Fastpitch Softball (Middle)
  - Timeline: 3rd Quarter, Jan. to Mar.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Co-Ed Badminton, Co-Ed Outrigger, Boys Basketball, Girls Soccer (High)
  - Timeline: 3rd Quarter, Jan. to Mar.
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Athletics Track & Field, Co-Ed Softball (Elementary)
  - Timeline: 4th Quarter, Mar. to May
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Athletics Track & Field, Girls Basketball, Boys Soccer (Middle)
  - Timeline: 4th Quarter, Mar. to May
  - Person Responsible: Nick Gross
  - Location: Ada Gym
- Activity: Athletics Track & Field, Boys Volleyball, Girls Fastpitch Softball (High)
  - Timeline: 4th Quarter, Mar. to May
  - Person Responsible: Nick Gross
  - Location: Ada Gym

4. Indicate when and where will the activities be implemented (frequency, duration, and location). - See above.
5. Mention any potential connection to any other Federal Agencies/Program(s) (e.g., Department of Interior, Department of Commerce, Department of Labor, Centers for Disease Control and Prevention, etc.) if necessary. If there is no connection to any other Federal Agency/program, state "No Connection."
  - No connection

<b>7. Personnel Needs</b>			
<b>Position Title and Number of Position(s)</b>	<b>Brief Description of Position</b>	<b>Purpose of Position</b>	<b>Type of Position</b> (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Athletics Program Director	To direct Athletic Programs for the CNMI Public School System	To ensure successful Athletics implementation for all schools.	100% FTE
Sports Coordinator	To coordinate and liaise with sports National Federation partners (MOA) and schools.	To ensure successful Athletics implementation for all schools.	100% FTE
Sports Coordinator	To coordinate and liaise with sports National Federation partners (MOA) and schools.	To ensure successful Athletics implementation for all schools.	100% FTE
Administrative Assistant	To assist the Director with travel documents and other clerical duties, including routing paperwork.	To ensure successful Athletics implementation for all schools.	100% 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.

# 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](#)

<b>1. PROJECT TITLE</b>	Mental Health and Safety Supports		
<b>2a. FEDERAL TITLE PROGRAM &amp; ALLOWABLE USE(S) OF FUNDS</b>	Federal Program & Allowable use of Funds under Title V, Part B, Subpart 2 - Rural and Low-Income School Program (RLIS) as permitted by Title IV, Part A - Student Support and Academic Enrichment Grants, Section 4108(5)(B) - School-based mental health services.		
<b>2b. SEA OR LEA SERVICES</b>	LEA		
<b>3. POPULATION and NUMBERS to RECEIVE SERVICES</b>	<b>3a. GRADE LEVEL(S) &amp; NUMBER of STUDENTS to RECEIVE SERVICES</b>		<b>3b. PARTICIPANT TYPE(S) &amp; NUMBER of PARTICIPANTS to RECEIVE SERVICES</b>
	<b>Grade Level(s)</b>	<b>Number of Students</b>	<b>Participant Type(s)</b>
	K-12	8,713	Students School Staff
			Public School students: 8,713 Public School staff: 1,200
<b>4. NEED(S) for PROJECT</b>	<p>1. <u>Identified Need for This Project:</u></p> <p>The need for a school-based mental health multi-tiered support system has become increasingly apparent in recent years, with mental health trends among youth worsening across the US, including the CNMI Public School System (PSS) [PSS internal data, 2022]. This grant narrative will present evidence-based strategies for implementing a comprehensive multi-tiered support system, including universal mental health screening, effective promotion, outreach, and professional development (Bradshaw, C., &amp; Pas, E., 2011). Every two years PSS administers the Youth Behavior Risk Survey (YRBS) in partnership with the Center for Disease Control (CDC) to observe behavioral trends. According to the CNMI results on the YRBS in 2019, approximately 28.5% of high school students seriously considered attempting suicide, and 18.0% attempted suicide one or more times. YRBS trend data also demonstrated increase of behavioral and mental health concerns of high school students from 2019 to 2021 to include: increases in current substance use and frequency of use in the past 30 days, reportedly did not go to school at least once in the past 30 days for feeling unsafe, and felt sad or hopeless in the last 12 months, with students who identify as lesbian, gay, or bi-sexual (LGB) experiencing higher discrepancies that include illicit drug use three times higher than their peers, more than two times higher report suicidal ideation or need medical attention after an attempt (PSS internal data, 2022). PSS students responded to new YRBS questions that demonstrated more than half</p>		

of heterosexual students and students who identified as unsure or questioning, respectively, (52%-65%) reported that there was not one teacher or adult they can talk to if they have a problem, over a third (36%-46%) of students did not agree or were unsure if a teacher really cared or gave encouragement, that 29%-51% reported their mental health was always or most of the time not good during COVID-19 (stress, anxiety, and depression), and reported poor mental health (stress, anxiety, and depression) in the last 30 days (27%-54%), respectively. There is a need for the CNMI schools (PSS and Private schools) to adopt trauma-informed classroom initiatives including providing safe and nurturing environments where children, families, and staff can feel safe, connected, engaged, and increase resiliency to support student social, emotional, and behavioral learning and overall outcomes (U.S. Department of Education, Office of Special Education and Rehabilitative Services, Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs, Washington, DC, 2021). According to the National Association of School Psychologists (2021) comprehensive mental health services are most effective when provided through a multitiered system of support (MTSS) with school-employed mental health professionals that contribute to the accessibility of services that encompasses the continuum of need. This enables schools to promote mental wellness for all students, identify and address problems before they escalate or become chronic, and provide increasingly intensive, data-driven services for individual students as needed. Although the PSS employs school counselors, they are not licensed to provide student therapy. The American School Counselor Association recommends the ratio of counselors to students be 1:250; whereas in SY 19-20 PSS's average ratio is 1:323, with several schools at 1:600. There is a need for school-based licensed mental health specialists who can respond immediately, provide clinical support, and work with school staff to coordinate referrals to partnering mental health providers (Lee, B., Scott, K., & Chen, S., 2019). Access to adequate staffing of school-employed mental health professionals is essential to the quality and effectiveness of these services (National Association of School Psychologists NASP, 2021).

Data from community mental health agencies in the CNMI indicate a 36.0% increase in services provided to youth for mental health problems in 2019. The Suicide Prevention Program (SPP) – formerly the Garrett Lee Smith Youth Suicide Prevention Program – also observed a 60.0% increase in services in 2019. In SY 20-21, parents who completed the universal screener indicated about 9.0% of students in grades K-12 warranted follow-up services for psychosocial concerns, and about 2.0% were identified at risk for having an emotional or behavior problem. Of those students warranting follow up services, an estimated 8.5% were provided intensive mental health support. According to the SY 22-23 universal screening data, results indicated 11.0% of parents reported their child had elevations in psychosocial dysfunction, social stress, emotional issues, all increases from the previous year, and elevated total scores promoting schools for further follow up for being at risk of development of mental health concerns to include anxiety and depression (PSS internal data, 2022). According to referral data from schools and parents there have been trends in seeking school based mental health support for anxiety, worry, overwhelming stress, sadness and depression, decreased motivation, behavior problems, and relationships problems that have impacted functioning in the home and school. According to the U.S. Department of Health and Human Services, one in five children and adolescents experience a mental health problem during their school years, with many who do not receive the help they need that include disparities among low-income families and minority youth. Of this national estimation of 20% of students in need of support, PSS has identified a gap of 11% of students in need of help and have not been identified (PSS internal data, 2019). While these numbers are concerning on the surface, the positive outlook is that outreach and promotion is working to curtail the stigma around mental health and parents and families are more open to receive support. 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 (Murray, M. S., & Weist, M. D., 2021). This grant narrative will present evidence-based

strategies for implementing a comprehensive multi-tiered support system, including increased trauma informed mental health support as a result of the universal mental health screening, effective promotion, outreach, and professional development (Bradshaw, C., & Pas, E., 2011).

The purpose of this project is to establish trauma-informed educational practices and assist the district in adopting a comprehensive and interconnected multi-tiered system of support framework to meet the immediate needs of students, families and staff of the CNMI. Ultimately, the narrative articulated the increasing trend for mental health support and highlighted the lack of essential mental health resources in both the private and public schools in the CNMI, which will be addressed through professional development opportunities, access to evidence-based best practices, and PSS-based mental health initiatives. By doing so, this project will contribute to students' success in private and public schools and provide them with the support they need to thrive. Moreover, this project aims to continue providing multi-tiered prevention and intervention strategies that promote mental health and well-being to students in response to these upward trends of mental health challenges in the CNMI Public School System (PSS) and assisting the private schools with a needs assessment while providing professional development support.

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

Since its inception over three years ago, the funding support through consolidated grants has allowed the PSS to build the infrastructure of mental health support within the school system (CNMI Public School System, 2020). Efforts are now targeting to increase the capacity of the PSS for more trauma-informed preventative services that can be immediately implemented in the classrooms to expand improved outcomes for students (Ginsburg et al., 2018).

**Activity 1:** The first project activity focuses on the continuation of providing direct mental health services to the PSS students, otherwise known as Tier 2 and Tier 3, or targeted and intensive services, respectively. Tier 3 services are designed for students who require one-on-one support from mental health professionals, therapy, mental health crisis support, or coordinated referrals to higher levels of mental health care through community-based mental health partners. Tier 2 services may include group counseling. To date, brief interventions have been rendered to over 150 individuals, 20 students have participated in clinical groups, and 32 students have been provided with coordinated referrals to partner community mental health agencies (CNMI Public School System, n.d.). Similarly, given the results of the needs assessments of private schools, a multi-tiered support infrastructure system will be adapted to the unique needs of the private schools. Identified curriculum groups may be modified in telehealth adaptations to cater to multi-private schools on a semester basis, along with brief interventions and coordinated referral support by funded mental health staff and staffing capacity within the private schools (CNMI Public School System, n.d.). At the completion of interventions, students will be given a post outcome survey to help develop baseline data of determinants of service use.

**Activity 2:** The second project activity focuses on increasing trauma-informed educational practices in PSS, otherwise known as prevention activities for all students, known as Tier 1 services. Tier 1 services focus on promoting positive mental health literacy through outreach to all students. Effective promotion and outreach efforts can help reduce the stigma around mental health and encourage students in identifying sources of strengths and help-seeking behavior, to access preventative mental health support and services (Weist et al., 2017). Professional development opportunities for school staff can also improve their ability to identify and

support students who are struggling with mental health issues (Adelman & Taylor, 2018). Training will focus on increasing staff's knowledge of mental health issues, developing skills for early identification and referral, and promoting a trauma-informed approach when working with students.

**Activity 3:** The final project activity focuses on assisting the private schools of the CNMI to conduct a needs assessment, and infrastructure building of multi-tiered prevention and intervention strategies that promote mental health and well-being to students. This is in response to an upward trend of mental health challenges, increase trauma-informed educational practices, and assist private schools in adopting a comprehensive and integrated multi-tiered systems of support framework. Through shared, evidence-based best practices and access to PSS-based mental health initiatives, the funding support requested in this cycle will facilitate infrastructure building and establish a trauma-informed multi-tiered support system for all private schools in the CNMI. This project will contribute to students' success in private schools by increasing trauma-informed educational practices and providing students with the support they need to thrive (National Center for School Mental Health, 2021). This will shore up efforts to build the infrastructure of trauma-informed multi-tiered systems of support so that the private schools of the CNMI can embed and decide how the framework will look based on their unique needs (Bearman et al., 2020). Similar to PSS, given the results of the needs assessments of private schools, Tier 1 infrastructure systems may be adapted to the unique needs of the private schools. Given the unique needs of private schools identified by surveys, student data, climate readiness, gaps and trends, and review of staffing resources will better inform strategic Tier 1 mental health promotion and outreach efforts for private schools (CNMI Public School System, n.d.).

## 5. GOAL STATEMENT/OBJECTIVES

### 5a. Goal Statement:

In order to achieve the goal of providing trauma informed comprehensive multi-tiered prevention and intervention strategies that promote mental health and wellbeing in response to a steady trend of mental health increase, the CNMI PSS Mental health staff will implement the following activities:

1. Continue providing multi-tiered prevention and intervention strategies that promote mental health and well-being to students in response to a steady trend of mental health challenges, increase trauma-informed educational practices, assist the PSS in adopting a comprehensive and integrated multi-tiered systems of support framework, and expanding activities to assist private schools in their infrastructure development and readiness to adopt multi-tiered prevention and intervention strategies that promote mental health and well-being to students.
2. Identified education professionals will be trained with trauma informed tools necessary to recognize and respond to issues among students with evidence based strategies and practices.
3. The PSS district will adopt a comprehensive integrated multi-tiered system of support.
4. Private schools will develop trauma-informed comprehensive multi-tiered systems of support to promote mental health and well-being to students in response to a baseline needs assessment.

### 5b. Annual Objectives:

#### Annual Objective # 1 (Direct Mental Health Services):

## 5. GOAL STATEMENT/OBJECTIVES

- By the end of Year 1, PSS will continue to provide **Tier 2 and Tier 3** direct services and collect intervention outcome data of 100% of PSS students who complete direct services as measured by completed Strengths and Difficulties Questionnaire surveys and compiled in quarterly and annual reports.
- By the end of Year 2, PSS will continue to provide **Tier 2 and Tier 3** direct services and collect intervention outcome data of 100% of PSS students who complete direct services will complete the self-reported Impact Supplement Questions of the Strengths and Difficulties Questionnaire to inform areas of improvement of interventions outcomes, as measured by completed Strengths and Difficulties Questionnaire and **Impact of Mental Health Services on Academic Achievement supplement** compiled in quarterly and annual reports.
- By the end of Year 3, PSS will improve its intervention outcome data by 10% through the use of evidence-based practices, as measured by intervention outcome data of 100% of PSS students who complete direct services.
  - **Note: Annual Objectives #1 and #2 are meant to be the same; the results of the data collected will become the baseline from which the 10% increase indicated in the Year 3 Annual Objective will be based.**

### **Annual Objective # 2 (Trauma-Informed School Staff):**

- By the end of Year 1, 50% of identified school-level staff **of identified pilot schools** will increase their ability to recognize and respond to mental health issues among students as measured by the Trauma-Informed Multi-tiered System of Support Climate survey and pre- and post-survey of trauma-informed practices training.
- By the end of Year 2, 60% of identified school-level staff of identified pilot schools will increase their ability to recognize and respond to mental health issues among students as measured by the Trauma-Informed Multi-tiered System of Support Climate survey and pre- and post-survey of trauma-informed practices training.
- By the end of Year 3, 70% of identified school-level staff **of identified pilot schools** will increase their ability to recognize and respond to mental health issues among students as measured by the Trauma-Informed Multi-tiered System of Support Climate survey and pre- and post-survey of trauma-informed practices training.

### **Annual Objective # 3 (Comprehensive MTSS):**

- ~~By the end of Year 1, the CNMI PSS Mental Health Department will complete a needs assessment to inform the steps of a PSS district comprehensive integrated multi-tiered system of support, as measured by monthly reports and quarterly data review.~~
- ~~By the end of Year 2, the CNMI PSS Mental Health Department will complete a PSS district comprehensive integrated multi-tiered system of support policy for review by the Board of Education, as measured by the final report monthly reports and quarterly data review.~~
- ~~By the end of Year 3, 70% of identified school-level leaders will increase their understanding of a comprehensive integrated multi-tiered system of support, as measured by pre- and post-training surveys.~~

### **Annual Objective # 4 (Trauma-Informed Private Schools):**

- By the end of Year 1, the Private schools will complete a Trauma-Informed Multi-tiered System of Support Climate survey needs assessment to inform the steps of a comprehensive integrated multi-tiered system of support, as measured by the final report monthly reports and quarterly data review.
- By the end of Year 2, 60% of identified Private schools staff will increase their ability to deliver evidence-based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre- and post-survey results of professional development training.
- By the end of Year 3, 70% of identified Private schools staff will increase their ability to deliver evidence based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre- and post-survey results of professional development training.
  - **Note: As it stands, there is no baseline data or related data source to speak to trauma-informed practices in the private schools. Year 1 Annual objective was set to collect this data to establish such. At this point, we have qualitative feedback from private school stakeholders collecting this data would be beneficial.**

### 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 and Safety Supports

**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 2023-2024).)	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
PSS Mental Health will improve its direct services outcomes to identified students, of which 100% of	By the end of Year 1, PSS will continue to provide direct services and collect intervention outcome data	Data Annual report results on the Impact Supplement Questions of the Strengths and Difficulties	Percentage of all students completing the Impact Supplement of the Strengths and Difficulties Questionnaire and Impact of Mental Health	Yes	For SY 22- 23 a total of 6,732 students were screened using the Pediatric Symptoms Checklist. 880 of 8,414	25% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.	50% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.	75% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.	100% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.

<p>students will complete the SDQ as an outcome measure to establish baseline data for areas of improvement.</p>	<p>of 100% of PSS students who complete direct services as measured by completed Strengths and Difficulties Questionnaire surveys and compiled in quarterly and annual reports.</p>	<p><i>Questionnaire</i></p>	<p><i>Services on Academic Achievement supplement. and completion of annual report of outcomes.</i></p>		<p>students or 10% of students were identified with elevated scores and in need of continued monitoring by the School Counselor. 152 students were identified by their parent/guardian as needing a follow-up from the mental health team for possible coordination referral, direct intervention, or group service. The mental health program continues to strive toward improved outcome data of tiered services and anticipates a total of 60 students may be in need of tier 3 interventions by the end of the school year.</p>				
<p>PSS Mental Health will</p>	<p>By the end of Year 1, 50% of</p>	<p><i>PSS internal mental health</i></p>	<p><i>Percentage of identified</i></p>	<p>Yes</p>	<p>Baseline data will be</p>	<p>Staff will interpret the</p>	<p><b>Staff will develop the</b></p>	<p>Identified staff will attend the</p>	<p>50% of identified</p>

<p>adopt a trauma-informed classroom curriculum to meet the needs of the CNMI PSS.</p>	<p>identified school-level staff of <b>identified pilot schools</b> will increase their ability to recognize and respond to mental health issues among students as measured by the Trauma-Informed Multi-tiered System of Support Climate survey and pre-and post-survey of trauma-informed practices training.</p>	<p><i>data.</i></p>	<p><i>school-level staff who indicate an increase in ability to recognize and respond to mental health issues as measured by pre/post trainer confidence outcomes.</i></p>		<p>collected at the end of SY 23-24</p>	<p>Trauma Responsive Needs Assessments Results and identify gaps.</p>	<p><b>rubric based on a 4-point Likert scale mirroring the Culturally &amp; Linguistically Appropriate Services (CLAS) Standards to align with the assessment results and align with PSS priority standards for quality improvement to enhance trauma responsive programming of educational practices. The the end result of the effort will be known as the Trauma-Informed Classroom (TIC) Evaluation Tool.</b></p>	<p>identified training of trainer (TOT) and take a pre/post evaluation on identified training outcome measures aligned with <b>TIC Evaluation Tool and needs assessment.</b></p>	<p>school-level staff will increase their ability to recognize and respond to mental health issues</p>
<p>The PSS district will adopt a comprehensive integrated multi-tiered system of support.</p>	<p>By the end of Year 1, PSS Mental Health will complete a needs assessment to inform the steps of PSS district comprehensive integrated multi-tiered</p>	<p><i>PSS internal mental health data.</i></p>	<p><i>Number of needs teachers have identified on the needs assessment.</i></p>	<p>Yes</p>	<p>Not applicable for project activities. See performance target for quarterly outcomes.</p>	<p>PSS will compile a summary of existing systems that support student mental health and define outcomes.</p>	<p>PSS will co-develop a comprehensive needs assessment aligned with the existing systems to identify gaps and to inform next steps.</p>	<p>PSS will initiate a needs assessment of identified staff.</p>	<p>Completed needs assessment results, recommendations for next steps to inform policy, and annual report submission.</p>

	system of support.								
By the end of Year 1, the Private schools will complete a Trauma-Informed Multi-tiered System of Support Climate survey needs assessment to inform the steps of a comprehensive integrated multi-tiered system of support, as measured by the monthly reports and quarterly data review.	By the end of Year 1, Private schools will have a completed needs assessment while PSS will facilitate an annual Mental Health Summit of the results and training on best practices for private schools, of which 50% of identified educators will demonstrate increased confidence in mental health supports of students given a post-evaluation survey.	<i>Post-evaluation survey of attendance</i>	<i>Percentage of identified educators demonstrating increased confidence in ability to deliver evidence-based interventions</i>	Yes	For SY 22-23 there were an estimated 13 private schools with a population of 1,690 students, based on PSS mental health trends, a needs assessment will help more accurately determine baseline data of needs, school resources and staffing patterns. Private schools may benefit from participating in mental health specific professional development opportunities to select appropriate tiered interventions that would best fit the needs and mental health trends in their schools.	Development of Mental Health promotion and literacy surveys to determine needs, professional development gaps. Coaching, school site visits, and stakeholders meeting participation.	Distribution of Mental Health promotion and literacy surveys to determine needs, professional development gaps. Coaching, school site visits, and stakeholders meeting participation.	Interpretation of Mental Health promotion and literacy surveys to determine needs, professional development gaps. Mental Health Annual Summit preparations, identified topics and outcome measures. Coaching, school site visits, and stakeholders meeting participation.	50% of identified educators will demonstrate increased confidence in ability to deliver evidence-based interventions given a post-evaluation survey through attendance of training opportunities. Coaching, school site visits, and stakeholders meeting participation.

**6. PROJECT DESCRIPTION**

**6a. BASIC PROGRAM OF INSTRUCTION**

The Commonwealth of the Northern Mariana Islands Public School System (PSS) Office of Student and Support Services (SSS) comprises programs that engage the community, families, students, and staff in various capacities. Our vision is to contribute to a healthier, more inclusive, and engaged community by actively supporting the needs of our stakeholders and partners. The overall goal of SSS is to promote opportunities that enhance student growth, including mental health and wellness. The PSS Mental Health Program (MHP) aims to increase mental health awareness and access to care by establishing the foundational and preventative layers through an evidence-based multi-tiered support system in providing school-based mental health services. The goals of MHP are to

1. Utilize an evidenced-based multi-tiered approach to awareness, education, intervention, prevention, support, and interventions of school-age youth.
2. Equip education professionals with the tools necessary to increase awareness, recognize, and respond to behavioral and mental health issues among students.
3. Expand home and community awareness through outreach and engagement to promote enhanced cultural and linguistic responsive public awareness on positive mental health, protective factors, resilience, prevention, advocacy, and access to resources.
4. Empower school-aged youth to develop sustainable skills and enhance peer support opportunities that promote resilient prosocial behaviors and prevention engagement.

**6b. SUPPLEMENTAL PROJECT AND MANAGEMENT**

In light of the project scope and needs outlined herein, there is a significant need to sustain funding for personnel, notably the three mental health specialists and two additional behavioral health specialists supported by the consolidated grant. These clinicians will also provide direct services, support the promotion, outreach, professional development, and group interventions. Funding for travel is requested for monthly commutes to other islands in the CNMI where students reside **as well as to provide an opportunity for identified program staff (including, but not limited to, mental health specialists and behavioral health specialists) to attend the 7<sup>th</sup> of Trauma Sensitive Schools Train The Trainer conference to become trainers on trauma-informed curriculum, research and intervention practices to improve student outcomes.** Monthly office supplies and photocopying are needed to deliver direct services, copies of workbooks and handouts to increase student outcomes. Other direct costs include training venues to host training, evidence based certifications, and on-going professional development to increase student intervention outcomes.

Activities	School Year	Staff Responsible
Continued Direct Services in PSS	by beginning FY 2023	Mental Health Specialists & Behavioral Health Specialists
Trauma Informed Trainings, PSS & Private Schools	by beginning FY 2023	Administrators, Mental Health Specialists & Behavioral Health Specialists, Identified Private Schools cohort leads
Professional Development for Private Schools for multi-tiered services of support and mental health literacy, promotion, outreach, preventative	by mid FY 2024	Administrators, Mental Health Specialists & Behavioral Health Specialists, Identified Private Schools cohort leads, Private schools director, stakeholders

	<p>interventions, and coordinated referrals.</p> <ul style="list-style-type: none"> <li>• Administrative Trainings will occur during quarterly PSS Principals &amp; Program Leaders meetings and annual Private Schools Summit. 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 pre/post interventions within PSS, ongoing for transfer students from outside of CNMI PSS. Private schools outcomes screeners will be determined after year one of needs assessment determinations and readiness at each private school level.</li> <li>• Partnerships with Suicide Prevention Program, System of Care, Healthy Transitions, Kagman Community Health Center, Wellness Clinic 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.</li> </ul>		
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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)
Mental Health Specialist - 3	Mental health professional with experience working with youth and preferred experience working with crisis, trauma and behavioral interventions (Licensed mental health professional is preferred but not required for this position).	The Mental Health Specialist will provide direct services to students, support and training for school administrators, staff and counselors in response to mental health issues using evidenced-based strategies. Provide evidence-based support strategies to students and families. Implement coordinated referrals with partner agencies, community and stakeholders.	3 FTE (100% funding through Consolidated Grant)  Level of Effort: 80% - Public School 20% - Private School
Behavioral Health Specialist - 2	Bachelor's-level provider with experience working with youth and preferred experience working with crisis, trauma and behavioral interventions.	The Behavioral Health Specialist is a district-level position, providing services through the Mental Health Department of the Office of Student and Support Services. The position is critical in supporting a wide array of mental health services, notably tier 1 & tier 2 functions of the district endorsed multi-tiered system of supports that is inclusive of universal screening, promotion, and outreach, professional development, small group support, case management, knowledge of mental health policies and procedures and more. The role is crucial in promoting positive behavior, addressing student behavioral challenges, and promoting mental wellness.	2 FTE (100% funding through Consolidated Grant)  Level of Effort: 80% - Public School 20% - Private School

# 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](#)

<b>1. PROJECT TITLE</b>	K-5 Literacy and Numeracy		
<b>2a. FEDERAL TITLE PROGRAM &amp; ALLOWABLE USE(S) OF FUNDS</b>	ESEA Title V, Subpart B 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.		
<b>2b. SEA OR LEA SERVICES</b>	State-level (SEA) and Local level (LEA).		
<b>3. POPULATION and NUMBERS to RECEIVE SERVICES</b>	<b>3a. GRADE LEVEL(S) &amp; NUMBER of STUDENTS to RECEIVE SERVICES</b>		<b>3b. PARTICIPANT TYPE(S) &amp; NUMBER of PARTICIPANTS to RECEIVE SERVICES</b>
	<b>Grade Level(s)</b>	<b>Number of Students</b>	<b>Participant Type(s)</b>
	K-5	3,416 <del>3631</del>	List participants other than students (e.g., Teachers, administrators, other staff, and parents)  School Administrators Teachers
			Breakdown By Type  18 <del>200</del> 234
<b>4. NEED(S) for PROJECT</b>	<p><u>1. 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 the 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." (A. Kasey Foundation, 2010)</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 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 third grade." 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 read proficiently, the US (and its territories) "will lose a growing and</p>		

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).

The nation is also experiencing a decline in math proficiency scores as a result of the learning loss due to the COVID-19 pandemic. The 2023 math national average shows that only 38 percent of the students are proficient in math (NAEP, 2023). CNMI students continue to struggle in Math. Our data indicates that 55% of our students do not meet the proficiency level in Math (CNMI PSS Academic Achievement Report, 2023).

The CNMI needs to understand and improve the early education experiences of our youngest students. Achieving reading and math proficiency by grade level is our priority. Literacy is a key indicator of future academic success as well as lifelong socioeconomic, health, and well-being outcomes. Children reading at grade level are more likely to graduate from high school, enter and complete postsecondary programs, and remain gainfully employed later in life. They are more likely to stay on grade level over time, highly correlated with high school completion and lifelong socioeconomic, health, and well-being outcomes.

There is a need for teachers to integrate reading literacy skills into teaching and learning in the classroom. What Works Clearinghouse (2016) explained that students need instruction in foundational reading and comprehension skills in order to develop literacy in K–3rd-grade students. OECD/PISA (2003) explained that fundamental mathematical knowledge and skills are needed in order to solve real-world problems. Teacher training on reading and math literacy is essential to guarantee the integration of literacy into teaching and learning in the classrooms.

In order to promote system-level change and increase student academic achievement, there is a need to implement the Multi-tiered System of Support framework in the CNMI Public School System. MTSS is the school-based model for early identification and intervention, progress monitoring, and data-based assessment of students. Building an effective MTSS system can address academic, behavioral, social, and emotional needs that could improve student outcomes (Annis, 2020).

There is also a need to improve parental involvement in school level student academic data conversations and literacy implementation based on our PSS school level progress report conference attendance data as well the Parent-Teacher-Student-Association (PTSA) attendance data. Various school districts in the United States now mandate their teachers to complete certain hours of professional development and certification in Science of Reading. Since 2013, 29 states and the District of Columbia have passed laws or implemented new policies relating to evidence-based reading instruction as of July 2022 (Schwartz, 2022). Although some parents are engaged in other school activities, they need to be more engaged in unpacking their children's data and having literacy conversations. The Annie E. Casey Foundation (2022) stated that students with involved parents had better attendance, behavior, grades, social skills, and school adaptation. Parental involvement also helps these students develop a lifelong love of learning, which is crucial to success.

## 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-5 Literacy**. CNMI PSS believes that in order to improve the students' academic achievement results, literary integration must be strictly implemented. Teachers and staff training on the use of high-quality instructional materials will be provided to the teachers in order for them to use these materials, including the literacy components, in the classroom with fidelity. Coaching and training in the science of Reading and the science of Math will also be provided to help them integrate the literacy components of Math and Reading into their daily instructions. These activities will help address the CNMI PSS needs for literacy integration.

The implementation of the MTSS in the CNMI Public School System will provide the schools with the framework and procedures to use various types of data for identifying students in different tiers. Teachers and staff will be provided with the coaching and training they need to use these data

and apply the interventions that are identified in the MTSS process. The meetings with different stakeholders (school administrators, teachers, staff, program staff, and interventionists) will help create and provide support for different types of students (English learners, students with IEPs, at-risk students, 504 students, etc.). The use of the MTSS framework will address students' needs in both academics and behavior.

In order to improve parental involvement, the schools will organize parent training and meetings. The data dialogue with parents during the parent conferences will include discussions on the Early Warning System (EWS), assessment results, and other data. Schools will continue to offer parents training on parental strategies to teach their children reading and math literacy at home. The program managers for the district will work closely with the schools to create a checklist of items for teachers to discuss with parents during school level parent-teacher conferences. Teachers will be trained on how to properly use the data for parent-teacher dialogue conferences.

## 5. GOAL STATEMENT/OBJECTIVES

### 5a. Goal Statement:

The CNMI PSS will implement literacy integration, the MTSS framework, and increase parental involvement to increase student achievement in Reading and Math.

**5b. Annual Objectives:**

**Annual Objective # 1 (Literacy Across Content Areas):** This objective will address the goal to integrate literacy in all content areas to increase student academic achievement:

- By the end of SY 2023-2024, 60% K-5th grade instructional staff will self-report as feeling “confident” or “very confident” in implementing the high quality instructional materials on literacy and numeracy across all content areas
- By the end of SY 2024-2025, 70% K-5th grade instructional staff will self-report as feeling “confident” or “very confident” in implementing the high quality instructional materials on literacy and numeracy across all content areas
- By the end of SY 2025-2026, 80% K-5th grade instructional staff will self-report as feeling “confident” or “very confident” in implementing the high quality instructional materials on literacy and numeracy across all content areas

**Annual Objective # 2 (MTSS for Academic Achievement):** This objective will address the goal to implement the MTSS framework to increase student academic achievement:

- By the end of SY 2023-2024, 60% K-5th grade instructional staff will self-report as feeling “confident” or “very confident” in utilizing the MTSS framework in the classroom
- By the end of SY 2024-2025, 70% K-5th grade instructional staff will self-report as feeling “confident” or “very confident” in utilizing the MTSS framework in the classroom
- By the end of SY 2025-2026, 80% K-5th grade instructional staff will self-report as feeling “confident” or “very confident” in utilizing the MTSS framework in the classroom

**Annual Objective # 3 (Parental Involvement for Increased Academic Achievement):** This objective will address the goal to increase parental involvement and increase student academic achievement:

- By the end of SY 2023-2024, 60% of K-5th grade 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
- By the end of SY 2024-2025, 70% of K-5th grade 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
- By the end of SY 2025-2026, 80% of K-5th grade 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

**Annual Objective # 4 (Professional Development on Literacy):** This objective will equip teachers with research based and effective teaching strategies in literacy and numeracy and will be used for classroom teaching to improve student academic achievement.

- By the end of the SY 2024-2025, 50% of the K-5 instructional staff will be certified in Science of Reading and Science of Math
- By the end of SY 2025-2026, 60% of the K-5 instructional staff will be certified in Science of Reading and Science of Math

**Annual Objective # 5 (Increased Student Achievement in Reading):** This objective will address the goal to increase the student achievement in Reading

- By the end of 2026, we will increase the annual students’ academic achievements (proficiency and above levels) in Reading in the following grades by 3% each year, as measured by the STAR outcomes Assessments:

Grade Level	Academic Subject	Measurement Type	Baseline Data (2023)	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)
Grade 3	Reading	STAR Reading	37%			
Grade 4	Reading	STAR Reading	44%	40%		

Grade 5	Reading	STAR Reading	38%	47%	43%	
Grade 6	Reading	STAR Reading		41%	50%	46%
Grade 7	Reading	STAR Reading			44%	53%
Grade 8	Reading	STAR Reading				47%

**Annual Objective # 6 (Increased Student Achievement In Math):** This objective will address the goal to increase the student achievement in Math

- By the end of 2026, we will increase the annual students' academic achievements (proficiency and above levels) in Math in the following grades by 3% each year as measured by the STAR Outcomes Assessments:

Grade Level	Academic Subject	Measurement Type	Baseline Data (2023)	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)
Grade 3	Math	STAR Math	44%			
Grade 4	Math	STAR Math	49%	47%		
Grade 5	Math	STAR Math	42%	52%	50%	
Grade 6	Math	STAR Math		45%	55%	53%
Grade 7	Math	STAR Math			48%	58%
Grade 8	Math	STAR Math				51%

### 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:** K-5 Literacy & Numeracy Project  
**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 2023-2024).</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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						<b>Performance Target End of December 2023</b>	<b>Performance Target End of March 2024</b>	<b>Performance Target End of June 2024</b>	<b>Performance Target End of September 2024</b>
K-5 teachers training on <i>high quality instructional materials on literacy and numeracy</i> training across all content areas	By 2024, 60% K-5 instructional staff will self-report as feeling “confident” or “very confident” in <i>implementing the high quality literacy and</i>	Online survey given at the beginning and end of the school year on using the high quality instructional materials on <i>literacy and numeracy</i> across	% of K-5 instructional staff who will self-report as feeling “confident” or “very confident” in <i>implementing the high quality instructional</i>		No baseline data yet (Baseline data will be available in September 2023)				60% K-5 instructional staff will self-report as feeling “confident” or “very confident” in <i>implementing the high</i>

	<i>numeracy instructional materials</i> across all content areas	all content areas	<i>materials on literacy and numeracy</i> across all content areas					<i>quality instructional materials literacy and numeracy</i> across all content areas
All K-5 instructional staff training on <i>RTI / MTSS framework</i> to tailor instruction/ processes to address student needs	By 2024, 60% of K-5 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>MTSS framework</i> in the classroom	Online survey given at the beginning and end of the school year on utilizing the <i>MTSS framework</i> in the classroom	% of K-5 instructional staff who will self-report as feeling “confident” or “very confident” in utilizing the <i>MTSS framework</i> in the classroom		No baseline data yet (Baseline data will be available in September. 2023)			60% K-5 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>RTI / MTSS framework</i> in the classroom
All K-5 teachers will utilize the Parent Engagement Checklist for parent/teacher conferences	By 2024, 60% 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 pre and post on using the new Parent Engagement Checklist to explain student academic standing in a clear and understandable manner to parents	% 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		No baseline data yet (Baseline data will be available in June 2024)			60% 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

Increasing district benchmark in the Grades 3-5 STAR Reading assessment.	By 2024, the academic achievement in Reading will increase by 3% as measured by STAR Reading	Renaissance STAR Reading	District benchmark scores		<b>SY21-22 Screener 3 (Outcomes)</b>  STAR Reading: Grade 3: 37% Grade 4: 44% Grade 5: 38%	<b>SY23-24 Screener 1</b>  STAR Reading: Grade 3: 38% Grade 4: 45% Grade 5: 39%	<b>SY23-24 Screener 2</b>  STAR Reading: Grade 3: 39% Grade 4: 46% Grade 5: 40%	<b>SY23-24 Screener 3 (Outcomes)</b>  STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41%	<b>SY23-24 Screener 3 (Outcomes)</b>  STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41%
Increasing district benchmark in Grade 3-5 STAR Math assessment.	By 2024, the academic achievement in Math will increase by 3% as measured by STAR Math	Renaissance STAR Math	District benchmark scores		STAR Math: Grade 3: 44% Grade 4: 49% Grade 5: 42%	STAR Math: Grade 3: 45% Grade 4: 50% Grade 5: 43%	STAR Math: Grade 3: 46% Grade 4: 51% Grade 5: 44%	STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45%	STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45%
Increase instructional staff participation in the Science of Reading and Science of Math/Numeracy training	By 2025, 50% of the K-5 instructional staff will be certified in Science of Reading and Science of Math/Numeracy	Completion Rate on the Science of Reading and Science of Math/Numeracy course training	Attendance and number of teachers who complete the certification courses in Science of Math/Numeracy and Science of Reading		<u>No data yet</u>	<u>SY2023-2024</u>  <u>No Data Yet</u>			<u>SY2024-2025</u>  <u>50% of the K-5 Instructional Staff will have received the certification on Science of Reading and Science of Math</u>

<p><b>6. PROJECT DESCRIPTION</b></p>	<p><b>6a. BASIC PROGRAM OF INSTRUCTION</b></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 two core programs in our public schools at K-5 grade level are the ELA/Reading and Math curriculum. The integration of literacy and numeracy in the professional classroom instruction will support students learning to achieve higher in both Math and Reading. Research has shown that when the students are exposed to the literacy instruction across content areas, they score higher on critical academic standards (Gutierrez de Blume et al., 2020). The assessment results in reading and math will be used to identify students in different tiers in the MTSS framework. The MTSS framework will be used to provide interventions to various types of students (ELL, IEP, at-risk, etc.) to achieve student success in all content areas. The students' Reading and Math scores will also be used as indicators in the Early Warning System, which will be used to communicate during the data dialogue with parents.</p>
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**6b. SUPPLEMENTAL PROJECT AND MANAGEMENT**

CNMI PSS data indicates that in SY 2021-2022, 50% of Grades 2-5 students are not mastering foundational literacy skills in Reading. In Math, 53% of our students in Grades 2-5 lack numeracy skills. In order to support students to improve their literacy and numeracy skills, we will focus on implementing the high quality instructional materials and integrating literacy standards across content areas to maximize instructional time focused on foundational literacy skills in Reading and numeracy skills in Math. This project will supplement the teachers and program personnel’s training for Reading Literacy and Math Numeracy, Science of Reading, Science of Math, and MTSS Framework. This project will also supplement data dialogues and training with parents.

During the SY 2023-2024, all K-5 instructional staff and program personnel will participate in the following activities:

<b>Activity</b>	<b>Rationale</b>	<b>Participants</b>	<b>Timeline</b>	<b>Duration</b>	<b>Location</b>	<b>Person/Department Responsible</b>
High Quality Instructional Materials on Literacy and Numeracy coaching and training-	This coaching and training is necessary for instructional leaders and staff to integrate literacy in all content area and the numeracy in Math	K-5 Instructional Staff, program personnel	Aug. 2023 to May, 2024	5 Days or 40 hours	CNMI  Note: Will need for commutes to Rota and Tinian	Office of Curriculum & Instruction (OCI)-Jackie Quitugua  HMH Presenters
The Science of Reading training	This training is necessary to implement Reading Literacy in teaching and learning	K-5 Instructional Staff, program personnel	Jan. 2024 to April 2024	5 Days or 40 hours	CNMI  Note: Will need for commutes to Rota and Tinian	OCI-Jackie Quitugua  Outsource Presenters
The Science of Math /Math Strategies training)	This training is necessary to implement various Math strategies in teaching and learning	K-5 Instructional Staff, program personnel	April 2024 to June 2024	5 Days or 40 hours	CNMI  Note: Will need for commutes to Rota and Tinian	OCI- Augustus Lose  Outsource Presenters
MTSS Training and Early Warning System Training	This training is necessary to implement the CNMI PSS MTSS Framework and identify interventions needed to provide to the students in various tiers.	K-5 Instructional Staff, program personnel	August 2023-June 2024	5 Days or 40 hours on MTSS framework and Early Warning System	CNMI  Note: Will need for commutes to Rota and Tinian	OCI-Jackie Quitugua  Accountability, Research & Evaluation (ARE)-Rizalina Liwag  Student & Support Services

					progress monitoring training		(SSS)-Yvonne Pangelinan
	Participate in various conferences, meetings, and off island trainings (ASCD, WesEd, Region 18 Comprehensive Network, Reading League, Carnegie Learning National Institute for Math)	The attendance in the conferences is necessary to learn about the latest research on literacy, MTSS, and have situational awareness on the current trends and education mandates	Five to Seven participants composed of Program leaders and personnel, school admin, and teacher leaders	ASCD Conference-March 2024  WestEd Reading Apprenticeship : Summer Institute 1- June 20-22, 2024 Summer Institute 2- June 29-30, 2024  Reading League-Oct. 2-4, 2023 Carnegie Learning National Institute for Math-June 29-30, 2024	ASCD-5 Days  WestEd: 4 days  Reading League- 3 days	ASCD-Washington DC  WestEd: Summer Institute 1-Livonia, MI  WestEd: summer Institute 1-San Francisco, CA  Reading League-Syracuse, NY  Carnegie Learning National Institute for Math-San Francisco, CA	OCI- Jackie Quitugua  ARE- Rizalina Liwag  Principal Reps  Teacher Rep
	Conduct school level meeting and team planning on parent data dialogue using the checklist	This activity is necessary for schools to work with their school stakeholders on how to improve parent engagement and communication using the checklist for data dialoguing with parents during the parent conference meetings.	School admin, counselors, teachers, and interventionists.	October 2023-May 2024	Once a month every Half Day Monday	Schools	School principals

	Conduct the surveys for:  HQIM Training  MTSS Survey  Parent Engagement Checklist	The surveys are necessary to measure the percentage of instructional personnel who receive the training and implement the programs/activities	Instructional Personnel	Pre-Aug. 2023 Post:May 2024	HQIM Survey: Two times a year	Online surveys	ARE: Rizalina Liwag  Annette Sablan
	<p>The subscription for EduClimber platform is necessary to track student progress and monitor interventions provided for them in both academic and behavior. EduClimber is a progress monitoring platform that can sync to our student information system, assessment platform, and other platforms. It generates and tracks data to monitor student progress in both academic and behavior. It also monitors interventions provided for the students by their teachers and by the interventionists. Equipment such as computers will be used and stored in the Office of ARE, OCI, and SSS for the senior directors to see the students progress in EduClimber.</p> <p>Instructional supplies will be purchased to be used for the training and meetings. These supplies are needed to ensure that participants have the materials they need during the training. Space rentals are needed to accommodate the number of participants during the training and meetings. CNMI Public School has approximately 200 teachers in Grades K-5, therefore a bigger venue for the training and meetings are necessary to accommodate the large number of participants. Saturdays and after school pay differentials are needed to pay the participants.</p> <p>These activities have 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)
ELA Program Manager	Under OCI, this position works closely with the reading teachers across the system to ensure student learning and academic success in Early Literacy and Reading.	To oversee the ELA and Reading programs for the CNMI Public School System. Coordinate the high quality instructional materials training in ELA/Reading, Science of Teaching Literacy training, and Science of Reading training. Work collaboratively with the elementary schools to implement Reading Literacy in the classrooms. Conduct observations and instructional	Full time: 100%

		review processes to monitor the use of Science of Reading strategies in the classrooms.	
ELL Program Manager	Under OCI, this position works closely with the ELL teachers and classroom teachers across the system to provide interventions for ELL students to improve their learning and ensure academic success	To oversee the ELL Program. Coordinate with other departments on the implementation of the MTSS Framework. Collaborate with the interventionists (ELL teachers, High Dosage tutors, Title 1 teachers) to use Science of Reading, HQIM materials, and Science of Math intervention strategies for students who are in tier 2 and tier 3 in MTSS framework.	Full time: 100%
Math Program Manager	Under OCI, this position works closely with the math teachers across the system to ensure student learning and academic success in Math	To oversee the Math program for the CNMI Public School System. Coordinate the high quality instructional materials training for Math, and Science of Math training/institute. Work collaboratively with the elementary schools to implement Math numeracy in the classrooms. Conduct observations and instructional review processes to monitor the use of Math Numeracy in the classrooms.	Full time: 100%

Grade 7	Math	STAR Math	41%	44%	47%	50%
Grade 9	Math	STAR Math	38%	41%	44%	47%

Objective 3: We will increase the annual students' academic achievements (proficiency and above levels) in the following grades by 3% as measured through:

- c. [Grade 6 Chamorro](#)
- d. [Grade 6 Carolinian](#)
- e. Grade 8 Social Studies
- f. Secondary End of Course Standard Based Assessments (SBA) in US Government, Economics, and Biology

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 6	Chamorro	End of Year Standard Based Assessment	47%	50%	53%	56%
Grade 6	Carolinian	End of Year Standard Based Assessment	16%	19%	22%	25%
Grade 8	Social Studies	End of Year Standard Based Assessment (SBA)	29%	32%	35%	38%
High School	US Government and Economics	End of Course Standard-Based Assessment (SBA)	38%	41%	44%	47%
High School	Biology	End of Course Standard-Based Assessment (SBA)	17%	20%	23%	26%

Objective 4: We will increase ELL students' academic overall scores (Expanding and above levels) in the following grades by 3% as measured through WIDA Assessments:

Grade Level	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 4	WIDA Assessment	32%	35%	38%	41%
Grade 5	WIDA Assessment	42%	45%	48%	51%
Grade 6	WIDA Assessment	14%	17%	20%	23%
Grade 7	WIDA Assessment	18%	21%	24%	27%

Grade 8	WIDA Assessment	26%	29%	32%	35%
Grade 9	WIDA Assessment	20%	23%	26%	29%
Grade 10	WIDA Assessment	19%	22%	25%	28%
Grade 11	WIDA Assessment	29%	32%	35%	38%
Grade 12	WIDA Assessment	13%	16%	19%	22%

The Commonwealth of the Northern Mariana Islands Public School System is a provider of quality education, empowering all individuals to be innovative thinkers and learners. Its mission is to educate lifelong learners to become productive citizens of a global society. Our goal is to improve the student's academic performance, which will result in their readiness and successful transition to college or a career. By increasing the annual students' academic achievement by 3% and above, our goal to improve their academic performances will be attained.

~~Objective 5: CNMI PSS will adopt the Smarter Balanced Summative Assessments for Reading and Mat~~

~~By 2023, CNMI PSS will complete the integration and migration of the smarter balanced assessments in the PSS SBA online assessments~~

~~By 2024, CNMI PSS will pilot the ELA and Math Smarter Balanced Assessments in Grades 3-8 and in the High School using the SBA Platform~~

~~By 2025, CNMI PSS will fully implement the ELA and Math Smarter Balanced Assessments in Grades 3-8 and in the High School using the SBA Platform~~

**Objective 5: The schools in the CNMI Public School System will be rated high-performing schools based on the Accountability School Report Card**

**By 2024, Eight out of 20 schools in the CNMI Public School System will be rated high-performing schools on the Accountability School Report Card**

**By 2025, Ten out of 20 schools in the CNMI Public School System will be rated as high performing schools on the Accountability School Report Card**

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

**Project Title:** Assessment

**Means of Evaluating Program Outcome(s) Chart #** \_\_\_\_\_

<b>Project Activity</b> <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>	<b>Corresponding Annual Objective</b> <i>Enter the annual objective from 5b that this project activity aligns with.</i>	<b>Data Source</b> <i>Enter where the data are located. Identify where the data will come from.</i>	<b>Unit of Measurement (i.e. metric)</b> <i>Enter the unit of measurement.</i>	<b>Evidence-Based</b> <i>Please indicate: Yes or No</i>	<b>Baseline Data</b> <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 2023-2024).</i>	<b>Quarterly Performance Targets</b> <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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						<b>Performance Target</b> <b>End of December 2023</b>	<b>Performance Target</b> <b>End of March 2024</b>	<b>Performance Target</b> <b>End of June 2024</b>	<b>Performance Target</b> <b>End of September 2025</b>
(e.g., Teachers, school admin., and Program facilitators trainings on new tools and resources to utilize in the classroom to	(e.g., By the end of the 2023-2024 school year, 70% of teachers will self-report as feeling “well prepared”	(e.g., web-based survey from post-professional development event on new tools and resources to use in the classroom to enhance 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		(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				

## Project Narrative

<b>1. PROJECT TITLE</b>	Assessment		
<b>2a. FEDERAL TITLE PROGRAM &amp; ALLOWABLE USE(S) OF FUNDS</b>	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		
<b>2b. SEA OR LEA SERVICES</b>	SEA and LEA		
<b>3. POPULATION and NUMBERS to RECEIVE SERVICES</b>	<b>3a. GRADE LEVEL(S) &amp; NUMBER of STUDENTS to RECEIVE SERVICES</b>		<b>3b. PARTICIPANT TYPE(S) &amp; NUMBER of PARTICIPANTS to RECEIVE SERVICES</b>
	<b>Grade Level(s)</b>	<b>Number of Students</b>	<b>Participant Type(s)</b>
	K-12	<del>8,856</del> 8,713	Students Teachers School Administrators
			Students: <del>8856</del> 8,713 Teachers: <del>463</del> 502 School Administrators: 43
<b>4. NEED(S) for PROJECT</b>	<p><u>1. Identified Need for this project</u></p> <p>The CNMI Public School System (PSS) is guided by the strategic performance management (SPM) plan, which aims to provide every student with a quality education. The SPM plan comprises priorities, goals, milestones, and action plans that are closely monitored to achieve students' success. One priority in the SPM plan is accountable, high-performing systems. Its goal is to use the data for continuous improvement to improve instructions and services for students' growth so they can be college and career ready.</p> <p>To measure student progress toward this goal, the CNMI PSS administers various assessments. STAR Assessments are given to the students three times a year as screeners or interim assessments. STAR Assessments assess students in the content areas of Early Literacy, Reading, and Math. PSS also administers the End-of-Year/End-of-Course assessments in the content areas of Science (Biology and Environmental Science), Chamorro Carolinian Language Heritage Studies (CCLHS), and Social Studies (NMI History, US Government, and Civics). The WIDA assessment is provided to English Learners (EL) students to measure their English skills in reading, writing, listening, speaking, literacy, and comprehension. The MSAA Assessment is an alternate assessment given to students with severe disabilities. High test scores show that a student is proficient in these subject areas and is ready for college-level work.</p>		

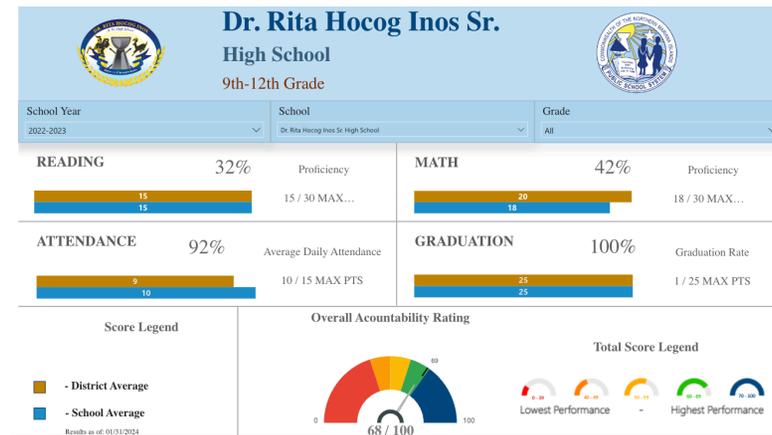
Considering how crucial it is to each student's achievement, administering assessments is highly needed. Assessment is an integral part of instruction, as it determines whether or not the goals of education are met. Assessment leads us to ask, "Are students learning what they should be learning?" "Are we teaching what we think we are teaching?" "Is there a way to teach the content better?" Both summative and formative testing significantly affect student learning, and careful consideration must be given to their selection and implementation (Kibble, 2017). Findings from this assessment inform decisions about placement, advancement, instructional needs, curriculum, interventions, and, in some cases, more funding.

There is a need to conduct the screener and interim assessments in STAR Early Literacy, STAR Reading, and STAR Math. These assessments allow the schools to determine students' abilities and skills in literacy, reading, and math. The Renaissance mastery model automates the collection, reporting, and conversion of student data from a wide range of sources into a continuous, unified measure of mastery, assisting teachers in making prompt and informed decisions on the learning of all students (Renaissance Learning, Inc. 2017). STAR assessments measure students' skills and abilities and identify their level of proficiency or mastery. Guskey and McTighe (2016) identified the promise of assessments in determining the prior knowledge and skills of the students. They further explained that assessments provide baseline data for teachers to monitor student learning progress.

State-level assessment for all content is needed to determine the student's academic performance. Summative assessments are necessary to measure the students' learning loss due to the COVID-19 pandemic. These assessments are also being used to measure the effectiveness of teaching and learning in the classroom. The End of Year/Course assessment (EOY/EOC) evaluates student learning and skill mastery. It is intended to answer the questions posed above and help students and teachers understand how students are doing as they work on developing their skills. ~~In order to provide the students with the Standard based summative assessments for ELA/Literacy and Math, there is a need to adopt and implement the Smarter Balanced Assessment for Reading and Math as part of the standard based summative assessments. The Smarter Balanced Assessment System includes a comprehensive suite of standards aligned assessments and tools to support effective teaching and maximize learning for each individual student. (The Regents of University of California, 2022). The Smarter Balanced Summative Assessment for Math and ELA will be embedded in the Standard based assessment platform, and it will be given to the 3rd-8th grade students and the high school students to determine their progress toward their college and career readiness in English Language Arts/Literacy and Math.~~

There is a need for our English Learners to be given the World Class Instructional Design and Assessment (WIDA) ACCESS assessments. The WIDA ACCESS is a placement test given to diverse students identified as English Learners. The WIDA ACCESS Assessment for English Learners (EL) is crucial to identifying eligible students for other educational and instructional services. Since our diverse population is composed of students who are dual or multilingual, it is imperative that students identified as English Learners be provided with the services needed to succeed academically. The WIDA ACCESS assessment also determines if the students meet the exit criteria in English writing, reading, speaking, fluency, and comprehension. There is also a need to conduct the Multi-State Alternate Assessment (MSAA) for students with severe disabilities. The Multi-State Alternate Assessment (MSAA) is the ELA and math alternate assessment for students with significant cognitive disabilities. Employing alternative assessments aims to evaluate students' competence in carrying out complex tasks directly related to learning objectives. Findings from this assessment are used to determine what students can and cannot do in contrast to what they do or do not know. They encourage students to learn to apply knowledge rather than memorize materials.

Lastly, there is a need to monitor the schools' progress and improvement using the Accountability School Report Card. The Accountability School report card provides stakeholders with insight into how the schools perform based on the following indicators: STAR reading assessment, STAR math assessment, attendance, and graduation rate for high school. The indicators are weighted to reflect the schools' performance from lowest to highest performance rating. Below is an example of the Accountability School Report Card:



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

The CNMI PSS will continue monitoring student performance using assessments and their growth over time in the content areas discussed above relative to collegiate academic expectations. The CNMI PSS faced enormous challenges during the past several school years caused by two super typhoons, followed by the COVID-19 pandemic. The pandemic caused interruptions in daily instruction in the classrooms. School closures necessitated alternative approaches to delivering the critical feedback function of learning assessment. Distance/Blended-learning required teachers to change their practices, including daily tasks and responsibilities. Teachers were asked to develop alternative and varied approaches to tracking student attendance and monitoring student learning (from assessing to remediating learning loss) during the pandemic, including formative and summative methods. Continuous student monitoring through assessments will help the system address learning gaps. The assessment findings will also help the schools implement interventions to improve students' academic performances and ensure their success.

The pandemic has also compelled us to switch to computer-based standard-based End of Year/End of Course (EOY/EOC) assessments, a more efficient testing method. The Office of ARE will continue to work closely with the Office of OCI and the ELA, Math, Science, and Social Studies Professional Learning Community (PLC) on the ongoing development of the online EOY/EOC standard-based assessments for all content areas. Smarter Balanced for Math and Reading will be adopted and migrated to the PSS online assessment platform. Herman and Lynn (2013) explained that the Smarter Balanced assessments and their outcomes would convey strong messages to schools about the meaning of the Common Core State Standards (CCSS) and what students know and can do.

Data dialogues, professional development, and assessment training will be in place for continuous improvement. Data dialogues will allow all stakeholders to unpack various data sets and have in-depth discussions on the findings. Data dialogues also allow school officials and teachers to collaborate to solve challenges and emerging issues that impede student learning. Data dialogues will enable them to create plans for delivering effective instructions by sharing ideas and their expertise.

Professional development and continuous training on the new student information system and online assessments will allow users to maximize the program's usage and capabilities. School leaders, teachers, and staff will receive professional development and training on generating and interpreting assessment reports. They will learn how to create an individual plan for every type of learner using various data sources. Interventionists, including the high dosage tutors, Title 1 teachers, and ELL teachers, will be provided with training on progress monitoring using the available data.

The CNMI PSS has no local funds for summative student or growth assessments. In fact, according to the US Government Accountability Office, the CNMI economy plunged 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 of the novel coronavirus (COVID-19). The CNMI is currently experiencing the worst economic crisis in its history. All flights from China, Hong Kong, and Russia, the CNMI's top two tourism markets, have been suspended. Airlines like Asiana Airlines discontinued their flights from South Korea to Saipan due to a lack of passengers who were still hesitant to travel due to the pandemic. From \$233.3 million, the CNMI's government's revenue projection went down to \$144.8 million in FY2022, a loss of \$88.5 million.

For this reason, we request supplemental funds to manage and administer our summative assessments, the STAR assessments, and the district's student information system.

Our theory of action is that if we continue to be a data-driven school district, by 2026, we will achieve the following:

An increase of 3% in the STAR Reading and STAR Math scores and an increase in the End of Year Assessment scores of at least 3% and above.

#### **References:**

Kibble, J. (2017). Best Practices in Summative Assessment, *American Psychological Society*, 41(1), 110–119. <https://doi.org/10.1152/advan.00116.2016>

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Herman, J.L., and Linn, R.L. (2013). On the road to assessing deeper learning: The status of Smarter Balanced and PARCC assessment consortia. (CRESST Report 823). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

The Regents of University of California (2022). *Smarter Balanced*. Retrieved from <https://smarterbalanced.org/>

**5. GOAL STATEMENT/OBJECTIVES**

**5a. Goal Statement:**

Goal: Improve the academic performance of PSS students to be college and career-ready.

**5b. Annual Objectives:**

Objective 1: We will increase the annual students' academic achievements (proficiency and above levels) in the following grades by 3% as measured through:

- a. Grade 1 STAR Early Literacy
- b. Grades 3, 5, 8, and 10 STAR Reading

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 1	Reading	STAR Early Literacy	56%	59%	62%	65%
Grade 3	Reading	STAR Reading	51%	54%	57%	60%
Grade 5	Reading	STAR Reading	45%	48%	51%	54%
Grade 8	Reading	STAR Reading	37%	40%	43%	46%
Grade 10	Reading	STAR Reading	31%	34%	37%	40%

Objective 2: We will increase the annual students' academic achievements (proficiency and above levels) in the following grades by 3% as measured through:

- a. Grades 2,4,6,7,9 STAR Math Assessments

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 2	Math	STAR Math	48%	51%	54%	57%
Grade 4	Math	STAR Math	51%	54%	57%	60%
Grade 6	Math	STAR Math	34%	37%	40%	43%

Grade 7	Math	STAR Math	41%	44%	47%	50%
Grade 9	Math	STAR Math	38%	41%	44%	47%

Objective 3: We will increase the annual students' academic achievements (proficiency and above levels) in the following grades by 3% as measured through:

- c. [Grade 6 Chamorro](#)
- d. [Grade 6 Carolinian](#)
- e. Grade 8 Social Studies
- f. Secondary End of Course Standard Based Assessments (SBA) in US Government, Economics, and Biology

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 6	Chamorro	End of Year Standard Based Assessment	47%	50%	53%	56%
Grade 6	Carolinian	End of Year Standard Based Assessment	16%	19%	22%	25%
Grade 8	Social Studies	End of Year Standard Based Assessment (SBA)	29%	32%	35%	38%
High School	US Government and Economics	End of Course Standard-Based Assessment (SBA)	38%	41%	44%	47%
High School	Biology	End of Course Standard-Based Assessment (SBA)	17%	20%	23%	26%

Objective 4: We will increase ELL students' academic overall scores (Expanding and above levels) in the following grades by 3% as measured through WIDA Assessments:

Grade Level	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 4	WIDA Assessment	32%	35%	38%	41%
Grade 5	WIDA Assessment	42%	45%	48%	51%
Grade 6	WIDA Assessment	14%	17%	20%	23%
Grade 7	WIDA Assessment	18%	21%	24%	27%

Grade 8	WIDA Assessment	26%	29%	32%	35%
Grade 9	WIDA Assessment	20%	23%	26%	29%
Grade 10	WIDA Assessment	19%	22%	25%	28%
Grade 11	WIDA Assessment	29%	32%	35%	38%
Grade 12	WIDA Assessment	13%	16%	19%	22%

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~~Objective 5: CNMI PSS will adopt the Smarter Balanced Summative Assessments for Reading and Mat~~

~~By 2023, CNMI PSS will complete the integration and migration of the smarter balanced assessments in the PSS SBA online assessments~~

~~By 2024, CNMI PSS will pilot the ELA and Math Smarter Balanced Assessments in Grades 3-8 and in the High School using the SBA Platform~~

~~By 2025, CNMI PSS will fully implement the ELA and Math Smarter Balanced Assessments in Grades 3-8 and in the High School using the SBA Platform~~

**Objective 5: The schools in the CNMI Public School System will be rated high-performing schools based on the Accountability School Report Card**

**By 2024, Eight out of 20 schools in the CNMI Public School System will be rated high-performing schools on the Accountability School Report Card**

**By 2025, Ten out of 20 schools in the CNMI Public School System will be rated as high performing schools on the Accountability School Report Card**

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

**Project Title: Assessment**

**Means of Evaluating Program Outcome(s) Chart # \_\_\_\_\_**

<b>Project Activity</b> <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>	<b>Corresponding Annual Objective</b> <i>Enter the annual objective from 5b that this project activity aligns with.</i>	<b>Data Source</b> <i>Enter where the data are located. Identify where the data will come from.</i>	<b>Unit of Measurement (i.e. metric)</b> <i>Enter the unit of measurement.</i>	<b>Evidence-Based</b> <i>Please indicate: Yes or No</i>	<b>Baseline Data</b> <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 2023-2024).</i>	<b>Quarterly Performance Targets</b> <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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						<b>Performance Target</b> <b>End of December 2023</b>	<b>Performance Target</b> <b>End of March 2024</b>	<b>Performance Target</b> <b>End of June 2024</b>	<b>Performance Target</b> <b>End of September 2025</b>
(e.g., Teachers, school admin., and Program facilitators trainings on new tools and resources to utilize in the classroom to	(e.g., By the end of the 2023-2024 school year, 70% of teachers will self-report as feeling “well prepared”	(e.g., web-based survey from post-professional development event on new tools and resources to use in the classroom to enhance 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		(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				

improve instruction.)	to use new tools and resources in the classroom to improve instruction. )		classroom to improve instruction)		survey collected during School Year 2022-2023.)				
Activity 1: To collect STAR Early Literacy and STAR Reading screeners and outcome data 3 times a year, and conduct data dialogue and trainings with all the PSS schools	By 2024, CNMI PSS will increase the STAR assessment scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Early Literacy: Grade 1-56%  STAR Reading: Grade 3-51% Grade 5-45% Grade 8-37% Grade 10-31%  STAR Math: Grade 2-48% Grade 4-51% Grade 6-34% Grade 7-41% Grade 9-38%	STAR Early Literacy: Grade 1-57%  STAR Reading: Grade 3-52% Grade 5-46% Grade 8-38% Grade 10-32%  STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	STAR Early Literacy: Grade 1-58%  STAR Reading: Grade 3-53% Grade 5-47% Grade 8-39% Grade 10-33%  STAR Math: Grade 2-50% Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%
Activity 2: To collect STAR Math screeners and outcome data 3 times a year, and conduct data dialogue and trainings with all the PSS schools	By 2024, CNMI PSS will increase the STAR assessment scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Math: Grade 2-48% Grade 4-51% Grade 6-34% Grade 7-41% Grade 9-38%	STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	STAR Math: Grade 2-50% Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40%	STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%	STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%

Activity 3: To create and refine locally-generated assessments; collect End of Course Standard Based Assessment data, and to facilitate data dialogue, and trainings with all the PSS schools	By 2024, CNMI PSS will increase the SBA assessment scores by at least 3% and above.	Standard Based Assessment data	Percentage of standards that are in proficient and advanced	Yes	<b>Baseline Data:</b>  Grade 6 Chamorro- 47%  Grade 6 Carolinian- 16%  Grade 8 Social Studies- 29%  US Government and Economics- 38%  Biology- 17%		Grade 6 Chamorro- 50%  Grade 6 Carolinian- 19%  Grade 8 Social Studies- 32%  US Government and Economics- 41%  Biology- 20%	Grade 6 Chamorro- 50%  Grade 6 Carolinian- 19%  Grade 8 Social Studies- 32%  US Government and Economics- 41%  Biology- 20%
Activity 4: To collect WIDA ACCESS summative data for ELL students, and to facilitate data dialogue with all the PSS schools	By 2024, CNMI PSS will increase the WIDA ACCESS assessments scores by at least 3% and above.	WIDA ACCESS Assessment data	Percentage of ELL students who scores Expanding and above	Yes	<b>Baseline Data:</b> Grade 4-32% Grade 5-42% Grade 6-14% Grade 7-18% Grade 8-26% Grade 9-20% Grade 10-19% Grade 11-29% Grade 12-13%		Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%
Activity 5: To fully implement the accountability school report card for progress monitoring of the school improvement	By 2025, Schools in the CNMI PSS will be rated as high performing schools as measured by the Accountability School Report Card	Accountability School Report Card	Completion and implementation of the Accountability School Report Card Dashboard	Yes	<b>Baseline Data:</b>  None		Eight of 20 schools will be rated high performing schools measured by the Accountability School Report Card by the end of the SY2025	Eight of 20 schools will be rated high performing schools measured by the Accountability School Report Card by the end of the SY2025

## 6. PROJECT DESCRIPTION

### 6a. BASIC PROGRAM OF INSTRUCTION

The strategic performance management (SPM) plan, which aims to give every student a quality education, serves as the foundation for the CNMI Public School System (PSS). The SPM plan comprises priorities, goals, milestones, and action plans that are closely monitored to achieve students' success. One of the priorities listed in the SPM plan is accountable, high-performing systems. Its goal is to use the data for continuous improvement to improve instruction and services for students' growth so they can be college- and career-ready. As data becomes integral to decision-making and continuous improvement, the Commissioner of Education has tasked the Office of Accountability, Research, and Evaluation (ARE) to manage integral data, including student information, formative and summative assessments, surveys, reports, and other quantitative and qualitative data. ARE also helps develop and regulate policies and statutes pertaining to data usage, reporting, and security.

The Office of ARE works closely with the schools to plan and propose an annual assessment calendar to the Commissioner of Education. Reading and Math screeners are provided to the students three times a year using Renaissance STAR assessments. In 2020, the office of ARE proposed to the Board of Education a policy to develop online End of Course and End standard-based Year Standard Based Assessments (SBA) due to the sunseting of the ACT Aspire assessments. In 2021, the Assessment Program under the Office of ARE migrated the following assessments to the PSS online standard-based assessment platform:

- a. Grades 4, 6, and 8 Chamorro and Carolinian
- b. NMI History
- c. US Government/Economics

The Assessment program works closely with the ELA, Math, Science, and Social Studies Professional Learning Community (PLC) composed of teachers and school administrators, and with the Office of Curriculum and Instruction (OCI) senior director and program managers to develop the end-of-course and end-of-year standard based assessments on the following subject areas:

- a. Grade 8 Social Studies
- b. Biology
- c. Environmental Science

The Office of ARE will continue to work with the stakeholders in the development of the end-of-the-year and end-of-course standard-based assessments for other grade levels and subject areas to measure student academic success and triangulate various types of data.

The office of ARE monitors, collects, and presents data to various stakeholders. They will conduct state-level data dialogues, engaging the district and school leaders to unpack and analyze their data. This process will allow stakeholders to reflect on their current educational practices and identify ways to improve teaching and learning in the classroom. Professional development and rigorous training on student progress monitoring using data and other research and best classroom practices will be provided.

A district-level student information system was needed for data consolidation and seamless management. In 2021, the BOE adopted a policy for the district-level student information system. PSS has transitioned from using Rediker as the school-level student information system to Infinite Campus, which can provide a unified district-level student data management system. In 2022, student data will be migrated to the Infinite Campus. Since the system is new to the PSS employees, including the school administrators, teachers, SPED teachers, counselors, records custodians, school aides, attendance monitors, teacher aides, and interventionists, the Office of ARE will continue to provide rigorous training to maximize the use of Infinite Campus. Technical support and assistance for all the schools will also be provided. Data clean-up will also be conducted in a timely manner to ensure the accuracy and validity of the collected data.

Supplementals from the consolidated grant will allow the system to support the assessment program so we can continue to collect meaningful data to improve the students' academic achievement needed for their success. The student information system (Infinite Campus), which serves all students in grades K–12, is supplemental to be used for Consolidated Grant purposes.

## **6b. SUPPLEMENTAL PROJECT AND MANAGEMENT**

One of the goals of the CNMI Public School System is to use the data for continuous improvement to improve instructions and services for students' growth so they can be college and career ready. This assessment project will supplement the following activities:

1. Collect data using STAR Early Literacy, Reading, and Math assessments, MSAA assessments, WIDA assessments, and Standard based assessments. The STAR Early Literacy, Reading, and Math assessments will be provided to the K–12th grade students three times a year to monitor their progress. The Standard based assessments will be provided at the end of the course and at the end of the year. The MSAA assessment is provided at the end of the year to students with severe disabilities. The WIDA assessment is provided for English Learners students. These assessment activities will allow the schools to use the collected assessment data to identify their needs and develop a schoolwide plan to improve classroom instruction and services and increase student achievements.
2. Data dialogues with schools to improve student outcomes. This project will allow the PSS stakeholders, key management, program managers, school administrators, teachers, and interventionists to meet at least three times a year and discuss students' data to support classroom instructions.
3. Professional Learning Community meetings and collaboration. This project will allow the Office of ARE and OCI to meet monthly with the program managers and teacher leaders to engage them in developing standard-based assessments and to address issues around assessment and data to improve student outcomes.
4. Professional development for teachers and interventionists The professional development will be conducted at least twice a year. This project will support the teachers and the interventionists (including ELL teachers, High Dosage Tutors, and Title 1 teachers) through professional development around data-driven decision-making to improve the teaching and learning in the classrooms. The unpacking of data will allow the teachers to understand their students better and target interventions using the Multi-Tiered System of Supports (MTSS) that will help students improve their learning.
5. Attend conferences and training on assessments to develop skills and become situationally aware of the current practices and trends in education. The training and conferences also help us collaborate with other states on assessments and student information management.
6. The purchase of equipment for printing the necessary resources for accountability purposes, data presentation, and assessment set-up is needed. Supplies for training, data dialogue meetings, and printing materials and resources are needed as well.
7. Contracts for the following are needed to supplement this program:
  - a. The Renaissance Assessment Contract- is used to measure STAR assessments in STAR Early Literacy, Math, and Reading.
  - b. Excelsoft Contract to deliver the standards-based assessments in all content areas
  - c. Smarter Balanced Assessments to develop and create assessments in Math and Reading
  - d. Infinite Campus to store student information data needed to sync to assessment programs
  - e. MSAA contracts to deliver alternate assessments for students with severe disabilities.
  - f. Internet and communication contracts are needed for online assessments and data management.
  - g. Intrado Communicate and Attendance Alerts are needed to communicate data to various stakeholders.
  - h. WIDA Assessments contract to measure EL students' growth and progress

	<p>8. Supplements for training venues and pay differentials are needed for payment during the training and data dialogue. Inter-island travelsise needed for face-to-face attendance during the training and data dialogues. Off-island travel is needed for conferences and required meetings.</p> <p>STAR Assessment is administered to students three times a year at the beginning, middle, and end of the year. Standards-based assessments are given to the students at the end of the year and at the end of the course. Alternate assessments are given at the end of the school year to students with severe disabilities. WIDA assessments are given to the EL students annually.</p> <p>There are no connections to Federal Agencies/Programs.</p>
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**7. Personnel Needs**

<b>Position Title and Number of Position(s)</b>	<b>Brief Description of Position</b>	<b>Purpose of Position</b>	<b>Type of Position</b> (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Accountability, Research, and Evaluation Senior Director	Under ARE, this position generates, analyzes, monitors, validates, designs, and reports assessment data to the key management, the Board of Education, the legislature, schools, parents, and other stakeholders. The senior director also leads the data dialogues and other training needed to understand the assessment data.	To provide leadership over state-administered assessments. Responsible for reporting and communicating the assessment results and student data to the legislature, board of education, key management, and school administrators. lead the professional development training for teachers and interventionists. Lead the data dialogues for the 20 schools. To help analyze and interpret the assessment and student data.	1 Part Time (50% Level of Effort)  The other 50% is funded by the local account.
State Assessment Program Manager	Under ARE, this position oversees all aspects of state-administered assessments.	To manage and implement the assessment program. Work closely with the vendors to deliver effective student online assessments on time and generate results with accuracy and fidelity. Work with the professional learning community to develop standard-based assessments. Validates assessment data.	1 Full-Time (100%)
Student Information System Records Program Manager	Under ARE, this position manages the Student Information System.	To manage the student information system that syncs and integrates data to assessment online platforms and vice versa	1 Full-Time (100%)
Accountability Program Manager	Under ARE, this position oversees the accountability processes and reporting.	To oversee the accountability program and create a report for the stakeholders. Create public-facing data for accessibility and reporting purposes.	1 Full-Time (100%)
Data Specialist	Under ARE, this position collects and records assessment data and provides technical support and assistance to K–12 schools.	To monitor, record, and collect assessment and student data. To provide technical support to the programs and schools on accessing assessment and student data.	1 Full-Time (100%)

# FY 2024 CNMI PSS Consolidated Grant

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## Folder 2 – Required Consolidated Grant Application Materials

- ❑ Project Narrative  
*(Applicable for only Modified or New Projects)*
- ❑ Means of Evaluating Program Outcome(s) Chart  
*(Required for All Projects)*
- ❑ Budget Narrative  
*(Required for All Projects)*

# 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](#)

<b>1. PROJECT TITLE</b>	Title I Reading/Math Tutorial for At-Risk and English Language Learners		
<b>2a. FEDERAL TITLE PROGRAM &amp; ALLOWABLE USE(S) OF FUNDS</b>	<p>Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)</p> <p>Use of funds under ESSA as an allowable activity as permitted under Section 1115 (b) (2) (D) and 1115 (b) (2) (G) (i-iii) using methods and instructional activities to strengthen the academic program of the school and coordinating with similar activities and services carried out by IDEA.</p>		
<b>2b. SEA OR LEA SERVICES</b>	SEA		
<b>3. POPULATION and NUMBERS to RECEIVE SERVICES</b>	<b>3a. GRADE LEVEL(S) &amp; NUMBER of STUDENTS to RECEIVE SERVICES</b>	<b>3b. PARTICIPANT TYPE(S) &amp; NUMBER of PARTICIPANTS to RECEIVE SERVICES</b>	
	<b>Grade Level(s)</b>	<b>Number of Students</b>	<b>Participant Type(s)</b>
	K-12	8,713 Public School Students <ul style="list-style-type: none"> <li>• 4,905 Struggling Readers</li> <li>• 1,554 English Language Learners</li> </ul>	Teachers School Administrators  25 44
<b>4. NEED(S) for PROJECT</b>	<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 the 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." (A. Kasey Foundation, 2010)</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 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 third grade." 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 read proficiently, the US (and its territories) "will</p>		

	<p>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).</p> <p>The CNMI needs to understand and improve the early education experiences of our youngest students. Achieving reading and math proficiency by grade level is our priority. Literacy is a key indicator of future academic success as well as lifelong socioeconomic, health, and wellbeing outcomes. Children reading at grade level are more likely to graduate from high school, enter and complete postsecondary programs, and remain gainfully employed later in life. They are more likely to stay on grade level over time and highly correlated with high school completion and lifelong socioeconomic, health, and wellbeing outcomes.</p> <p>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.</p> <p>The need for supplemental tutorial and English language assistance services has increased in the aftermath of the COVID-19 pandemic.</p> <p>A total of 56.3% of 8,713 public school students or 4,905 of students enrolled from K-12 have been identified as struggling and they are eligible for Title 1 tutorial services.</p> <p>Of the 1,554 English Language Learners (ELLs), 77% or 1,035 of ELL students are below proficiency level.</p> <p>The nation is also experiencing a decline in math proficiency scores as a result of the learning loss due to the COVID-19 pandemic. Our data indicates that 55% of our students do not meet the proficiency level in Math (CNMI PSS Academic Achievement Report, 2023).</p> <p>The theory of action is that if:</p> <ol style="list-style-type: none"> <li>1) We provide tutorials for students struggling with reading and math with a Title 1 teacher, then students will be reading on grade level by the end of 3rd grade, thus ready for the 4th grade and beyond.</li> <li>2) We use language teaching strategies to increase English proficiency for ELL students and support classroom teachers ,then students' academic achievement will increase.</li> <li>3) We provide Title I teachers rigorous and high quality professional development using High Quality Instructional materials will significantly help students gain proficiency in reading and mathematical numeracy.</li> </ol>

**5. GOAL STATEMENT/OBJECTIVES**

**5a. Goal Statement:**

By the end of 2026, the percentage of students who demonstrate proficiency in reading and math will increase by at least 3% each year as measured by STAR Reading and STAR Math assessments.

**5b. Annual Objectives:**

**Reading Tutorials:**

Objective 1: We will increase the annual students' academic achievements (proficiency and above levels) in the following grades by 3% as measured through:

- a. Grade 1 STAR Early Literacy
- b. Grades 3, 5, 8, and 10 STAR Reading

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 1	Reading	STAR Early Literacy	56%	59%	62%	65%
Grade 3	Reading	STAR Reading	51%	54%	57%	60%
Grade 5	Reading	STAR Reading	45%	48%	51%	54%
Grade 8	Reading	STAR Reading	37%	40%	43%	46%
Grade 10	Reading	STAR Reading	31%	34%	37%	40%

Objective 2: We will increase the annual students' academic achievements (proficiency and above levels) in the following grades by 3% as measured through:

- a. Grades 2,4,6,7,9 STAR Math Assessments

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 2	Math	STAR Math	48%	51%	54%	57%
Grade 4	Math	STAR Math	51%	54%	57%	60%
Grade 6	Math	STAR Math	34%	37%	40%	43%

Grade 7	Math	STAR Math	41%	44%	47%	50%
Grade 9	Math	STAR Math	38%	41%	44%	47%

Objective 3: We will increase ELL students' academic overall scores (Expanding and above levels) in the following grades by 3% as measured through WIDA Assessments:

Grade Level	Measurement Type	Baseline Data (2022)	Year 1 (2023)	Year 2 (2024)	Year 3 (2025)
Grade 4	WIDA Assessment	32%	35%	38%	41%
Grade 5	WIDA Assessment	42%	45%	48%	51%
Grade 6	WIDA Assessment	14%	17%	20%	23%
Grade 7	WIDA Assessment	18%	21%	24%	27%
Grade 8	WIDA Assessment	26%	29%	32%	35%
Grade 9	WIDA Assessment	20%	23%	26%	29%
Grade 10	WIDA Assessment	19%	22%	25%	28%
Grade 11	WIDA Assessment	29%	32%	35%	38%
Grade 12	WIDA Assessment	13%	16%	19%	22%

### 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/Math Tutorial for At-Risk and English Language Learners**

**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 2023-2024).)	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
Activity 1: To collect STAR Early Literacy and STAR Reading screeners and outcome data 3 times a year, and conduct data dialogue and trainings with	By 2024, CNMI PSS will increase the STAR assessments scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Early Literacy: Grade 1-56%  STAR Reading: Grade 3-51% Grade 5-45% Grade 8-37% Grade 10-31%  STAR Math:	STAR Early Literacy: Grade 1-57%  STAR Reading: Grade 3-52% Grade 5-46% Grade 8-38% Grade 10-32%	STAR Early Literacy: Grade 1-58%  STAR Reading: Grade 3-53% Grade 5-47% Grade 8-39% Grade 10-33%  STAR Math:	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34% Grade 5-48% Grade 8-40%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51%



**6. PROJECT DESCRIPTION**

**6a. BASIC PROGRAM OF INSTRUCTION**

Prompts:

- Describe the Basic Program of Instruction, which is a set of common courses required of all students and considered the necessary general education for students, irrespective of their course of study.
- List how the Basic Program of Instruction is related to the project need.

Core program in our public schools 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.

Title I and ELL teachers are part of the school data teams to identify and prioritize eligible students for services.

**6b. SUPPLEMENTAL PROJECT AND MANAGEMENT**

Prompts:

- List the project(s) that will be implemented within this Consolidated Grant project and explain how the project(s) are supplemental to (i.e., how it enhances or supports) the Basic Program of Instruction identified in section 6a above.
- State why the proposed Supplemental Project is necessary to meet the project need (should be linked to Section 4) and goal (should be linked to Section 5).
- List the major activities to be implemented that will assist with the attainment of the project's goal(s) during the Year X implementation cycle (FY 20XX). This list must also include an estimated timeline and person(s) responsible (must align with the personnel needs and budget narrative).
- Indicate when and where will the activities be implemented (frequency, duration, and location).
- Mention any potential connection to any other Federal Agencies/Program(s) (e.g., Department of Interior, Department of Commerce, Department of Labor, Centers for Disease Control and Prevention, etc.) if necessary. If no connection to any other Federal Agency/program, state "No Connection."

**Tutorials:**

Title I teachers will provide reading tutorials to eligible students in grades Kindergarten through 12th grade, prioritizing elementary grade levels. Students qualify for tutorials based on the STAR Early Literacy and Reading Screener, as well as the STAR Math Screener.

Existing Title 1 teachers 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 teachers provide tutorial services to students every school day in the classroom using a push-in model and working closely with the regular classroom teacher.

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.

**English Language Learner Teachers:**

ELL teachers provide support for students who are identified as English Language Learners in a variety of settings including co-teaching, small group instruction, and consultation with classroom teachers. In addition to administering WIDA, ELL teachers evaluate, instruct, and improve English Level Proficiency (ELP) as well as serve as a resource to the school for English Language (EL) concerns.

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)

# **FY 2024 CNMI PSS Consolidated Grant**

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## **Folder 2 – Required Consolidated Grant Application Materials**

- **Project Narrative**  
*(Applicable for only Modified or New Projects)*
- **Means of Evaluating Program Outcome(s) Chart**  
*(Required for All Projects)*
- **Budget Narrative**  
*(Required for All Projects)*

**MEANS OF EVALUATION FOR THE FOLLOWING PROJECTS:**

Assessment  
State Administration

**Current Projects**

Project #1 Athletics Project  
Project #2 Class Size Reduction Project  
Project #3 College, Career, and Life Readiness Project  
Project #4 Family Engagement and Community Involvement Project #5 Mental Health and Safety Support Project  
Project #6 Professional Development Project  
Project #7 School-Wide Improvement Plan Project  
Project #8 Student Competition Project  
Project #9 Technology Project  
Project #10 Private Non-Public Schools Project  
Project #11 K-5 Literacy and Numeracy Project

**New Project**

Project #1 Title I Reading/Math Tutorial for At-Risk and English Language Learners

*Note: All additions or changes are marked in red font.*

**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 #** \_\_\_\_\_

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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2025
(e.g., Teachers, school admin., and Program facilitators trainings on new tools and resources to utilize in the	(e.g., By the end of the 2023-2024 school year, 70% of teachers will self-report as feeling “well prepared” to use new	(e.g., web-based survey from post-professional development event on new tools and resources to use in the	(e.g., percentage of teachers who self-report as feeling “well prepared” and more than “well prepared” to use new tools and resources in		(e.g., 30% of teachers self-reported as feeling “well prepared” to use new tools and resources in the classroom to improve				

classroom to improve instruction.)	tools and resources in the classroom to improve instruction.)	classroom to enhance instruction)	the classroom to improve instruction)		instruction on web-based survey collected during School Year 2022-2023.)				
Activity 1: To collect STAR Early Literacy and STAR Reading screeners and outcome data 3 times a year, and conduct data dialogue and trainings with all the PSS schools	By 2024, CNMI PSS will increase the STAR assessments scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Early Literacy: Grade 1-56%  STAR Reading: Grade 3-51% Grade 5-45% Grade 8-37% Grade 10-31%  STAR Math: Grade 2-48% Grade 4-51% Grade 6-34% Grade 7-41% Grade 9-38%	STAR Early Literacy: Grade 1-57%  STAR Reading: Grade 3-52% Grade 5-46% Grade 8-38% Grade 10-32%  STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	STAR Early Literacy: Grade 1-58%  STAR Reading: Grade 3-53% Grade 5-47% Grade 8-39% Grade 10-33%  STAR Math: Grade 2-50% Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%
Activity 2: To collect STAR Math screeners and outcome data 3 times a year, and conduct data dialogue and trainings with all the PSS schools	By 2024, CNMI PSS will increase the STAR assessment scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Math: Grade 2-48% Grade 4-51% Grade 6-34% Grade 7-41% Grade 9-38%	STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	STAR Math: Grade 2-50% Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40%	STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%	STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%

Activity 3: To create and refine locally-generated assessments; collect End of Course Standard Based Assessment data, and to facilitate data dialogue, and trainings with all the PSS schools	By 2024, CNMI PSS will increase the SBA assessment scores by at least 3% and above.	Standard Based Assessment data	Percentage of standards that are in proficient and advanced	Yes	<b>Baseline Data:</b>  Grade 6 Chamorro- 47%  Grade 6 Carolinian- 16%  Grade 8 Social Studies- 29%  US Government and Economics- 38%  Biology- 17%		Grade 6 Chamorro- 50%  Grade 6 Carolinian- 19%  Grade 8 Social Studies- 32%  US Government and Economics- 41%  Biology- 20%	Grade 6 Chamorro- 50%  Grade 6 Carolinian- 19%  Grade 8 Social Studies- 32%  US Government and Economics- 41%  Biology- 20%
Activity 4: To collect WIDA ACCESS summative data for ELL students, and to facilitate data dialogue with all the PSS schools	By 2024, CNMI PSS will increase the WIDA ACCESS assessments scores by at least 3% and above.	WIDA ACCESS Assessment data	Percentage of ELL students who scores Expanding and above	Yes	<b>Baseline Data:</b> Grade 4-32% Grade 5-42% Grade 6-14% Grade 7-18% Grade 8-26% Grade 9-20% Grade 10-19% Grade 11-29% Grade 12-13%		Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%
Activity 5: To fully implement the accountability	By 2025, Schools in the CNMI PSS will be rated as	Accountability School Report Card	Completion and implementation of the Accountability School Report	Yes	<b>Baseline Data:</b>  None		Eight of 20 schools will be rated high performing schools measured by	Eight of 20 schools will be rated high performing schools measured by

y school report card for progress monitoring of the school improvement	high performing schools as measured by the Accountabil ity School Report Card		Card Dashboard					the Accountability School Report Card by the end of the SY2025	the Accountability School Report Card by the end of the SY2025
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**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 Administration

**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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
<b>State Administration</b>	60% of public and private school stakeholders will indicate “satisfaction” with the administration, monitoring and oversight, consultation, technical	Quarterly monitoring reports  Survey Results	% of public and private school stakeholders indicating satisfaction with the administration, monitoring and oversight,	No	No baseline data	40%	45%	50%	60%

	assistance and support activities provided by FPO.		consultation, technical assistance and support activities provided by FPO.						
<b>State Administration</b>	60% of Consolidated Grant project objectives will be on track to be “met” by the end of School Year 2024.	Quarterly monitoring reports  Tracker	% of objectives on track to be met	No	FY 2021 Annual Performance Report	30% of project objectives met	40% of project objectives met	50% of project objectives met	60% of project objectives met

**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

**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 2023-2024).</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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2025
The PSS Athletics Programs will meet the <u>social</u> needs of students by providing access to athletic programs through a variety of sports	By the end of SY 23-24, the PSS Athletics Program will increase the number of student athletes (from all 3 islands) who report feeling a sense of belonging and connection	Pre & post student survey	Percent of students who report feeling a sense of belonging and connection within their sports team	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	6%	8%	10%	10%

	within their sports team by at least 10% by the end of the sports season as measured by a pre & post student survey.								
The PSS Athletics Programs will meet the <u>emotional</u> needs of students by providing access to athletic programs through a variety of sports	By the end of SY 23-24, the CNMI Athletics Program will increase the number of student athletes (from all 3 islands) who report improved emotional well-being as a result of participating in sports by at least 10% by the end of the sports season as measured by a pre & post student survey.	Pre & post student survey	Percent of students who report improved emotional well-being	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	6%	8%	10%	10%
The PSS Athletics Programs will meet the <u>physical</u> needs of students by providing access to athletic programs through a variety of sports	By the end of SY 23-24, the CNMI Athletics Program will increase the overall physical fitness of student athletes (from all 3 islands) by at least 8% by the end of the	Pre & post student physical fitness test	Percent of students overall physical fitness	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	4%	6%	8%	8%

	sports season as measured by pre and post season physical fitness tests.								
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**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)

**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 2023-2024).</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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Administer the STAR assessments during the following:  Screener 1 (Fall) Screener 2 (Spring)	By the end of SY 2023-2024, 50% or more of our students in grades 3rd through 8th will score at the ready level as measured by the STAR Reading Assessment.	STAR Reading Assessment	Percentage of students scoring at the ready level in reading on the STAR Reading Assessment.	Yes	41% of students score at the ready level	43% of students will score at the ready level	46% of students will score at the ready level	48% of students will score at the ready level	50% of the 3rd through 8th grade students will score at the ready level in Reading.

Screener 3 (Outcome)									
Administer the STAR assessments during the following:  Screener 1 (Fall) Screener 2 (Spring) Screener 3 (Outcome)	By the end of SY 2023-2024, 44% or more of our students in grades 9th through 12th will score at the ready level as measured by the STAR Reading Assessment.	STAR Reading Assessment	Percentage of students scoring at the ready level in reading on the STAR Reading Assessment.	Yes	34% of students score at the ready level	37% of students will score at the ready level	39% of students will score at the ready level	41% of students will score at the ready level	44% of the 9th through 12th grade students will score at the ready level in Reading.
CSR Teacher placement in schools	By the end of SY 2023-2024, CNMI PSS class size ratio will be at 20:1 in the elementary school level.	Infinite Campus (Student Information System)	Student/Teacher Ratio	Yes	20:1	20:1	20:1	20:1	20:1
CSR Teacher placement in schools	By the end of SY 2023-2024, CNMI PSS class size ratio will be at 20:1 in the middle school level.	Infinite Campus (Student Information System)	Student/Teacher Ratio	Yes	20:1	20:1	20:1	20:1	20:1
CSR Teacher placement in schools	By the end of SY 2023-2024, CNMI PSS class size ratio will be at 20:1 in the high school level.	Infinite Campus (Student Information System)	Student/Teacher Ratio	Yes	20:1	20:1	20:1	20:1	20:1
Learning environment for	By the end of SY 2023-2024, all 30 CSR teachers'	ELEOT	Observation Description: 1. Not Observed,	Yes	Baseline data will be collected at	24 CSR teachers' seven observable evidence of	26 CSR teachers' seven observable evidence of	28 CSR teachers' seven observable evidence of	30 CSR teachers' seven observable evidence of

<p>conductive learning measured by ELEOT</p>	<p>observable evidence of learning environments (7) conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>		<p>2. Somewhat Evident, 3. Evident and 4. Very Evident</p>		<p>the beginning of the school year.</p>	<p>learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>	<p>learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>	<p>learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>	<p>learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>
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**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:** College, Career, & Life Readiness Project

**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 2023-2024).</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 2023 <b>versus</b> 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2025
<b>AP Exam Preparation</b>	By the end of SY24-25, at least 65% of students who took an AP exam will indicate that they felt prepared by enrolling in the corresponding AP course.	Survey results from the AP exam student evaluation survey	Percentage of students who indicate feeling of preparation after enrolling in an AP course	Yes	Baseline will be collected at the end of SY23-24 when students have completed the survey after taking an AP exam. Baseline will	<i>Unable to state quarterly performance targets as the exams take place once a year in May and surveys will be conducted after exam dates.</i>	<i>Unable to state quarterly performance targets as the exams take place once a year in May and surveys will be conducted after exam dates.</i>	65% of students who took an AP exam will indicate that they felt prepared by enrolling in the corresponding AP course.	<i>Unable to state quarterly performance targets as the exams take place once a year in May and surveys will be conducted after exam dates.</i>

					be collected at the end of SY23-24 after teachers have attended the College Board Summer PD.				
<b>Pre AP/AP Teacher</b>	By the end of SY 24-25, 75% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” for seeing improvement in	Survey results from the PD evaluation survey	Percentage of AP/Pre-AP teachers who rated “Agree” or “Strongly Agree” for seeing improvement in their	Yes	Baseline will be collected at the end of SY23-24 after coordinators have attended the College	<i>Unable to state quarterly performance target as the training will take place during the summer and the survey will be</i>	<i>Unable to state quarterly performance target as the training will take place during the summer and the survey will be</i>	<i>Unable to state quarterly performance target as the training will take place during the summer and the survey will be</i>	75% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” on the PD evaluation survey.

	their practices as an AP/Pre-AP teacher after participating in a related College Board Summer PD as measured by the PD evaluation survey.		practices		Board Summer PD.	<i>administered after that.</i>	<i>administered after that.</i>	<i>administered after that.</i>	
<b>AP Coordinator Training</b>	By the end of SY 24-25, 75% of AP coordinators will rate “Agree” or “Strongly Agree” for seeing improvement in their practices as an AP coordinator after participating in a related College Board Summer PD as measured by the PD evaluation survey.	Survey results from the PD evaluation survey	Percentage of AP/Pre-AP coordinators who rated “Agree” or “Strongly Agree” for seeing improvement in their practices	Yes	Baseline will be collected at the end of SY23-24 after coordinators have attended the College Board Summer PD.	<i>Unable to state quarterly performance target as the training will take place during the summer and the survey will be administered after that.</i>	<i>Unable to state quarterly performance target as the training will take place during the summer and the survey will be administered after that.</i>	<i>Unable to state quarterly performance target as the training will take place during the summer and the survey will be administered after that.</i>	75% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” on the PD evaluation survey.
<b>Cooperative Education Work-Based Learning</b>	By the end of SY 23-24, there will be an increase in the number of students participating in work-based learning by	GradeQuick Classroom, roster on Infinite Campus	Number of students participating in Cooperative Education	No	Baseline Data will become available by end of SY 2022- 2023	250 students enrolled in Semester One of Cooperative Education		250 students enrolled in Semester Two of Cooperative Education	75% of AP/Pre-AP coordinators will rate “Agree” or “Strongly Agree” on the PD evaluation survey.

	10% or 500 students.								
<b>Career Technical Education (CTE) - Career Pathways</b>	By the end of SY 2024, professional development and training will be provided for at least one high school to develop and implement one career pathway.	Agenda. Attendance Sheets, School planning documents	Number of high schools developing and implementing career pathways	Yes	PD will begin April 2023	High schools to attend PD	High schools to attend PD	High schools develop career pathway plan  At least one high school ready to implement a career pathway	

**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:** Family and Community 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 <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 2023-2024).</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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
<b>Family &amp; Community Engagement Project</b>	By the end of SY 2023-24, the CNMI Public School Systems overall average rating of the Cognia Family Engagement score will increase by 0.5 points.	District Family Engagement Survey	0.5 points increase	Yes	Baseline data from the Cognia Family Engagement Survey will be extracted by the end of SY 22-23.	Overall average rating of the Cognia Family Engagement score will increase by 0.125 points	Overall average rating of the Cognia Family Engagement score will increase by 0.25 points	Overall average rating of the Cognia Family Engagement score will increase by 0.375 points	Overall average rating of the Cognia Family Engagement score will increase by 0.5 points

**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 and Safety Supports

**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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
PSS Mental Health will improve its direct services outcomes to identified students, of which 100% of students	By the end of Year 1, PSS will continue to provide direct services and collect intervention outcome data	Data Annual report results on the Impact Supplement Questions of the Strengths and Difficulties	Percentage of all students completing the Impact Supplement of the Strengths and Difficulties Questionnaire and Impact of	Yes	For SY 22- 23 a total of 6,732 students were screened using the Pediatric Symptoms Checklist. 880 of 8,414	25% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.	50% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.	75% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.	100% of students who complete direct services will complete the Impact Supplement of the Strengths and Difficulties Questionnaire.

<p>will complete the SDQ as an outcome measure to establish baseline data for areas of improvement.</p>	<p>of 100% of PSS students who complete direct services as measured by completed Strengths and Difficulties Questionnaire surveys and compiled in quarterly and annual reports.</p>	<p><i>Questionnaire</i></p>	<p><i>Mental Health Services on Academic Achievement supplement. and completion of annual report of outcomes.</i></p>		<p>students or 10% of students were identified with elevated scores and in need of continued monitoring by the School Counselor. 152 students were identified by their parent/guardian as needing a follow-up from the mental health team for possible coordination referral, direct intervention, or group service. The mental health program continues to strive toward improved outcome data of tiered services and anticipates a total of 60 students may</p>				
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					be in need of tier 3 interventions by the end of the school year.				
PSS Mental Health will adopt a trauma-informed classroom curriculum to meet the needs of the CNMI PSS.	By the end of Year 1, 50% of identified school-level staff of identified pilot schools will increase their ability to recognize and respond to mental health issues among students as measured by the Trauma-Informed Multi-tiered System of Support Climate survey and pre- and post-survey of trauma-informed practices training.	<i>PSS internal mental health data.</i>	<i>Percentage of identified school-level staff who indicate an increase in ability to recognize and respond to mental health issues as measured by pre/post trainer confidence outcomes.</i>	Yes	Baseline data will be collected at the end of SY 23-24	Staff will interpret the Trauma Responsive Needs Assessments Results and identify gaps.	Staff will develop the rubric based on a 4-point Likert scale mirroring the Culturally & Linguistically Appropriate Services (CLAS) Standards to align with the assessment results and align with PSS priority standards for quality improvement to enhance trauma responsive programming of educational practices. The the end result of the effort will be known as the Trauma-Informed Classroom (TIC) Evaluation Tool.	Identified staff will attend the identified training of trainer (TOT) and take a pre/post evaluation on identified training outcome measures aligned with TIC Evaluation Tool and needs assessment.	50% of identified school-level staff will increase their ability to recognize and respond to mental health issues

<p>The PSS district will adopt a comprehensive integrated multi-tiered system of support.</p>	<p>By the end of Year 1, PSS Mental Health will complete a needs assessment to inform the steps of PSS district comprehensive integrated multi-tiered system of support.</p>	<p><i>PSS internal mental health data.</i></p>	<p><i>Number of needs teachers have identified on the needs assessment.</i></p>	<p>Yes</p>	<p>Not applicable for project activities. See performance target for quarterly outcomes.</p>	<p>PSS will compile a summary of existing systems that support student mental health and define outcomes.</p>	<p>PSS will co-develop a comprehensive needs assessment aligned with the existing systems to identify gaps and to inform next steps.</p>	<p>PSS will initiate a needs assessment of identified staff.</p>	<p>Completed needs assessment results, recommendations for next steps to inform policy, and annual report submission.</p>
<p>By the end of Year 1, the Private schools will complete a Trauma-Informed Multi-tiered System of Support Climate survey needs assessment to inform the steps of a comprehensive integrated multi-tiered system of support, as measured by</p>	<p>By the end of Year 1, Private schools will have a completed needs assessment while PSS will facilitate an annual Mental Health Summit of the results and training on best practices for private schools, of which 50% of identified educators will demonstrate</p>	<p><i>Post-evaluation survey of attendance</i></p>	<p><i>Percentage of identified educators demonstrating increased confidence in ability to deliver evidence-based interventions.</i></p>	<p>Yes</p>	<p>For SY 22-23 there were an estimated 13 private schools with a population of 1,690 students, based on PSS mental health trends, a needs assessment will help more accurately determine baseline data of</p>	<p>Development of Mental Health promotion and literacy surveys to determine needs, professional development gaps. Coaching, school site visits, and stakeholders meeting participation.</p>	<p>Distribution of Mental Health promotion and literacy surveys to determine needs, professional development gaps. Coaching, school site visits, and stakeholders meeting participation.</p>	<p>Interpretation of Mental Health promotion and literacy surveys to determine needs, professional development gaps. Mental Health Annual Summit preparations, identified topics and outcome measures. Coaching, school site visits, and stakeholders meeting participation.</p>	<p>50% of identified educators will demonstrate increased confidence in ability to deliver evidence-based interventions given a post-evaluation survey through attendance of training opportunities. Coaching, school site visits, and stakeholders</p>

<p>the monthly reports and quarterly data review.</p>	<p>increased confidence in mental health supports of students given a post-evaluation survey.</p>				<p>needs, school resources and staffing patterns. Private schools may benefit from participating in mental health specific professional development opportunities to select appropriate tiered interventions that would best fit the needs and mental health trends in their schools.</p>				<p>meeting participation.</p>
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**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

**Means of Evaluating Program Outcome(s) Chart #** \_\_\_\_\_

Project Activity	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)  Enter the unit of measurement	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 2023 <b>versus</b> 40% of teachers will participate in professional development.)				
					<i>Baseline Data (No Baseline Data Yet)</i>	Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
HQIM - PD Alignment	By the end of SY 2023-2024, 60% of 6-12th grade teachers will report as “confident” <b>or</b> “very confident” as measured by an HQIM implementation survey.	web-based survey from post-teacher professional development event on new tools and resources to use in the classroom to improve instruction	% of teachers self-report as feeling “confident” or very confident ” to use new tools and resources in the classroom to improve instruction	Yes	Baseline Data will be available a the end of SY 23-24	30% of teachers will self -report as feeling “confident” or very confident in implementing the HQIM	40% of teachers will self -report as feeling “confident” or very confident in implementing the HQIM	50% of teachers will self -report as feeling “confident” or very confident in implementing the HQIM	60% of teachers will self -report as feeling “confident” or very confident in implementing the HQIM
Teacher Mentoring	By the end of SY 2023-2024,	Web-based survey from	% of teachers	Yes	Baseline Data will be	30% of teachers will	40% of teachers will	50% of teachers will	60% of teachers will

Program	60% of novice teachers who have undergone mentorship will report “confident or very confident” on pre and post- surveys in implementing the HQIM	post-professional development event on new tools and resources to use in the classroom to improve instruction	self-report as feeling “confident or very confident” to use new tools and resources in the classroom to improve instruction)		determined by the end of SY 2022-2023	self -report confident or very confident in pre and post test surveys on HQIM materials	self -report confident or very confident in pre and post test surveys on HQIM materials	self -report confident or very confident in pre and post test surveys on HQIM materials	self -report confident or very confident in pre and post test surveys on HQIM materials
Instructional Coaching Initiative	By the end of SY 2023-2024 - 6-12th grade teachers will be able to self-report 60% satisfaction with “confident” or “very confident” in their understanding of expectations in implementing the HQIM for all their contents and maintain an ELEOT score of 3.20	web-based survey from post-professional development event on new tools and resources to use in the classroom to improve instruction	% of teachers who self-report as feeling “confident or very confident” to use new tools and resources in the classroom to improve instruction	Yes	Baseline data will be determined by end of SY 2023-2024	30% of teachers will self -report in pre and post test surveys as feeling “confident or very confident” in implementing the HQIM	40% of teachers will self -report in pre and post test surveys as feeling “confident or very confident in implementing the HQIM	50% of teachers will self -report in pre and post test surveys as feeling “confident or very confident in implementing the HQIM	60% of teachers will self -report in pre and post test surveys self-perception as feeling “confident or very confident in implementing the HQIM
Professional Learning	By the end of SY 2023-2024 - PLCs will be	web- based survey from	% of teachers who self-report as	Yes	No Baseline Data	30% of teachers will self -report in	40% of teachers will self -report in	50% of teachers will self -report in	60% of teachers will self -report in

Community	able to self-report 60% satisfaction with “confident” or “very confident” in their understanding of expectations in implementing the HQIM for all contents	post-professional development event on new tools and resources to use in the classroom to improve instruction	feeling “confident or very confident” to use new tools and resources in the classroom to improve instruction)			pre and post test surveys as feeling “confident or very confident” in implementing the HQIM	pre and post test surveys as feeling “confident or very confident” in implementing the HQIM	pre and post test surveys as feeling “confident or very confident” in implementing the HQIM	pre and post test surveys as feeling “confident or very confident” in implementing the HQIM
Literacy Program	By the end of SY 2023-2024, 53% of grades 6-12 students' performance in Reading will increase by 3% as indicated in the district report.	Online Survey of HQIM / Star Reading Scores	The percentage of 6-12 grade students who will increase their Star score by 3%	Yes	District Benchmark Score 2022				53% of students will increase their Star Reading scores by 3% for Grades 6, 7, 8 9, 10, 11,12
Numeracy Program	53% of grades 6-12 students'	STAR MATH	The percentage of 6-12 grade students who	Yes	District Benchmark/ scores 2022				53% students from Grades 6 -12 will increase their

	performanc e in Numeracy will increase by 3% as indicated in the district report.		will increase their Star score by 3%					Star Math scores by 3%.
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**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)

**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	Quarterly Performance Targets				
					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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
					Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024	
Track STAR Reading screeners and outcome data 3 times a year	By the end of School Year 2023-2024, students who were in grade 3 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 37% to 40%.	STAR Renaissance	Percentage of students at or above proficiency scores	Yes	<b>SY21-22 Screener 3 (Outcomes)</b> <u>STAR Reading:</u> Grade 3: 37% Grade 4: 44% Grade 5: 38% Grade 6: 32% Grade 7: 30% Grade 8: 33%	<b>SY23-24 Screener 1</b> <u>Star Reading:</u> Grade 3: 38% Grade 4: 45% Grade 5: 39% Grade 6: 33% Grade 7: 31% Grade 8: 34% Grade 9: 29%	<b>SY23-24 Screener 2</b> <u>STAR Reading:</u> Grade 3: 39% Grade 4: 46% Grade 5: 40% Grade 6: 34% Grade 7: 32% Grade 8: 35% Grade 9: 30%	<b>SY23-24 Screener 3 (Outcomes)</b> <u>STAR Reading:</u> Grade 3: 40% Grade 4: 47% Grade 5: 41% Grade 6: 35% Grade 7: 33% Grade 8: 36% Grade 9: 31%	<i>The fiscal year does not align with the school year calendar. Quarter 4 of this year and Quarter 1 of next year’s performance targets are measured by SY24-25</i>

<p>By the end of School Year 2023-2024, students who were in grade 4 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 44% to 47%.</p> <p>By the end of School Year 2023-2024, students who were in grade 5 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 38% to 41%.</p> <p>By the end of School Year 2023-2024, students who were in grade 6 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 32% to 35%.</p> <p>By the end of School Year 2023-2024, students who were in grade 7 in the School Year 2021-2022 will</p>					Grade 9: 28%				<p><i>Screener 1</i></p> <p><b>SY 24-25 Screener 1</b></p> <p><u>STAR Reading</u>  Grade 3: 41%  Grade 4: 48%  Grade 5: 42%  Grade 6: 36%  Grade 7: 34%  Grade 8: 37%  Grade 9: 32%</p>
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	<p>increase at or above proficiency scores in Reading from 30% to 33%.</p> <p>By the end of School Year 2023-2024, students who were in grade 8 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 33% to 36%.</p> <p>By the end of School Year 2023-2024, students who were in grade 9 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 28% to 31%.</p>								
Track STAR Math screeners and outcome data 3 times a year	<p>By the end of School Year 2023-2024, students who were in grade 3 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 44% to 47%.</p> <p>By the end of School Year</p>	STAR Renaissance	Percentage of students at or above proficiency scores	Yes	<p><b>SY21-22 Screener 3 (Outcomes)</b></p> <p><u>STAR Math:</u>  Grade 3: 44%  Grade 4: 49%  Grade 5: 42%  Grade 6: 31%  Grade 7: 30%  Grade 8: 32%  Grade 9: 32%</p>	<p><b>SY23-24 Screener 1</b></p> <p><u>STAR Math:</u>  Grade 3: 45%  Grade 4: 50%  Grade 5: 43%  Grade 6: 32%  Grade 7: 31%  Grade 8: 33%  Grade 9: 33%</p>	<p><b>SY23-24 Screener 2</b></p> <p><u>STAR Math:</u>  Grade 3: 46%  Grade 4: 51%  Grade 5: 44%  Grade 6: 33%  Grade 7: 32%  Grade 8: 34%  Grade 9: 34%</p>	<p><b>SY23-24 Screener 3 (Outcomes)</b></p> <p><u>STAR Math:</u>  Grade 3: 47%  Grade 4: 52%  Grade 5: 45%  Grade 6: 34%  Grade 7: 33%  Grade 8: 35%  Grade 9: 35%</p>	<p><i>The fiscal year does not align with the school year calendar. Quarter 4 of this year and Quarter 1 of next year's performance targets are measured by SY24-25 Screener 1</i></p>

	<p>2023-2024, students who were in grade 4 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 49% to 52%.</p> <p>By the end of School Year 2023-2024, students who were in grade 5 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 42% to 45%.</p> <p>By the end of School Year 2023-2024, students who were in grade 6 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 31% to 34%.</p> <p>By the end of School Year 2023-2024, students who were in grade 7 in the School Year 2021-2022 will increase at or above proficiency</p>								<p><b>SY 24-25 Screener 1 SY23-24</b></p> <p><u>STAR Math:</u> Grade 3: 48% Grade 4: 53% Grade 5: 46% Grade 6: 35% Grade 7: 34% Grade 8: 36% Grade 9: 36%</p>
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	<p>scores in Math from 30% to 33%.</p> <p>By the end of School Year 2023-2024, students who were in grade 8 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 32% to 35%.</p> <p>By the end of School Year 2023-2024, students who were in grade 9 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 32% to 35%.</p>								
Track the average rate of all schools' average daily attendance.	By the end of School Year 2024, we will increase the district average daily attendance rate from 92% (baseline 2022) to 93% as measured by the Student Information System Attendance Report.	The CNMI PSS's Studnet Information System (Infinite campus)	The average of all schools' average daily attendance.	No	SY22-23, as of March 10, 2023 92%	93% district wide average daily attendance (for SY Quarter 2)	93% district wide average daily attendance (for SY Quarter 3)	93% district wide average daily attendance (whole year average daily attendance)	<p><i>The fiscal year does not align with the school year calendar. Quarter 4 of this year and Quarter 1 of next year's performance targets are measured by SY24-25 Quarter 1 average daily attendance</i></p> <p>94% district</p>

									wide average daily attendance (for SY Quarter 1)
Track Status Progress Updates each quarter	By the end of School Year 2024, each school will report that 80% of their Critical Initiatives will be on track as measured by their school wide plans as evidenced by Cognia's Online Status Update Tracker.	Cognia Online Status Update Tracker	Percentage of Critical Initiatives which are "On-Track"	No	No baseline data available. First set of data available by quarter 1	20% of all critical initiatives "On-Track"	40% of all critical initiatives "On-Track"	60% of all critical initiatives "On-Track"	80% of all critical initiatives "On-Track"

**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

**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	Quarterly Performance Targets				
					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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
					Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024	
The CNMI PSS To will increase equitable representation in US recognized national student competitions amongst other US Schools and to provide facilitated challenging learning environments catered to all	By the end of SY 2023-2024, the CNMI PSS will increase the access for students (Public & PNP) to compete in National Level Competitions to 8 out of 12 district identified national level competitions as measured by	Travel Authorization Forms	Number of Approved Travel Authorization Forms for Individual Students competing in National Competitions	No	SY 2022-2023: Ongoing - Data Available by June 2023  SY 2021-2022: 5 out of 12	0 out of 10	0 out of 10	8 out of 12	8 out of 12

students inclusive to high performing and/or gifted students.	official Travel Authorization Forms as approved by the Commissioner of Education.								
The CNMI PSS will enhance interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling.	By the end of SY 2023-2024, the CNMI PSS will increase the percentage of students (Public & PNP) competing at the national level who “agree” or “strongly agree” to 80% in regards to enhancing interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling as measured by the Likert-scale Survey.	Likert-scale Survey	Percentage of students agreeing or strongly agreeing on a Likert scaled survey	Yes	SY 2022-2023: Ongoing - Data Available by June 2023 SY 2021-2022 : 75%	0%	0%	80%	80%

**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 - (Instructional Technology & Distance Education (ITDE) & Infrastructure Technology)

**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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
<b>Improved Digital Learning Environment Project</b>	By the end of SY 2024-2025, the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment	Effective Learning Environment Observation Tool Digital Learning Environment (ELEOT)	Average scores of teachers observed using the Observation Tool Digital Learning Environment (ELEOT) based on a scale from 1 to 4.	Yes	The current DLE rating for the CNMI on the ELEOT tool is 2.40 out of 4.00	A rating of 2.41 for DLE on the ELEOT	A rating of 2.42 for DLE on the ELEOT	A rating of 2.43 for DLE on the ELEOT	A rating of 2.45 for DLE on the ELEOT

	Observation Tool Digital Learning Environment (ELEOT) from a rating of 2.45 to 2.5.								
<b>High Quality Student Portal Online Courses &amp; Support Services</b>	By the end of SY 2024-2025, 87% of students will indicate the quality of instruction as “Very good” or “Excellent” as measured by the course evaluation survey.	Course evaluation survey	Percentage of students who self-report as “Very good” to “Excellent” regarding the course quality	Yes	83% of students rate “Very good” to “Excellent” on the course evaluation survey	84% of students rate “Very good” to “Excellent” on the course evaluation survey	Course evaluation data is not collected at this time.	85% of students rate “Very good” to “Excellent” on the course evaluation survey	86% of students rate “Very good” to “Excellent” on the course evaluation survey
<b>High Performing Personnel Online Programs</b>	By the end of SY 2024-2025, 92% of participants will indicate the quality of instruction as “Very good” or “Excellent” as measured by the Professional Online Learning evaluation survey.	Course evaluation survey	Percentage of participants who self-report as “Very good” to “Excellent” regarding the course quality	Yes	90% of participants rate “Very good” to “Excellent” on the course evaluation survey	90% of participants rate “Very good” to “Excellent” on the course evaluation survey	90.5% of participants rate “Very good” to “Excellent” on the course evaluation survey	91% of participants rate “Very good” to “Excellent” on the course evaluation survey	Course evaluation data is not collected at this time.
<b>Instructional Technology &amp; Distance Education Center Project</b>	By the end of SY 2024-2025, Instructional Technology & Distance Education Center Use Survey will indicate 72% overall satisfaction rating as measured by	User experience survey	Percentage of students who report “Satisfied” on the user experience survey	Yes	Baseline data will be collected in SY 23-24.	67% of participants rate “Satisfied” on the user experience survey	68% of participants rate “Satisfied” on the user experience survey	69% of participants rate “Satisfied” on the user experience survey	70% of participants rate “Satisfied” on the user experience survey

	user experience survey.								
<b>Infrastructure Technology &amp; Network Support Project</b>	By the end of SY 2023-2024, CNMI PSS will maintain an uptime in network services of at least 90% as measured by the Mojo Network System data logs.	Mojo Network System data logs	Maintained uptime percentage of network services	Yes	The average uptime for CNMI PSS network health is 85%	Maintain 87% of uptime in network	Maintain 88% of uptime in network	Maintain 89% of uptime in network	Maintain 90% of uptime in network
<b>Device Management &amp; Data Security Project</b>	By the end of SY 2023-2024, CNMI PSS will secure 3200 endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job completion activity logs.	IT job completion activity logs	Number of devices that are secured by IT	Yes	Out of an approximate 20,000 district devices,	3050 devices are secured	3100 devices are secured	3150 devices are secured	3200 devices are secured
<b>Multimedia Equipment &amp; Digital Resource Project</b>	By the end of SY 2024-2025, CNMI PSS will decrease reported downtime of school-level multimedia equipment by 4% as measured by Helpdesk system data reports.	Helpdesk system data reports	Percentage of Helpdesk system data reports that indicate issues with multimedia equipment	Yes	Baseline data will be collected in SY 23-24.	A decrease of 2% in reported downtime	A decrease of 2.5% in reported downtime	A decrease of 2.75% in reported downtime	A decrease of 3% in reported downtime

**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:** Private, 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	Quarterly Performance Targets				
					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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
					Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024	
<b>Component 1:</b> Student Achievement in Reading and Math.	Year 1: Improve student achievement in Reading and Math by at least 2% from the baseline each year as measured by the STAR Reading and STAR Math assessment. Year 2: Improve	Summative Assessment	Percentage of students at or above baseline scores	Yes	Participating PNPs will provide baseline data in Reading and Math for grades 3-10.	At least 1% increase	-	-	At least 2% increase from baseline

	<p>student achievement in Reading and Math by at least 3% from the baseline each year as measured by the STAR Reading and STAR Math assessment.</p> <p>Year 3: Improve student achievement in Reading and Math by at least 3% from the baseline each year as measured by the STAR Reading and STAR Math assessment.</p>								
<b>Component 2:</b> Technology Application and Equipment Support	<p>Year 1: Participating PNP teachers will indicate 50% overall satisfaction rating with access to instructional technology and training on technology integration to facilitate student learning and improve student achievement.</p> <p>Year 2:</p>	Web-based survey	Percentage of teachers indicating overall satisfaction rating	Yes	Baseline data will be collected and provided at the beginning of the school year	Survey to be administered for baseline data	-	At least 50% (end of SY 2023-2024)	-

	<p>Participating PNP teachers will indicate 55% overall satisfaction rating with access to instructional technology and training on technology integration to facilitate student learning and improve student achievement.</p> <p>Year 3: Participating PNP teachers will indicate 60% overall satisfaction rating with access to instructional technology and training on technology integration to facilitate student learning and improve student achievement.</p>								
<b>Component 3: Mental Health Support</b>	Year 1: Baseline data will be established and identified by the PNP staff and 20% of identified educators will	Post-evaluation survey of attendance	Percentage of identified educators demonstrating increased ability to deliver evidence-based interventions.	Yes	Based on estimation, PNP Tier 1 services= 100%; Tier 2=15-20%; and Tier 3=1-5%. A needs	100% Participating PNPs will complete a Trauma-Informed Multi-tiered System of Support Climate	10% of identified educators will demonstrate increased ability to deliver evidence-based interventions.	15% of identified educators will demonstrate increased ability to deliver evidence-based interventions.	20% of identified educators will demonstrate increased ability to deliver evidence-based interventions.-

	<p>increase their ability to deliver evidence-based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre &amp; post survey of professional development training.</p> <p>Year 2: 20% of identified PNP staff will increase their ability to deliver evidence-based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre &amp; post survey of professional development training.</p> <p>Year 3: 40% of identified PNP staff will increase their ability to deliver evidence-based</p>				<p>assessment will be administered to help more accurately determine baseline data.</p>	<p>survey needs assessment</p>			
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	interventions within a comprehensive integrated multi-tiered system of support, as measured by pre & post survey of professional development training.								
<b>Component 4:</b> College and Career Readiness (AP, CTE, and Co-op)	Year 1: 25% of participating PNP high school students will participate in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification. Year 2: 30% of participating PNP high school students will participate in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based	Web-based survey  Attendance Sheets  Class roster	Percentage of participating PNP high school students indicating exposure or participating in at least one (1) activity in Cooperative Education, CTE, and or AP	Yes	Baseline data will be collected and provided at the beginning of the school year	At least 20% of Participating PNPs	At least 23% of Participating PNPs	At least 25% of Participating PNPs	At least 25% of Participating PNPs

	learning, or a career pathway certification. Year 3: 35% of participating PNP high school students will participate in at least one college and career activity: Advanced Placement or SAT test-taking, co-operative education work-based learning, or a career pathway certification.								
<b>Component 5:</b> Student Competitions	Year 1: Increase percentage of PNP students participating in well-rounded activities, including statewide and national level student competitions by 5%. Year 2: Increase percentage of PNP students participating in well-rounded activities, including statewide and national level student competitions by 10%.	Event Roster	Percentage of PNP students participating in well-rounded activities and student competitions	Yes	Baseline data will be collected and provided at the beginning of the school year	-	-	-	At least 5% increase in PNP student participation in well-rounded activities and student competitions

	Year 3: Increase percentage of PNP students participating in well-rounded activities, including statewide and national level student competitions by 15%.								
<b>Component 6: Professional Development</b>	Year 1: At least 40% of teachers and administrators participating in a Professional Development activity, Teacher Mentoring and/or Aspiring Leaders Program will self-report that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth. Year 2: At least 50% of teachers and administrators participating in a Professional Development activity, Teacher Mentoring and/or Aspiring Leaders Program will self-report	Web-based survey	Percentage of teachers who self-report, or are observed, to improve instructional practice.  Percentage of administrators who self-report professional growth (Percentage of teachers who report, or observe, an improvement in the administrator's leadership performance).	Yes	Baseline data will be collected and provided at the beginning of the school year	at least 20%	at least 30%	at least 40%	

	<p>that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth.</p> <p>Year 3: At least 60% of teachers and administrators participating in a Professional Development activity, Teacher Mentoring and/or Aspiring Leaders Program will self-report that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth.</p>				<p style="text-align: center;">-</p>				
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**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:** K-5 Literacy & Numeracy Project

**Means of Evaluating Program Outcome(s) Chart #** \_\_\_\_\_

<b>Project Activity</b> <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>	<b>Corresponding Annual Objective</b> <i>Enter the annual objective from 5b that this project activity aligns with.</i>	<b>Data Source</b> <i>Enter where the data are located. Identify where the data will come from.</i>	<b>Unit of Measurement (i.e. metric)</b> <i>Enter the unit of measurement.</i>	<b>Evidence-Based</b> <i>Please indicate: Yes or No</i>	<b>Quarterly Performance Targets</b>			
					<b>Baseline Data</b> <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 2023-2024).</i>	<u>Please focus on outcomes rather than outputs.</u> <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 2023 versus 40% of teachers will participate in professional development.)</i>		
					<b>Performance Target End of December 2023</b>	<b>Performance Target End of March 2024</b>	<b>Performance Target End of June 2024</b>	<b>Performance Target End of September 2024</b>
K-5 teachers training on <i>high quality instructional materials on literacy and numeracy training</i> across all content areas	By 2024, 60% K-5 instructional staff will self-report as feeling “confident” or “very confident” in <i>implementing</i>	Online survey given at the beginning and end of the school year on using the high quality instructional materials on literacy and	% of K-5 instructional staff who will self-report as feeling “confident” or “very confident” in <i>implementing the high quality</i>		No baseline data yet (Baseline data will be available in September 2023)			60% K-5 instructional staff will self-report as feeling “confident” or “very confident” in <i>implementing the high quality</i>

	<i>the high quality literacy and numeracy instructional materials across all content areas</i>	numeracy across all content areas	<i>instructional materials on literacy and numeracy across all content areas</i>					<i>instructional materials on literacy and numeracy across all content areas</i>
All K-5 instructional staff training on <i>RTI / MTSS framework</i> to tailor instruction/ processes to address student needs	By 2024, 60% of K-5 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>MTSS framework</i> in the classroom	Online survey given at the beginning and end of the school year on utilizing the <i>MTSS framework</i> in the classroom	% of K-5 instructional staff who will self-report as feeling “confident” or “very confident” in utilizing the <i>MTSS framework</i> in the classroom		No baseline data yet (Baseline data will be available in September. 2023)			60% K-5 instructional staff will self-report as feeling “confident” or “very confident” in utilizing the <i>RTI / MTSS framework</i> in the classroom
All K-5 teachers will utilize the Parent Engagement Checklist for parent/teacher conferences	By 2024, 60% 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 pre and post on using the new Parent Engagement Checklist to explain student academic standing in a clear and understandable manner to parents	% 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		No baseline data yet (Baseline data will be available in June 2024)			60% 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

Increasing district benchmark in the Grades 3-5 STAR Reading assessment.	By 2024, the academic achievement in Reading will increase by 3% as measured by STAR Reading	Renaissance STAR Reading	District benchmark scores		<b>SY21-22 Screener 3 (Outcomes)</b>  STAR Reading: Grade 3: 37% Grade 4: 44% Grade 5: 38%	<b>SY23-24 Screener 1</b>  STAR Reading: Grade 3: 38% Grade 4: 45% Grade 5: 39%	<b>SY23-24 Screener 2</b>  STAR Reading: Grade 3: 39% Grade 4: 46% Grade 5: 40%	<b>SY23-24 Screener 3 (Outcomes)</b>  STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41%	<b>SY23-24 Screener 3 (Outcomes)</b>  STAR Reading: Grade 3: 40% Grade 4: 47% Grade 5: 41%
Increasing district benchmark in Grade 3-5 STAR Math assessment.	By 2024, the academic achievement in Math will increase by 3% as measured by STAR Math	Renaissance STAR Math	District benchmark scores		STAR Math: Grade 3: 44% Grade 4: 49% Grade 5: 42%	STAR Math: Grade 3: 45% Grade 4: 50% Grade 5: 43%	STAR Math: Grade 3: 46% Grade 4: 51% Grade 5: 44%	STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45%	STAR Math: Grade 3: 47% Grade 4: 52% Grade 5: 45%
Increase instructional staff participation in the Science of Reading and Science of Math/Numeracy training	By 2025, 50% of the K-5 instructional staff will be certified in Science of Reading and Science of Math/Numeracy	Completion Rate on the Science of Reading and Science of Math/Numeracy course training	Attendance and number of teachers who complete the certification courses in Science of Math/Numeracy and Science of Reading		<u>No data yet</u>	<u>SY2023-2024</u>  <u>No Data Yet</u>			<u>SY2024-2025</u>  <u>50% of the K-5 Instructional Staff will have received the certification on Science of Reading and Science of Math</u>

**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/Math Tutorial for At-Risk and English Language Learners

**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 2023-2024).	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 2023 versus 40% of teachers will participate in professional development.)			
						Performance Target End of December 2024	Performance Target End of March 2025	Performance Target End of June 2025	Performance Target End of September 2025
Activity 1: To collect STAR Early Literacy and STAR Reading screeners and outcome data 3 times a year, and conduct data	By 2024, CNMI PSS will increase the STAR assessments scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Early Literacy: Grade 1-56%  STAR Reading: Grade 3-51% Grade 5-45% Grade 8-37% Grade 10-31%	STAR Early Literacy: Grade 1-57%  STAR Reading: Grade 3-52% Grade 5-46% Grade 8-38% Grade 10-32%  STAR Math:	STAR Early Literacy: Grade 1-58%  STAR Reading: Grade 3-53% Grade 5-47% Grade 8-39% Grade 10-33%  STAR Math: Grade 2-50%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51%	STAR Early Literacy: Grade 1-59%  STAR Reading: Grade 3-54% Grade 5-48% Grade 8-40% Grade 10-34%  STAR Math: Grade 2-51%

dialogue and trainings with all the PSS schools					STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40%	Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%	Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%
Activity 2: To collect STAR Math screeners and outcome data 3 times a year, and conduct data dialogue and trainings with all the PSS schools	By 2024, CNMI PSS will increase the STAR assessment scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	<b>Baseline Data:</b> STAR Math: Grade 2-48% Grade 4-51% Grade 6-34% Grade 7-41% Grade 9-38%	STAR Math: Grade 2-49% Grade 4-52% Grade 6-35% Grade 7-42% Grade 9-39%	STAR Math: Grade 2-50% Grade 4-53% Grade 6-36% Grade 7-43% Grade 9-40%	STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%	STAR Math: Grade 2-51% Grade 4-54% Grade 6-37% Grade 7-44% Grade 9-41%
Activity 3: To collect WIDA ACCESS summative data for ELL students, and to facilitate data dialogue with all the PSS schools	By 2024, CNMI PSS will increase the WIDA ACCESS assessments scores by at least 3% and above.	WIDA ACCESS Assessment data	Percentage of ELL students who scores Expanding and above	Yes	<b>Baseline Data:</b> Grade 4-32% Grade 5-42% Grade 6-14% Grade 7-18% Grade 8-26% Grade 9-20% Grade 10-19% Grade 11-29% Grade 12-13%			Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%	Grade 4-35% Grade 5-45% Grade 6-17% Grade 7-21% Grade 8-29% Grade 9-23% Grade 10-22% Grade 11-32% Grade 12-16%

# **FY 2024 CNMI PSS Consolidated Grant**

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## **Folder 2 – Required Consolidated Grant Application Materials**

- **Project Narrative**  
*(Applicable for only Modified or New Projects)*
- **Means of Evaluating Program Outcome(s) Chart**  
*(Required for All Projects)*
- **Budget Narrative**  
*(Required for All Projects)*

Synopsis of the SY 2024-2025  
CNMI PSS Consolidated Grant - Title V-subpart B RLIS and Title 1, Part B State  
Assessments

Goals:

1. Students will graduate from high school *college and career-ready* as demonstrated by enrollment in college, enlisting in the military and/or by securing private sector jobs through certification programs;
2. Increase the percentage of students who demonstrate proficiency in reading and math by at least 3% each year until 2026.

Total Consolidated Grant Est.	\$19,999,026
Funds Reserved for Assessment	\$1,209,634
State Admin (1%)	\$254,520

Funds Reserved for Title V Programs	\$18,534,873
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Programs:

1.	Athletics Program	\$828,539
2.	Class Size Reduction Teachers (CSR)	\$2,394,747
3.	College, Career, & Life Readiness	\$1,107,000
4.	Family & Community Engagement	\$136,538
5.	Mental Health & Safety Supports	\$505,938
6.	Professional Development	\$951,007
7.	Schoolwide Improvement Plan	\$6,411,428
8.	Student Competition	\$583,660
9.	Technology	\$1,947,500
10.	Private, Non Public	\$1,097,364
11.	K-5 Literacy & Numeracy	\$1,306,711
12.	Title I Reading/Math Tutorial for At-Risk Students and English Language Learners	\$1,264,440



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay  
 Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
 The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
 When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Position Title	Personnel Purpose of Position	% of Time	FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Athletic Program Director	To direct Athletic Programs for the CNMI Public School System	100%	\$ -	\$ -	\$ -	\$ -	\$ 68,000.00	\$ -	\$ 13,600.00	\$ 81,600.00	\$ 68,000.00	\$ -	\$ 13,600.00	\$ 81,600.00
Sport Coordinator	To coordinate and liaise with sports National Federation partners (MOA) and schools. Sep - May (9 months) x 1 sport coordinator x \$150 (2 full-day Saturday Differential Pay) = \$2,700.	100%	\$ -	\$ -	\$ -	\$ -	\$ 38,000.00	\$ 2,700.00	\$ 7,600.00	\$ 48,300.00	\$ 38,000.00	\$ 2,700.00	\$ 7,600.00	\$ 48,300.00
Sport Coordinator	To coordinate and liaise with sports National Federation partners (MOA) and schools. Sep - May (9 months) x 1 sport coordinator x \$150 (2 full-day Saturday Differential Pay) = \$2,700.	100%	\$ -	\$ -	\$ -	\$ -	\$ 31,876.90	\$ 2,700.00	\$ 6,375.38	\$ 40,952.28	\$ 31,876.90	\$ 2,700.00	\$ 6,375.38	\$ 40,952.28
Administrative Assistant	To assist the Director with travel documents and other clerical duties, including routing paperwork.	100%	\$ -	\$ -	\$ -	\$ -	\$ 22,654.32	\$ -	\$ 4,530.86	\$ 27,185.18	\$ 22,654.32	\$ -	\$ 4,530.86	\$ 27,185.18
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 160,531.22	\$ 5,400.00	\$ 32,106.24	\$ 198,037.46	\$ 160,531.22	\$ 5,400.00	\$ 32,106.24	\$ 198,037.46
<b>Grand Total</b>												\$	<b>198,037</b>	

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project's goal(s) in "Purpose of Travel Activity" section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

**3. TRAVEL**

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
Commute from Tinian to Saipan	To provide equitable access to sporting programs for Tinian Elementary, Tinian Middle, and Tinian High School student athletes, coaches, and chaperones.  Total Travelers = 511 Total Travel Days = 1 Total Trips = 1 Airfare = \$170/Per Traveler Per-Diem (Student Rate) = \$140/Day/Per Trav. Transportation = \$0/Day/Per Traveler	511	\$ 86,870.00	\$-	\$ 71,540.00	\$ -	\$ -	\$ -	\$ -	\$ 148,190.00
Commute from Rota to Saipan	To provide equitable access to sporting programs for Sinapalo Elementary, Rita H. Inos Jr/Sr High student athletes, coaches, and chaperones.  Total Travelers = 511 Total Travel Days = 1 Total Trips = 1 Airfare = \$350/Per Traveler Per-Diem (Student Rate) = \$140/Day/Per Trav. Transportation = \$0/Day/Per Traveler	511	\$ 178,850.00	\$-	\$ 71,540.00	\$ -	\$ -	\$ -	\$ -	\$ 250,390.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 398,580</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 *CFR* 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Volleyballs	To ensure the safe delivery of Athletic Program volleyball events with the appropriate equipment.	20 volleyballs at \$25 each, totaling \$500.	\$ -	\$ 500.00
Laptop	To replace the Athletic Director's current laptop from 2020 to ensure efficient program management.	1 replacement laptop, current model from 2020, totaling \$1,200.	\$ -	\$ 1,200.00
Basketballs	To ensure the safe delivery of Athletic Program basketball events with the appropriate equipment.	20 basketballs at \$25 each, totaling \$500.	\$ -	\$ 500.00
Va'a (outrigger) Paddles	To ensure the safe delivery of Athletic Program va'a events with the appropriate equipment.	25 paddles at \$80 each, totaling \$2,000.	\$ -	\$ 2,000.00
Softballs	To ensure the safe delivery of Athletic Program softball events with the appropriate equipment.	Softballs totaling \$599.	\$ -	\$ 599.00
Medical Supplies	To keep medical kits stocked with safety equipment essential for Athletic Program events.	Medical supplies totaling \$500.	\$ -	\$ 500.00
Softball bats/Grip tapes	To support participating teams with the necessary equipment when they do not have numbered jerseys.	Softball bats and grip tapes totaling \$2,000.	\$ -	\$ 2,000.00
Volunteer Uniforms	To provide easily identifiable uniforms for volunteer staff assisting with the safe delivery of Athletic Program events.	Volunteer uniforms totaling \$350.	\$ -	\$ 350.00
Staff Uniforms	To supply 4 Athletic Program staff with 3 uniforms each, totaling 12 uniforms, making them easily identifiable during events.	12 uniforms totaling \$350.	\$ -	\$ 350.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 7,999</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Ice	Supplies include 77 bags of ice at \$2 each, totaling \$154. Essential for hydration and injury management at athletic events.	\$ -	\$ 154.00
5 Gallon Water Bottles	Supplies include 162 five-gallon water bottles at \$2.50 each, totaling \$405. Critical for hydration during athletic programs.	\$ -	\$ 405.00
Medical Supplies	Supplies include restocking of medical kits with items such as bandaids, gauze pads, medical tape, rubber gloves, alcohol pads, etc., for 4 kits at \$150 each, totaling \$600. Essential for immediate first aid during athletic events.	\$ -	\$ 600.00
HP Printer Cartridges	Supplies include 20 HP printer cartridges at \$35 each, totaling \$700. Necessary for daily printing purposes to support the delivery of Athletic Programs.	\$ -	\$ 700.00
Seiko Thermal Printing Paper S-950/5 rolls	Supplies include Seiko printing stopwatch thermal paper, 6 boxes at \$20 each, totaling \$120. To support timing and scoring in Cross Country and Athletics (Track & Field) events.	\$ -	\$ 120.00
Event Banners	Supplies include 61 sport-specific banners and safety information banners at \$15 each, totaling \$915. Essential for event identification and safety communication at athletic events.	\$ -	\$ 915.00
Volleyball Nets	Supplies include 3 indoor volleyball nets at \$700 each, totaling \$2,100. To support the safe delivery of Athletic Program volleyball events.	\$ -	\$ 2,100.00
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ 4,994</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system *(Required)*.
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Venue Equipment Rental: Tents & Tables	To provide necessary shelter and seating for events, accommodating the tropical heat and rainy season with the rental of 20x40 canopies and tables.	\$80 per tent for 4 rentals per quarter over 4 quarters, totaling \$1,280.	\$ -	\$ 1,280.00
Venue Equipment Rental: Portable Potties	To ensure adequate toilet facilities for outdoor events and large gatherings, requiring the rental of portable potties.	\$80 per portable potty for 7 rentals per quarter over 4 quarters, totaling \$2,240.	\$ -	\$ 2,240.00
Venue Facility Rental	To secure gym and field rentals to support the delivery of Athletic Programs, ensuring appropriate venues for sports and physical activities.	\$40 per hour for 37 hours, totaling \$1,480.	\$ -	\$ 1,480.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 5,000</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

**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 2023 Carryover Funds	FY 2024 Funds
Basketball Federation MOA	To enhance our student basketball programs, PSS Athletic Programs avail of the Northern Mariana Islands Basketball Federation (NMIBF), the governing body of all Basketball activities in the CNMI, through annually negotiated Memoranda of Agreements for their knowledge and officiating capacity.	Basketball games at \$46 per game for 300 games + 5 league coordinators at \$400 per season, totaling \$15,800.	\$ -	\$ 15,800.00
Volleyball Federation MOA	To enhance our student volleyball programs, PSS Athletic Programs make use of the Northern Mariana Islands Volleyball Association (NMIVA), the governing body of volleyball activities in the CNMI, through annually negotiated Memoranda of Agreements for their knowledge and officiating capacity.	Volleyball games at \$41 per game for 300 games + 5 league coordinators at \$400 per season, totaling \$14,300.	\$ -	\$ 14,300.00
Badminton Federation MOA	To enhance our student badminton programs, PSS Athletic Programs engage with the Northern Marianas Badminton Association (NMBA), the governing body of badminton activities in the CNMI, through annually negotiated Memoranda of Agreements for their knowledge and officiating capacity.	Badminton games at \$18 per game for 340 games + gym usage fees for 2 seasons at \$550 + 2 league coordinators at \$400 per season, totaling \$8,020.	\$ -	\$ 8,020.00
Athletics Federation MOA	To enhance our student Athletics programs, PSS Athletic Programs collaborate with the Northern Marianas Athletics (NMA), the governing body of Athletics (Track & Field / Cross Country) activities in the CNMI, leveraging their knowledge and officiating capacity.	\$1,500 for Cross Country season + \$2,500 for All School Track and Field season, totaling \$4,000.	\$ -	\$ 4,000.00
Outrigger Federation MOA	To enhance our student Va'a (Outrigger paddling) programs, PSS Athletic Programs enter into annually negotiated Memoranda of Agreements with the Northern Marianas National Paddle Sport Federation (NMNPSF), the governing body of Va'a activities in the CNMI, for their knowledge and officiating capacity.	Outrigger paddling season at \$1,500 per season, totaling \$1,500.	\$ -	\$ 1,500.00
Baseball/Softball Federation MOA	To enhance our student Fastpitch Softball / Baseball programs, PSS Athletic Programs intend to avail of the Saipan Baseball League (SBL), the governing body of Baseball activities in the CNMI, through annually negotiated Memoranda of Agreements for their knowledge and officiating capacity.	Baseball/Softball games at \$45 per game for 100 games, totaling \$4,500.	\$ -	\$ 4,500.00
Northern Marianas Sports Association (NMSA) Community Coaches	To ensure our schools have coaches to support their students, PSS Athletic Programs, through annually negotiated Memoranda of Agreements, support the payment of non-PSS community coaching with the Northern Marianas Sports Association (NMSA), the governing body of all sports federations in the CNMI. This includes a \$125 per quarter handling fee to ensure the NMSA does not face unfunded liabilities administering this program on behalf of PSS Athletic Programs.	\$125 handling fee per quarter for 4 quarters, totaling \$500.	\$ -	\$ 500.00
Soccer Federation MOA	To support our student Soccer programs, PSS Athletic Programs intend to avail of the Northern Mariana Islands Football Association (NMIFA), the governing body of Soccer activities in the CNMI, through annually negotiated Memoranda of Agreements for their knowledge and officiating capacity.	\$125 handling fee per quarter for 4 quarters, totaling \$500.	\$ -	\$ 3,500.00

PSS Coaching Stipends @ \$400 per sport	To provide differentials for Public School coaches for all sporting events in the school year, acknowledging that being a coach requires a lot of time and sacrifice beyond our staff's contractual obligations. Coaches must hold regular practices after school, attend games, and keep track of the students on their team. For coaches to be eligible for the \$400 stipend, they must provide supporting documentation in the form of "after school timesheets" initialed by students attending practices, meetings, and competitions. Coaches must amass a minimum of 16 hours to be eligible for the \$400 stipend. Pending submission of after school documents and the minimum contact hours (16 per sport season) being achieved, all coaches will receive the same \$400 stipends. The coaching stipend amount of \$400 was approved by the Board of Education (BOE) as regulation §60-30.7-790 under Pay Differentials. Stipends are provided to current CNMI PSS teachers/staff, Private School teachers/staff, and vetted community coaches upon the completion of the sports season in question, with the appropriate supporting documents submitted.	\$400 per sport for 177 sport seasons for 2 coaches, totaling \$141,600.	\$ -	\$ 141,600.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 193,720</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment (Month/Day/Year)</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
<b>Non-Public School</b>		
Agape Christian School	87	\$6,846
Brilliant Star Montessori School	52	\$4,092
Eucon International School	74	\$5,823
Golden Harvest International School	66	\$5,194
Grace Christian Academy (Saipan)	198	\$15,581
Green Meadow School	103	\$8,105
Isla Montessori School	16	\$1,259
Mount Carmel School	466	\$36,671
Northern Marianas International School	94	\$7,397
Saipan Community School	115	\$9,050
Saipan International School	240	\$18,886
Saint Joseph School (Tinian)	3	\$236
Seventh Day Adventist	45	\$3,541
<b>Total</b>	<b>1559</b>	<b>\$122,681</b>



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay  
 Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
 The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
 When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 37,242.80	\$ -	\$ 7,448.56	\$ 44,691.36	\$ 37,242.80	\$ -	\$ 7,448.56	\$ 44,691.36
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 37,242.80	\$ -	\$ 7,448.56	\$ 44,691.36	\$ 37,242.80	\$ -	\$ 7,448.56	\$ 44,691.36
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 40,195.83	\$ -	\$ 8,039.17	\$ 48,235.00	\$ 40,195.83	\$ -	\$ 8,039.17	\$ 48,235.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 41,745.83	\$ -	\$ 8,349.17	\$ 50,095.00	\$ 41,745.83	\$ -	\$ 8,349.17	\$ 50,095.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 43,454.17	\$ -	\$ 8,690.83	\$ 52,145.00	\$ 43,454.17	\$ -	\$ 8,690.83	\$ 52,145.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00	\$ 44,287.50	\$ -	\$ 8,857.50	\$ 53,145.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 45,163.33	\$ -	\$ 9,032.67	\$ 54,196.00	\$ 45,163.33	\$ -	\$ 9,032.67	\$ 54,196.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 45,163.33	\$ -	\$ 9,032.67	\$ 54,196.00	\$ 45,163.33	\$ -	\$ 9,032.67	\$ 54,196.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 47,001.67	\$ -	\$ 9,400.33	\$ 56,402.00	\$ 47,001.67	\$ -	\$ 9,400.33	\$ 56,402.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 49,410.00	\$ -	\$ 9,882.00	\$ 59,292.00	\$ 49,410.00	\$ -	\$ 9,882.00	\$ 59,292.00
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 49,410.00	\$ -	\$ 9,882.00	\$ 59,292.00	\$ 49,410.00	\$ -	\$ 9,882.00	\$ 59,292.00



CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 72,204.17	\$ -	\$ 14,440.83	\$ 86,645.00	\$ 72,204.17	\$ -	\$ 14,440.83	\$ 86,645.00	
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 76,530.00	\$ -	\$ 15,306.00	\$ 91,836.00	\$ 76,530.00	\$ -	\$ 15,306.00	\$ 91,836.00	
CSR Teacher	To serve as a Class Size Reduction (CSR) Teacher, focusing on the recruitment and retention of high-performing teachers to address class size reduction at the primary grade level.	100%	\$ -	\$ -	\$ -	\$ -	\$ 76,530.00	\$ -	\$ 15,306.00	\$ 91,836.00	\$ 76,530.00	\$ -	\$ 15,306.00	\$ 91,836.00	
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 1,946,949.58	\$ -	\$ 389,389.92	\$ 2,336,339.50	\$ 1,946,949.58	\$ -	\$ 389,389.92	\$ 2,336,339	
												<b>Grand Total</b>		\$	<b>2,336,339</b>

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project’s goal(s) in “Purpose of Travel Activity” section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ -</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

- Prompts for Equipment:**
1. List each type of equipment.
  2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
  3. Provide the estimated unit cost for each item to be purchased.
  4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2023 Carryover Funds	FY 2024 Funds
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ -</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ -</b>









**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay

Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.

The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).

When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Position Title	Personnel Purpose of Position	% of Time	FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
AP Project Director (ITDE Director)	To oversee and manage AP projects. It involves reporting AP Program data to district leadership and stakeholders.	20%	\$ -	\$ -	\$ -	\$ -	\$ 17,000.00	\$ -	\$ 3,400.00	\$ 20,400.00	\$ 17,000.00	\$ -	\$ 3,400.00	\$ 20,400.00
AP District Coordinator (ITDE Instructional Technology Coach)	To communicate with AP Coordinators from all five high schools to ensure exams are ordered, professional development sessions are scheduled, and information is disseminated to AP and Pre-AP teachers.	20%	\$ -	\$ -	\$ -	\$ -	\$ 14,038.83	\$ -	\$ 2,807.77	\$ 16,846.60	\$ 14,038.83	\$ -	\$ 2,807.77	\$ 16,846.60
AP Administrative Officer (ITDE Admin Officer)	To procure supplies, manage invoices, and support the AP project team with administrative tasks.	20%	\$ -	\$ -	\$ -	\$ -	\$ 8,324.95	\$ -	\$ 1,664.99	\$ 9,989.94	\$ 8,324.95	\$ -	\$ 1,664.99	\$ 9,989.94
COOP - Classroom Teacher (6)	To provide Co-Op Classroom Instruction, facilitating practical learning experiences and direct engagement with the industry for students.	100%					\$ 289,006.00	\$ -	\$ 57,801.20	\$ 346,807.20	\$ 289,006.00	\$ -	\$ 57,801.20	\$ 346,807.20
COOP - Coordinator (1)	To provide Program Coordination and Support for Teachers, Students, and Training partners, ensuring effective communication and alignment of program objectives and outcomes.	100%					\$ 53,534.00	\$ -	\$ 10,706.80	\$ 64,240.80	\$ 53,534.00	\$ -	\$ 10,706.80	\$ 64,240.80
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 381,903.78	\$ -	\$ 76,380.76	\$ 458,284.54	\$ 381,903.78	\$ -	\$ 76,380.76	\$ 458,284.54
<b>Grand Total</b>												\$	<b>458,285</b>	

<p><b>Prompts for Travel Activity:</b></p> <ol style="list-style-type: none"> <li>List the travel activities and costs of employees and participants only.</li> <li>Explicitly explain the purpose of the travel activity and how each travel activity supports the project's goal(s) in "Purpose of Travel Activity" section.</li> <li>List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (<b>REQUIRED</b>).</li> <li>Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).</li> <li>Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds &amp; FY 2023 Funds Totals.</li> </ol> <p>The sums of costs will populate in the subtotal row.</p> <p><b>Note: Include travel expenses for consultants under Contractual Services.</b></p>
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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 2023 Carryover Funds	FY 2024 Funds
CTE: Association for Career and Technical Education (ACTE), ACTE Region V, Southern Regional Educational Board (SREB), National Career Pathways Network (NCPN), National Association for Workforce Professionals (NAWP), Family, Career, and Community Leaders of America (FCCLA)	To develop career pathways and CTE programs by gaining knowledge and expertise not only in courses and curriculum but also in postsecondary, industry, and workplace-based education. These events provide essential insights into current and emerging information and trends, keeping us ahead in CTE. The hands-on and face-to-face interactions at these expos are critical for making informed decisions regarding products and expertise in CTE.  Total Travelers = 6 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$1500/Per Traveler	6	\$ 15,000.00	\$-	\$ 7,920.00	\$ 1,080.00	\$ 9,000.00	\$-	\$ -	\$ 33,000.00
CTE: Commute from Saipan to Rota	To provide instructional support crucial for the success of PSS teachers and students on Rota, ensuring effective teaching and learning outcomes.  Total Travelers = 2 Total Travel Days = 3 Total Trips = 1 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	2	\$ 700.00	\$-	\$ 1,260.00	\$ 360.00	\$ -	\$-	\$ -	\$ 2,320.00
CTE: Commute from Saipan to Tinian	To provide instructional support crucial for the success of PSS teachers and students on Tinian, ensuring effective teaching and learning outcomes.  Total Travelers = 2 Total Travel Days = 4 Total Trips = 1 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	2	\$ 340.00	\$-	\$ 1,920.00	\$ 480.00	\$ -	\$-	\$ -	\$ 2,740.00
CTE: Guam CTE Meetings/PD (GCC, UOG, GMTC, GDOE)	To continue building strong partnerships with neighboring island of Guam. This collaboration ensures that CTE activities within the PSS are strengthened, enhancing educational opportunities for our students.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$600/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$ 600.00	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$-	\$ -	\$ 2,100.00
		22				FY24 CNMI	PSS Consolidated Grant - Budget			Narratives

AP: AP Teacher, Pre AP Teacher, AP Coordinator Training at AP Annual Conference	To learn about the vertical alignment of Pre-AP courses, discover proven methods for increasing equity and access to the AP Program, and explore new textbooks and classroom technologies through dozens of exhibits. This engagement is aimed at enhancing the quality and accessibility of AP education.  Total Travelers = 4 Total Travel Days = 7 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$1000/Per Traveler	4	\$ 10,000.00	\$-	\$ 6,160.00	\$ 840.00	\$ 4,000.00	\$-	\$ -	\$ 21,000.00
AP: AP Summer Institute	To engage in over 30 hours of content-rich training designed to strengthen the teaching of their AP courses. This training ensures courses are vertically aligned with national standards, and teachers will acquire ready-to-use strategies, instructional materials, and pedagogical tools pertinent to the content and skills required for success in AP courses.  Total Travelers = 5 Total Travel Days = 7 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$1000/Per Traveler	5	\$ 12,500.00	\$-	\$ 7,700.00	\$ 1,050.00	\$ 5,000.00	\$-	\$ -	\$ 26,250.00
CO-OP - Commute from Saipan to Rota	To conduct on site support and monitoring for Rota Co-Op Teacher and Co-Op students  Total Travelers = 1 Total Travel Days = 1 Total Trips = 4 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	1	\$ 1,400.00	\$-	\$ 840.00	\$ 240.00	\$ -	\$-	\$ -	\$ 2,480.00
CO-OP - Commute from Saipan to Tinian	To conduct on site support and monitoring for Tinian and to participate in Co-Op annual Conference and Training  Total Travelers = 1 Total Travel Days = 1 Total Trips = 4 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	1	\$ 680.00	\$-	\$ 960.00	\$ 240.00	\$ -	\$-	\$ -	\$ 1,880.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 91,770</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

- Prompts for Equipment:**
1. List each type of equipment.
  2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
  3. Provide the estimated unit cost for each item to be purchased.
  4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ -</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
AP Exam Administration Resources	Supplies include paper, pencils, pens, sharpeners, headphones (for computer-based exams), calculators (for math exams), folders, envelopes, packing tape (for shipping exams back to College Board), and timers, all essential for proctoring the AP exams at each school. The budget is calculated at \$6.31 per AP student, totaling \$3,788 for 600 AP students. These resources are critical to ensuring the AP exams are administered effectively and efficiently at each participating school.	\$ -	\$ 3,788.00
COOP - Office Supplies (School)	Supplies include essential instructional supplies for COOP teachers. The budget is calculated at \$100 a month for 10 months for 6 teachers, totaling \$6,000. These supplies are critical for the daily instructional needs of COOP programs in schools.	\$ -	\$ 6,000.00
COOP - Office Supplies (Coordinator)	Supplies include essential office supplies for the COOP Coordinator. The budget is allocated at \$4,000 per semester for 2 semesters, totaling \$8,000. These resources are vital for the coordination and management of the COOP program.	\$ -	\$ 8,000.00
COOP - Ipads	Supplies include two iPads that will be used for Co-Op Job Site Visitations, totaling \$1,600. These iPads are essential tools for documenting and supporting Co-Op students during their job site visits.	\$ -	\$ 1,600.00
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ 19,388</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system *(Required)*.
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>6. CONTRACTUAL – (PURCHASED SERVICES)</b>				
<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
AP: AP Coordinator Differential	To compensate AP Coordinators for their critical role in supporting AP/Pre-AP teachers and managing the coordination of AP exam administration at the school level.	\$150/Saturday for 22 weeks across 2 weeks (Summer), 10 weeks (Fall), and 10 weeks (Spring) for 7 AP Coordinators, totaling \$23,100 + fringe benefits at 15.65% (\$3,615) = \$26,715.	\$ -	\$ 26,715.00
AP: Collegeboard Membership Fee	To cover the College Board Membership Fee, which is essential for CNMI PSS to participate in AP exam administration and provides yearly benefits to all AP/Pre-AP professionals.	Annual College Board Membership Fee for the District at \$400 per year, totaling \$400.	\$ -	\$ 400.00
AP: AP Exam Fees	To cover the AP exam fees, ensuring that all AP students can participate in AP Exams, an essential component of their advanced academic development.	\$94/student for 600 students, totaling \$56,400.	\$ -	\$ 56,400.00
COOP - Food Handler Certification (Saipan)	To obtain Food Handler's Certification for F&B Training as required by law (physical and workshop certification course).	\$101 per certification for 35 students for 2 semesters, totaling \$7,070.	\$ -	\$ 7,070.00
COOP - Food Handler Certification (Rota)	To obtain Food Handler's Certification for F&B Training as required by law (physical and workshop certification course).	\$188 per certification for 20 students for 2 semesters, totaling \$7,520.	\$ -	\$ 7,520.00
COOP - Food Handler Certification (Tinian)	To obtain Food Handler's Certification for F&B Training as required by law (physical and workshop certification course).	\$112.65 per certification for 20 students for 2 semesters, totaling \$4,506.	\$ -	\$ 4,506.00
CO-OP - Student Bus Passes	To provide passes for students needing transportation to work via Public Transit.	631 student passes at \$1.00 per way via CNMI public transit, totaling \$631.	\$ -	\$ 631.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 103,242</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

**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 2023 Carryover Funds	FY 2024 Funds
CTE: Subscriptions	To maintain and secure professional memberships, essential for keeping up with industry standards and professional development in CTE.	ACTE Membership at \$3,000.00, totaling \$3,000.	\$ -	\$ 3,000.00
CTE: CTE Platform	To maintain and continue to expand the CTE online platform, which is central to delivering CTE programs effectively.	Online platform maintenance and expansion at \$10,000.00, totaling \$10,000.	\$ -	\$ 10,000.00
CTE: Curriculum Platform	To secure and maintain a dedicated curriculum platform for CTE courses, supporting the structured delivery of pathways and programs.	Online curriculum platform at \$10,000.00, totaling \$10,000.	\$ -	\$ 10,000.00
CTE: Mileage	To reimburse mileage expenses incurred during the conduct of program activities, ensuring that program facilitation is cost-effective and efficient.	Mileage Reimbursement: [Specific cost calculation to be determined based on actual mileage]	\$ -	\$ 1,000.00
CTE: Program Work Sessions/Management of Program	To cover costs associated with venue rental, pay differentials, and resources/supplies needed for work sessions that facilitate collaboration between CTE, postsecondary, and industry partners on workforce development and education.	Work sessions and management at \$34,010.00, totaling \$34,010.	\$ -	\$ 34,010.00
CO-OP - Performance Stipends	To provide stipend payments for students enrolled in Co-Op Training.	Stipend Payments: \$300 per check for 3 checks per semester for 170 students for 2 semesters, totaling \$306,000.	\$ -	\$ 306,000.00
CO-OP - Bussing - Job Fairs	To provide bussing transportation for students to Job Fairs (Saipan).	Transportation for Job Fairs (Saipan): \$220 per round trip for 3 Co-Op Training Classes for 2 semesters, totaling \$1,320.	\$ -	\$ 1,320.00
CO-OP - Bussing - Appreciation Event	To provide bussing transportation for students to Appreciation Events (Saipan).	Transportation for Appreciation Events (Saipan): \$220 per round trip for 3 Co-Op Training Classes for 2 semesters, totaling \$1,320.	\$ -	\$ 1,320.00
CO-OP - Venue Rental - Job Fairs	To secure venue space for Co-Op Job Fairs (Saipan).	Venue Rental for Job Fairs (Saipan): \$3,000 per Job Fair for 2 semesters, totaling \$6,000.	\$ -	\$ 6,000.00
CO-OP - Venue Rental - Appreciation Events (Saipan)	To secure venue space for End of Semester Appreciation Event (Saipan).	Venue Rental for Appreciation Events (Saipan): \$6,000 per event for 2 semesters, totaling \$12,000.	\$ -	\$ 12,000.00
CO-OP - Venue Rental - Appreciation Event (Rota)	To secure venue space for the End of Semester Appreciation Event (Rota).	Venue Rental for Appreciation Event (Rota): \$4,000 per event for 1 semester (combined semester), totaling \$4,000.	\$ -	\$ 4,000.00
CO-OP - Venue Rental - Appreciation Event (Tinian)	To secure venue space for the End of Semester Appreciation Event (Tinian).	Venue Rental for Appreciation Event (Tinian): \$4,000 per event for 1 semester (combined semester), totaling \$4,000.	\$ -	\$ 4,000.00
CO-OP - Mileage Reimbursements	To reimburse Co-Op staff for gas mileage incurred from the use of personal vehicles for site visitations/observations.	Mileage Reimbursements: \$150 per semester for 7 Co-Op staff for 2 semesters, totaling \$2,100.	\$ -	\$ 2,100.00
CO-OP - Knowledge Matters Renewal	To renew the 3-year license for the Knowledge Matters Personal Finance Online Module.	Knowledge Matters License Renewal: \$1,795 per license for 7 licenses (6 Co-Op teachers + Coordinator), totaling \$12,565.	\$ -	\$ 12,565.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 407,315</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment September 30, 2023</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
<b>Non-Public School</b>		
Agape Christian School	87	\$9,147
Brilliant Star Montessori School	52	\$5,467
Eucon International School	74	\$7,780
Golden Harvest International School	66	\$6,939
Grace Christian Academy (Saipan)	198	\$20,818
Green Meadow School	103	\$10,829
Isla Montessori School	16	\$1,682
Mount Carmel School	466	\$48,995
Northern Marianas International School	94	\$9,883
Saipan Community School	115	\$12,091
Saipan International School	240	\$25,234
Saint Joseph School (Tinian)	3	\$315
Seventh Day Adventist	45	\$4,731
<b>Total</b>	<b>1559</b>	<b>\$163,911</b>



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay  
 Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
 The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
 When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Administrative Assistant	To assist with administrative and procurement processes for project implementation (e.g. commutes, venue rental, supplies, TA, etc.)	10%	\$ -	\$ -	\$ -	\$ -	\$ 4,068.39	\$ -	\$ 813.68	\$ 4,882.07	\$ 4,068.39	\$ -	\$ 813.68	\$ 4,882.07
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 4,068.39	\$ -	\$ 813.68	\$ 4,882.07	\$ 4,068.39	\$ -	\$ 813.68	\$ 4,882.07
											<b>Grand Total</b>		<b>\$ 4,882</b>	

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project’s goal(s) in “Purpose of Travel Activity” section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

**3. TRAVEL - FECl PROJECT**

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
Commute from Tinian to Saipan	To enable the elected Parent Teacher Student Association (PTSA) Presidents, Parent Advisory Council (PAC) Representatives, and PTSA Representative(s) from Tinian Public Schools to travel to Saipan, this commute facilitates a series of three in-person meetings throughout the year. These meetings aim to discuss district data, address parent concerns, overcome challenges, identify learning opportunities and awareness, evaluate the need for parent support, and work collaboratively to enhance the relationship between the Public School System (PSS), the Board of Education (BOE), and families across the three islands.  Total Travelers = 4 Total Travel Days = 2 Total Trips = 3 Airfare = \$170/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	4	\$ 2,040.00	\$-	\$ 6,000.00	\$ 1,440.00	\$ -	\$ -	\$ -	\$ 9,480.00
Commute from Rota to Saipan	To enable the elected Parent Teacher Student Association (PTSA) Presidents, Parent Advisory Council (PAC) Representatives, and PTSA Representative(s) from Rota Public Schools to travel to Saipan, this commute facilitates a series of three in-person meetings throughout the year. These meetings aim to discuss district data, address parent concerns, overcome challenges, identify learning opportunities and awareness, evaluate the need for parent support, and work collaboratively to enhance the relationship between the Public School System (PSS), the Board of Education (BOE), and families across the three islands.  Total Travelers = 4 Total Travel Days = 2 Total Trips = 3 Airfare = \$350/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	4	\$ 4,200.00	\$-	\$ 6,000.00	\$ 1,440.00	\$ -	\$ -	\$ -	\$ 11,640.00

Commute from Saipan to Tinian	To enable the Family Engagement & Community Involvement (FECI) Director's travel from Saipan to Tinian, this commute supports the provision of technical support and the convening of family engagement efforts for schools and PTSAs twice in the academic year. The director's activities include meeting with school leaders, staff, students, and families for school site visits, discussing challenges, determining support needs, delivering training, and fostering collaboration to enhance the well-being of Tinian families.  Total Travelers = 1 Total Travel Days = 2 Total Trips = 2 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	1	\$ 340.00	\$-	\$ 960.00	\$ 240.00	\$ -	\$ -	\$ -	\$ 1,540.00
Commute from Saipan to Rota	To enable the Family Engagement & Community Involvement (FECI) Director's travel from Saipan to Rota, this commute supports the provision of technical support and the convening of family engagement efforts for schools and PTSAs twice in the academic year. The director's activities include meeting with school leaders, staff, students, and families for school site visits, discussing challenges, determining support needs, delivering training, and fostering collaboration to enhance the well-being of Rota's families.  Total Travelers = 1 Total Travel Days = 2 Total Trips = 2 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	1	\$ 700.00	\$-	\$ 840.00	\$ 240.00	\$ -	\$ -	\$ -	\$ 1,780.00
Annual Family Engagement & Community Conference for Professional Development	To participate in the annual conference, this travel enables the Family Engagement & Community Involvement (FECI) Director and Communications Program Manager to engage in professional development focused on strengthening family and community partnerships. The conference offers strategies and insights for effective collaboration and engagement with families and the community.  Total Travelers = 2 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$1,000/Per Traveler	2	\$ 5,000.00	\$-	\$ 2,640.00	\$ 360.00	\$ 2,000.00	\$ -	\$ -	\$ 10,000.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 34,440</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. *2 CFR 200.33*

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Equipment for Record Keeping/ Operations	To provide technology support with devices to keep track of scheduled meetings, activities, and communicate with stakeholders.	Laptop, desktop, iPad, and mobile devices, totaling \$2,500	\$ -	\$ 2,500.00
Equipment for operations	To enable the printing of handouts, flyers, copies, activities, agendas, letters, and informational resources for meetings and presentations.	Printer, ink cartridges, banner printing supplies (vinyls/ ink), totaling \$1,500	\$ -	\$ 1,500.00
Equipment for Media Outreach	To support media outreach with equipment to capture district snapshots, videos, and recordings, and to provide education and trainings.	Video camera, lenses, and batteries, totaling \$7,000	\$ -	\$ 7,000.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 11,000</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Materials for parent meetings, trainings, and webinars	Supplies include materials at \$500, 6 times per year, totaling \$3,000. These supplies are crucial for facilitating parent meetings, trainings, and webinars, ensuring participants have the necessary resources for effective participation.	\$ -	\$ 3,000.00
Supplies	Office Supplies at \$1,443, 2 times per year, totaling \$2,886. These supplies are vital for supporting the daily operational project implementation.	\$ -	\$ 2,886.00
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ 5,886</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system *(Required)*.
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Publication of Students First Newsletters	To increase awareness of district goals, successes, highlights, and initiatives through media outreach, the Students First Newsletters are published.	\$5,000 for monthly issues over 10 months, totaling \$50,000.	\$ -	\$ 50,000.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 50,000</b>

<p><b>Prompts for Other Direct Costs:</b></p> <ol style="list-style-type: none"> <li>1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.</li> <li>2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).</li> <li>3. Explicitly explain the purpose for each direct cost item and how it supports the project’s goal(s) in the “Purpose of Direct Cost Item” section.</li> <li>4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).</li> <li>5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds &amp; FY 2024 Funds Totals.</li> <li>6. <b>Do not include costs that are included in the indirect cost rate.</b></li> </ol> <p>The sums of costs will populate in the subtotal row.</p>
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<b>7. OTHER DIRECT COSTS</b>				
<b>Other Direct Cost Items</b>	<b>Purpose of Direct Cost Item</b>	<b>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.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Parent Engagement Conferences	To provide a venue for conferences, planned for specific quarterly (thematic) purposes that may involve other participants from external organizations & community stakeholders, potentially driven by stakeholder feedback.	Venue for conferences at \$4,000 per quarter, totaling \$16,000.	\$ -	\$ 16,000.00
Parent Engagement Meetings	To provide a venue for meetings with Parents/Advisory Council/Stakeholders, for specific quarterly purposes involving PTSA Officers/Parent Advisory Council and members that are smaller in numbers and more informal.	Venue for meetings at \$2,000 per quarter, totaling \$8,000.	\$ -	\$ 8,000.00
Annual subscriptions	To procure annual subscriptions supporting the need for media outreach, media storage (such as iCloud), and capabilities for live streaming for district radio talkshows with the COE and Stakeholders, including Jotforms, Adobe products, Microsoft programs, and other apps to enhance communication & outreach efforts.	Annual subscriptions for communication and outreach at \$3,000, totaling \$3,000.	\$ -	\$ 3,000.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 27,000</b>





**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**  
1. Enter project personnel salaries, wages, fringe benefits, and direct costs.  
2. List the title and purpose of each position to be compensated under this project.  
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.  
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).  
Include fees and expenses for consultants under **Contractual Services**.  
**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay.  
Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Position Title	Personnel Purpose of Position	% of Time	FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Mental Health Specialist (4 Positions)	To support school administrators, staff, and counselors by providing training and guidance in response to mental health issues. To offer evidence-based strategies for counselors, peers, students, and families, establish comprehensive and multi-tiered approaches to addressing student mental health concerns, and implement coordinated referrals with partners. Additionally, to provide tiered interventions for K-12 students, focusing on their mental wellness and support needs.	80%	\$ -	\$ -	\$ -	\$ -	\$ 208,000.00	\$ -	\$ 41,600.00	\$ 249,600.00	\$ 208,000.00	\$ -	\$ 41,600.00	\$ 249,600.00
Behavioral Health Specialist (2 Positions)	To serve as a district-level professional within the Mental Health Department of the Office of Student and Support Services, offering a wide range of mental health services. This role is critical in supporting the district's multi-tiered system of supports, which includes universal screening, promotion, and outreach, professional development, small group support, case management, and understanding of mental health policies and procedures. The position is vital for promoting positive behavior, addressing student behavioral challenges, enhancing mental wellness, and providing tiered interventions for K-12 students, thereby contributing to a supportive educational environment.	80%	\$ -	\$ -	\$ -	\$ -	\$ 72,000.00	\$ -	\$ 14,400.00	\$ 86,400.00	\$ 72,000.00	\$ -	\$ 14,400.00	\$ 86,400.00
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 280,000.00	\$ -	\$ 56,000.00	\$ 336,000.00	\$ 280,000.00	\$ -	\$ 56,000.00	\$ 336,000.00
<b>Grand Total</b>											\$	\$	\$	<b>336,000</b>

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project's goal(s) in "Purpose of Travel Activity" section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

**3. TRAVEL**

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
Commute from Saipan to Tinian	Crisis Response Support: To ensure timely and effective mental health support for students on Tinian, this travel activity covers the costs of inter-island travel for crisis response teams. It enables immediate on-site psychological safety and support services, directly contributing to our objective of enhancing student mental health and well-being. (Objective 1)  Total Travelers = 1 Total Travel Days = 2 Total Trips = 12 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler Transportation = \$60/Day/Per Traveler	1	\$ 2,040.00	\$-	\$ 5,760.00	\$ 1,440.00	\$ -	\$ -	\$ -	\$ 9,240.00
Commute from Saipan to Rota	Crisis Response Support: To ensure timely and effective mental health support for students on Rota, this travel activity covers the costs of inter-island travel for crisis response teams. It enables immediate on-site psychological safety and support services, directly contributing to our objective of enhancing student mental health and well-being. (Objective 1)  Total Travelers = 1 Total Travel Days = 2 Total Trips = 12 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler Transportation = \$60/Day/Per Traveler	1	\$ 4,200.00	\$-	\$ 5,040.00	\$ 1,440.00	\$ -	\$ -	\$ -	\$ 10,680.00
Commute from Saipan to Tinian	Mental Health Services: To conduct a site visit monthly for follow-up with referrals, provide support to schools, and engage with community mental health partners. This activity supports our objective of enhancing student mental health and well-being. (Objective 1)  Total Travelers = 1 Total Travel Days = 1 Total Trips = 12 Airfare = \$170/Per Traveler Per-Diem = \$25/Day/Per Traveler(Meal Stipend) Transportation = \$60/Day/Per Traveler	1	\$ 1,800.00	\$-	\$ 300.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 2,820.00

Commute from Saipan to Rota	Mental Health Services: To conduct a site visit monthly for follow-up with referrals, provide support to schools, and engage with community mental health partners. This activity supports our objective of enhancing student mental health and well-being. (Objective 1)  Total Travelers = 1 Total Travel Days = 2 Total Trips = 12 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler Transportation = \$60/Day/Per Traveler	1	\$ 3,132.00	\$-	\$ 5,040.00	\$ 1,440.00	\$ -	\$ -	\$ -	\$ 9,612.00
CPI NVCI District Trainers Re-Certification	To equip educators and staff with evidence-based strategies and skills to de-escalate potential crises safely and effectively, fostering a secure and supportive learning environment. (Objective 2)  Total Travelers = 10 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$2,000/Per Traveler	10	\$ 25,000.00	\$-	\$ 13,200.00	\$ 1,800.00	\$ 20,000.00	\$ -	\$ -	\$ 60,000.00
<b>Travel Subtotals</b>								<b>\$ -</b>	<b>\$ -</b>	<b>\$ 92,352</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2023 Carryover Funds	FY 2024 Funds
Technology	To enable effective management and analysis of key mental health indicators using tools like the Pediatric Symptom Checklist and the Strengths and Difficulties Questionnaire. This equipment allows for the efficient processing and analysis of clinical data, helping the team to identify and address mental health needs promptly and ensure timely interventions. Consequently, this approach enhances the team's ability to support student well-being effectively, directly contributing to the objective of improving student mental health outcomes.	3 laptops at \$2,500 each, with high capacity storage and high processing technology including data analytics and administrative software, totaling \$7,500.	\$ -	\$ 7,500.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 7,500</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Office supplies	Supplies include certificate covers, shredders, scissors, staplers, paper clips, tape, facial tissue, markers, pencils, pens, pocket folders, card stock, pencil sharpener, storage box, etc., totaling \$6,000. These items are essential for the daily operational needs of the office, ensuring that all administrative tasks are performed efficiently and effectively.	\$ -	\$ 6,000.00
7ei Pilot Schools Rollout Support	Supplies for the 7ei Pilot Schools Rollout include logistics (venue, as needed), supplies (printing handouts, etc.), and commutes (interisland commute/cargo), with a budget of \$500.00 per pilot school for 7 pilot schools, totaling \$3,500. (Objective 2) These resources are crucial for supporting the rollout activities, ensuring that the pilot schools are equipped with the necessary materials and logistical support for successful implementation.	\$ -	\$ 3,500.00
<b>Supply Subtotals</b>		<b>\$ 0.00</b>	<b>\$ 9,500</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

**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 2023 Carryover Funds	FY 2024 Funds
Fuel Reimbursement	To provide fuel reimbursement for program personnel traveling to schools, ensuring the delivery of accessible, on-site mental health services directly to students. This supports the removal of access barriers and facilitates immediate intervention, aligning with the objective to promote student well-being and academic achievement. (Objective 1)	Fuel reimbursement at \$150 each for 6 personnel over 12 months, totaling \$10,800.	\$ -	\$ 10,800.00
School and Community Agencies Workshops and Trainings	To conduct quarterly trainings and collaborations with educational staff, community, and mental health partners, focusing on promotion, outreach, group interventions, and trauma-informed approaches. (Objective 2, Objective 4)	Venue cost at \$3,266 per venue for 4 times a year (quarterly), totaling \$13,064.	\$ -	\$ 13,064.00
Community-Wide System of Care Initiative	To facilitate biannual meetings with community partners, aiming to unify and strengthen mental and behavioral health policies and procedures across agencies. This supports the development of a coordinated support system that enhances psychological preparedness, prevention, intervention, and postvention efforts among students. (Objective 1)	Venue cost at \$3,000 per venue for 2 times a year (semesterly), totaling \$6,000.	\$ -	\$ 6,000.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 29,864</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system **(Required)**.
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
PESI	To build internal capacity and infrastructure through the completion of self-paced courses. (Objective 1)	Self-paced course completion for 6 personnel at \$1,000 each, totaling \$6,000	\$ -	\$ 6,000.00
Center for Safe and Resilient Schools	To receive training and certification in evidence-based programs for direct services. (Objective 1)	CBITS certification for 6 personnel at \$351 each, SSET certification for 6 personnel at \$351 each, Bounce Back certification for 6 personnel at \$351 each, totaling \$6,318.	\$ -	\$ 6,318.00
The Grief Recovery Institute	To receive training and certification in evidence-based programs for direct services. (Objective 1)	Initial certification for 3 personnel at \$1,995 each and an annual renewal fee for current certified personnel at \$79, totaling \$6,064.	\$ -	\$ 6,064.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 18,382</b>





**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:

**Wages** include stipends and differential pay

Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.

The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).

When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grand Total</b>												\$ -	\$ -	

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project's goal(s) in "Purpose of Travel Activity" section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

**3. TRAVEL**

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
Commute from Saipan to Rota	To conduct the Instructional Review Process (IRP) to Rota, a crucial part of our progress monitoring efforts. The ELEOT tool will be used to access improvements in different aspects of classroom instruction. Accordingly, the Program Manager/Director will make six trips annually to Rota to facilitate the IRP.  Total Travelers = 6 Total Travel Days = 5 Total Trips = 1 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	6	\$2,100.00	\$-	\$6,300.00	\$ 1,800.00	\$ -	\$ -	\$ -	\$ 10,200.00
Commute from Saipan to Tinian	To conduct the Instructional Review Process (IRP) to Tinian, a crucial part of our progress monitoring efforts. The ELEOT tool will be used to access improvements in different aspects of classroom instruction. Accordingly, the Program Manager/Director will make six trips annually to Tinian to facilitate the IRP.  Total Travelers = 6 Total Travel Days = 5 Total Trips = 1 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	6	\$1,020.00	\$-	\$7,200.00	\$ 1,800.00	\$ -	\$ -	\$ -	\$ 10,020.00
Commute from Rota to Saipan	To enable librarian(s) from Rota to participate in Professional Development sessions once per quarter on Saipan. This professional development is designed to enhance their skills and abilities, further supporting the educational needs of students and teachers.  Total Travelers = 4 Total Travel Days = 2 Total Trips = 2 Airfare = \$350/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	4	\$2,800	\$-	\$4,000.00	\$ 960.00	\$ -	\$ -	\$ -	\$ 7,760.00

Commute from Tinian to Saipan	To enable librarian(s) from Tinian to participate in Professional Development sessions once per quarter on Saipan. This professional development is designed to enhance their skills and abilities, further supporting the educational needs of students and teachers.  Total Travelers = 4 Total Travel Days = 2 Total Trips = 2 Airfare = \$170/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	4	\$1,360	\$-	\$ 4,000.00	\$ 960.00	\$ -	\$ -	\$ -	\$ 6,320.00
Commute from Rota to Saipan	To provide three Professional Learning Communities (PLCs) members per content area (ELA, Math, Science, and Social Studies) from Rota with the opportunity to engage in a Professional Development activity on Saipan, aiming for the sharing and learning of best practices implementation in their respective subjects.  Total Travelers = 12 Total Travel Days = 1 Total Trips = 1 Airfare = \$350/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	12	\$4,200	\$-	\$ 3,000.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 7,920.00
Commute from Tinian to Saipan	To provide three Professional Learning Communities (PLCs) members per content area (ELA, Math, Science, and Social Studies) from Tinian with the opportunity to engage in a Professional Development activity on Saipan, aiming for the sharing and learning of best practices implementation in their respective subjects.  Total Travelers = 12 Total Travel Days = 1 Total Trips = 1 Airfare = \$170/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	12	\$2,040	\$-	\$ 3,000.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 5,760.00
National Council for Social Studies	To keep abreast of the best instructional practices, fostering support, networking, and professional growth within the social studies educational community.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50
CCLHS Indigenous Language Summit	To stay informed about the best instructional practices for teaching indigenous languages, and to gain support, networking opportunities, and professional development.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50

Math Annual Conference/ Training (NCTM, etc)	To learn about the latest in math instructional practices, supporting continuous professional growth through networking and gaining new strategies.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50
PE Annual Conference/ Training (Shape America, etc)	To remain updated on the best practices in physical education, seeking new instructional strategies, support, and networking opportunities for professional advancement.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50
CTE Annual Conference/Training (OCI level)	To stay informed on the latest instructional practices in Career and Technical Education (CTE), offering opportunities for support, networking, and professional growth.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50
Science Conference/Training (NSTA, ISTE, etc.)	To stay current with best instructional practices in science education, facilitating professional development through support and networking.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50
WIDA Conference (ELL)	To keep informed on instructional practices for English Language Learners (ELL), aiming for professional growth, support, and networking in this field.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$2,500	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ 494.50	\$ -	\$ 4,494.50
ASCD Conference (SDCI)	To gain insights into the best instructional practices, exploring networking opportunities and gaining support for professional development in the broader educational landscape.  Total Travelers = 6 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	6	\$15,000	\$-	\$ 7,920.00	\$ 1,080.00	\$ -	\$ 494.50	\$ -	\$ 24,494.50

Commute from Rota to Saipan	To enable Rota Instructional Leaders to enhance their instructional leadership skills and strategies through attending professional development held on Saipan.  Total Travelers = 2 Total Travel Days = 1 Total Trips = 2 Airfare = \$350/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	2	\$1,400	\$-	\$ 1,000.00	\$ 240.00	\$ -	\$ -	\$ -	\$ 2,640.00
Commute from Tinian to Saipan	To enable Tinian Instructional Leaders to enhance their instructional leadership skills and strategies through attending professional development held on Saipan.  Total Travelers = 2 Total Travel Days = 1 Total Trips = 2 Airfare = \$170/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	2	\$680	\$-	\$ 1,000.00	\$ 240.00	\$ -	\$ -	\$ -	\$ 1,920.00
Commute from Rota to Saipan	Project HOPE (MOU): Solving for X - To provide the opportunity for Rota teachers to engage in the Project HOPE initiative, highlighting the commitment to facilitating their professional development and instructional growth.  Total Travelers = 2 Total Travel Days = 3 Total Trips = 1 Airfare = \$350/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	2	\$700	\$-	\$ 1,500.00	\$ 360.00	\$ -	\$ -	\$ -	\$ 2,560.00
Commute from Tinian to Saipan	Project HOPE (MOU): Solving for X - To provide the opportunity for Tinian and Rota teachers to engage in the Project HOPE initiative, highlighting the commitment to facilitating their professional development and instructional growth.  Total Travelers = 2 Total Travel Days = 3 Total Trips = 1 Airfare = \$170/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	2	\$340.00	\$-	\$ 1,500.00	\$ 360.00	\$ -	\$ -	\$ -	\$ 2,200.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 113,256</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Auditorium Wireless Speakers & Mics (one set)	To enhance audio delivery for content professional development (PD) presentations in large spaces, including cafeterias, auditoriums, and outdoor venues, ensuring clear sound quality across expansive areas.	One set of wireless speakers & mics at \$4,000, totaling \$4,000.	\$ -	\$ 4,000.00
Mouse Trackpads (3)	To enable presenters to freely move and interact with their presentation material from anywhere in the room, promoting a dynamic and engaging presentation style.	3 mouse trackpads at \$200 each, totaling \$600.	\$ -	\$ 600.00
3 Laptop Computers	To facilitate the tracking and analysis of the usage of High-Quality Instructional Materials (HQIM), supporting the effective evaluation and optimization of educational resources.	3 laptop computers at \$4,750.67 each, totaling \$14,252.	\$ -	\$ 14,252.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 18,852</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 CFR 200.94

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Poster Board Bags (4) for Science	Supplies include 4 poster board bags for Science at \$50 each, totaling \$200.		\$ 200.00
Poster Canisters (3) for Science	Supplies include 3 poster canisters for Science at \$150 each, totaling \$450.	\$ -	\$ 600.00
Banners for Science, ELA, Math, SS, CCLHS (8)	Supplies include 8 banners for Science, English Language Arts, Math, Social Studies, and CCLHS at \$150 each, totaling \$1,200.		\$ 1,200.00
Books for Math PLC (50)	Supplies include 50 books for Math Professional Learning Community at \$60 each, totaling \$3,000.	\$ -	\$ 3,000.00
Books for ELL PLC (20)	Supplies include 20 books for English Language Learner Professional Learning Community at \$60 each, totaling \$1,200.	\$ -	\$ 1,200.00
Books for Social Studies PLC (30)	Supplies include 30 books for Social Studies Professional Learning Community at \$60 each, totaling \$1,800.	\$ -	\$ 1,800.00
Books for ELA PLC (30)	Supplies include 30 books for English Language Arts Professional Learning Community at \$60 each, totaling \$1,800.	\$ -	\$ 1,800.00
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ 9,800</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (*Required*).
2. Include consultant fees, expenses, and travel costs in this category if the consultant’s services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project’s goal(s) in the “Purpose of Product of Service” section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Curriculum Management Online Platform	To maintain an online platform that manages the curriculum, including standards, lesson plans, assessments, etc.	Curriculum Management Online Platform at \$25,000, totaling \$25,000.	\$ -	\$ 25,000.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 25,000</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

<b>7. OTHER DIRECT COSTS</b>				
<b>Other Direct Cost Items</b>	<b>Purpose of Direct Cost Item</b>	<b>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.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
SCI: NSTA Professional Membership Subscription	To maintain annual professional membership in NSTA.	NSTA Professional Membership Subscription, totaling \$390.	\$ -	\$ 390.00
NCTM Subscriptions	To provide engagement with professional organizations and access to digital software through NCTM.	NCTM Subscriptions, totaling \$3,605.	\$ -	\$ 3,605.00
CTE Career Pathways/Policy Work	To support CTE Career Pathways/Policy Work through printing/media and marketing efforts.	Printing/Media and Marketing for CTE Career Pathways/Policy Work, totaling \$10,000.	\$ -	\$ 10,000.00
CTE Subscriptions	To engage with professional organizations and access digital software for CTE.	CTE Subscriptions for Professional Organizations/Digital Software, totaling \$3,000.	\$ -	\$ 3,000.00
ASCD Subscriptions	To support professional development with ASCD subscriptions for 9 Program Managers/Directors.	ASCD Subscriptions for 9 Program Managers/Directors at \$150 each, totaling \$1,350.	\$ -	\$ 1,350.00
Mentors	To offer 45-contact hours (after school/Saturday) of mentorship for novice teachers, with mentors dependent on the number of mentees. All mentors will receive a pay differential as mandated by CNMI BOE policy, and each mentor will provide at least 30 mentorship days to mentees.	Mentorship program for novice teachers with 45-contact hours, pay differential as mandated by CNMI BOE policy, for an unspecified number of mentors providing at least 30 mentorship days to mentees, totaling \$59,788.	\$ -	\$ 59,788.00
Teachers for Grades K- 12	To provide a pay differential for 150 teachers in grades K-12 (30 ELA Teachers, 30 Math Teachers, 30 Social Studies Teachers, 30 Science Teachers, 30 PE Teachers) participating in 5 days of professional development, in compliance with the 190-day contractual mandate and CNMI Board Policy..	Pay Differential for 150 Teachers across 5 days for professional development, as mandated by CNMI Board Policy, totaling \$112,500.	\$ -	\$ 112,500.00
APASEEM CNMI Science Conference	To provide a professional development pay differential for 36 Secondary Science Teachers over 2 Nights for their attendance in the APASEEM CNMI Science Conference	Professional Development Pay Differential for Science Teachers for 36 Secondary Science Teachers over 2 Nights at a half-day rate of \$70, totaling \$2,520.	\$ -	\$ 2,520.00
Project HOPE (MOU): Solving for X	To support the Project HOPE (MOU): Solving for X program for 6 teachers over 5 days.	Project HOPE (MOU): Solving for X program for 6 Teachers over 5 days at \$150 per day, totaling \$4,500.	\$ -	\$ 4,500.00
STEM Afterschool Support	To provide STEM afterschool support for 2 teachers across 20 days for 20 schools.	STEM Afterschool Support for 2 teachers across 20 days for 20 schools, at \$60 per day, totaling \$48,000.	\$ -	\$ 48,000.00
Instructional Coaches and All Content Program Managers (Math, ELA, S.Studies, Science, PE)	To serve as coaches for novice/struggling teachers across all contents.	Instructional Coaching and Management support for novice/struggling teachers across all contents, totaling \$250,000.	\$ -	\$ 250,000.00
Aspiring Leader Instructors	To provide pay differentials to CNMI PSS Central leadership participating as instructors in the Aspiring Leader program.	Pay differential for 10 aspiring leader instructors across approximately 10 days at \$150 per day, totaling \$14,947.	\$ -	\$ 14,947.00
Aspiring Leader Program Participants	To provide pay differentials to 55 Aspiring Leader Program participants.	Pay Differential for 55 Aspiring Leader Program participants at \$150 per day, totaling \$8,304.	\$ -	\$ 8,304.00
OCI Content Program Managers/Directors	To offer pay differentials for work outside normal hours and on weekends to OCI Content Program Managers/Directors.	Pay Differential for OCI Content Program Managers/Directors for work outside normal hours and on weekends, totaling \$90,000.	\$ -	\$ 90,000.00
Venue Rental	To rent venues for large-scale Professional Development sessions over 4 days.	Venue Rental for large-scale Professional Development sessions over 4 days, totaling \$24,000.	\$ -	\$ 14,000.00
HQIM ongoing coaching	To provide ongoing coaching support for High-Quality Instructional Materials (HQIM) in schools.	Ongoing coaching support for High-Quality Instructional Materials (HQIM) in schools, totaling \$137,450.	\$ -	\$ 137,450.00
Tents & Tables Island Wide STEM Fair	To rent tents and tables for the Island Wide STEM Fair State Competition	Rental for Tents & Tables for the Island Wide STEM Fair, totaling \$550.	\$ -	\$ 550.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 760,904</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment (Month/Day/Year)</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
<b>Non-Public School</b>		
Agape Christian School	87	\$7,858
Brilliant Star Montessori School	52	\$4,697
Eucon International School	74	\$6,684
Golden Harvest International School	66	\$5,961
Grace Christian Academy (Saipan)	198	\$17,884
Green Meadow School	103	\$9,303
Isla Montessori School	16	\$1,445
Mount Carmel School	466	\$42,091
Northern Marianas International School	94	\$8,490
Saipan Community School	115	\$10,387
Saipan International School	240	\$21,678
Saint Joseph School (Tinian)	3	\$271
Seventh Day Adventist	45	\$4,065
<b>Total</b>	<b>1559</b>	<b>\$140,814</b>



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay  
 Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
 The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
 When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Position Title	Personnel Purpose of Position	% of Time	FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Evaluation Program Manager	To work closely with the 20 schools for the quarterly Schoolwide Program (SWP) progress monitoring, evaluation of critical initiatives and SWP at the end of each school year, and the development of their school plan based on the needs assessment performed before the beginning of the next school year.	100%	\$ -	\$ -	\$ -	\$ -	\$ 55,000.00	\$ -	\$ 11,000.00	\$ 66,000.00	\$ 55,000.00	\$ -	\$ 11,000.00	\$ 66,000.00
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 55,000.00	\$ -	\$ 11,000.00	\$ 66,000.00	\$ 55,000.00	\$ -	\$ 11,000.00	\$ 66,000.00
<b>Grand Total</b>												\$	<b>66,000</b>	

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project’s goal(s) in “Purpose of Travel Activity” section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
Commute from Saipan to Rota	To enable the SWP Committee to commute to Rota twice a school year. This commute allows the committee to engage in SWP planning and data dialogue work sessions with school administrators, teachers, parents, and students, focusing on collaborative strategies for educational improvement.  Total Travelers = 7 Total Travel Days = 3 Total Trips = 2 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	7	\$ 4,900.00	\$-	\$ 8,820.00	\$ 2,520.00	\$ -	\$-	\$ -	\$ 16,240.00
Commute from Saipan to Tinian	To enable the SWP Committee to commute to Tinian twice a school year. This commute allows the committee to engage in SWP planning and data dialogue work sessions with school administrators, teachers, parents, and students, focusing on collaborative strategies for educational improvement.  Total Travelers = 7 Total Travel Days = 3 Total Trips = 2 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	7	\$ 2,380.00	\$-	\$ 10,000.00	\$ 2,520.00	\$ -	\$-	\$ -	\$ 14,900.00
Cognia Strategies Schoolwide Improvement Plan Training	To enable SWP Committee members to attend the Cognia Strategies Schoolwide Improvement Plan training conference. By attending this conference, committee members are equipped to provide guidance and support to schools in creating their SWP plans, ensuring they are well-informed on Cognia Strategies for effective schoolwide improvement.  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$900/Per Traveler	3	\$ 7,500.00	\$-	\$ 3,960.00	\$ 540.00	\$ 1,800.00	\$-	\$ -	\$ 13,800.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 44,940</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 *CFR* 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Banner Printer	To facilitate the production of banners for project-specific events, enabling the creation of high-quality, visible promotional or informational materials tailored to the needs of various initiatives.	1 Banner Printer at \$4,000, totaling \$4,000.	\$ -	\$ 4,000.00
Binding machine	To provide the capability for professionally binding project-specific reports and documents, ensuring a polished and durable presentation of important materials.	1 Binding Machine at \$500, totaling \$500.	\$ -	\$ 500.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 4,500</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Office Supplies for School Improvement work sessions and for banner machine ink	Supplies include papers, pens, chart papers, sticky note pads, markers, folders, binders, and ink for the banner machine, totaling \$6,382. These materials are crucial for facilitating productive school improvement work sessions and for the operation of the banner machine, ensuring all necessary resources are available for effective planning, organization, and presentation.	\$ -	\$ 6,382.00
<b>Supply Subtotals</b>		\$ -	\$ <b>6,382</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system **(Required)**.
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
SWP Tracker Portal	To guide school teams in charting improvement and managing the continuous improvement process through a web-based tool, E-Prove strategies. Powered by COGNIA that oversees the CNMI Accreditation Process. More information available at Cognia.	SWP Tracker Portal with a district setup fee of \$5,000, plus a \$1,200 setup fee per school for 22 schools, and a premium fee of \$4,900, totaling \$36,300.	\$ -	\$ 36,300.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 36,300</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

<b>7. OTHER DIRECT COSTS</b>				
<b>Other Direct Cost Items</b>	<b>Purpose of Direct Cost Item</b>	<b>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.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Space/Venue Rental for the SWP Convening	To convene participants from 20 schools for the SWP meetings, discussing progress, improvements, and the effectiveness of school initiatives.	Space/Venue Rentals: \$7,000 x 2 days, totaling \$14,000.		\$ 14,000.00
Garapan Elem. School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 469 students at \$693.06 each, totaling \$325,045.	\$ -	\$ 325,045.00
Gregorio T. Camacho Elem. School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 299 students at \$693.06 each, totaling \$207,255.	\$ -	\$ 207,225.00
Kagman Elem. School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 457 students at \$693.06 each, totaling \$316,728.	\$ -	\$ 316,728.00
Koblerville Elem. School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 487 students at \$693.06 each, totaling \$337,520.	\$ -	\$ 337,520.00
Oleai Elem. School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 371 students at \$693.06 each, totaling \$257,125.	\$ -	\$ 257,125.00
San Vicente Elem. School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 487 students at \$693.06 each, totaling \$337,520.	\$ -	\$ 337,520.00
Sinapalo Elementary School (Rota)	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 182 students at \$723.06 each, totaling \$131,597.	\$ -	\$ 131,597.00
Tinian Elementary School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 183 students at \$723.06 each, totaling \$132,320.	\$ -	\$ 132,320.00
William S. Reyes Elementary School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 549 students at \$693.06 each, totaling \$380,490.	\$ -	\$ 380,490.00
Chacha Oceanview Middle School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 261 students at \$693.06 each, totaling \$180,889.	\$ -	\$ 180,889.00
Dandan Middle School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 420 students at \$693.06 each, totaling \$291,085.	\$ -	\$ 291,085.00
Francisco M. Sablan Middle School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 332 students at \$693.06 each, totaling \$230,096.	\$ -	\$ 230,096.00
Admiral Herbert G. Hopwood Middle Sch	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 588 students at \$693.06 each, totaling \$407,519.	\$ -	\$ 407,519.00
Tanapag Middle School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 297 students at \$693.06 each, totaling \$205,839.	\$ -	\$ 205,839.00
Da'Ok Academy	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 49 students at \$723.06 each, totaling \$35,430.	\$ -	\$ 35,430.00
Dr. Rita Hocog Inos Jr. Sr. HS (Rota)	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 224 students at \$723.06 each, totaling \$161,965.	\$ -	\$ 161,965.00
Kagman High School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 523 students at \$693.06 each, totaling \$362,470.	\$ -	\$ 362,470.00
		<b>64</b>	<b>FY24 CNMI PSS Consolidated Grant - Budget Narratives</b>	

Marianas High School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 1626 students at \$693.06 each, totaling \$1,126,916.	\$ -	\$ 1,126,916.00
Saipan Southern High School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 697 students at \$693.06 each, totaling \$483,063.	\$ -	\$ 483,063.00
Tinian Jr. Sr. High School	To provide funding support for instructional materials, technology, classroom supplies, subscriptions, and research-based programs, and others.	For 238 students at \$723.06 each, totaling \$172,088.	\$ -	\$ 172,088.00
			<b>\$ -</b>	<b>\$ 6,096,930</b>





**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:

**Wages** include stipends and differential pay

Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.

The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).

When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Grand Total</b>												\$ -	\$ -	

<b>Prompts for Travel Activity:</b>
1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project’s goal(s) in “Purpose of Travel Activity” section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual ( <b>REQUIRED</b> ).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.
The sums of costs will populate in the subtotal row.
<b>Note: Include travel expenses for consultants under Contractual Services.</b>

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
National Scripps Spelling Bee Competition (National Harbor, MD)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$ 2,500.00	\$-	\$ 1,320.00	\$ 180.00	\$ -	\$ -	\$ -	\$ 4,000.00
National Real World Design Challenge	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	4	\$ 10,000.00	\$-	\$ 5,280.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 16,000.00
National Speech and Debate Association (Phoenix, AZ)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 10 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	10	\$ 25,000.00	\$-	\$ 13,200.00	\$ 1,800.00	\$ -	\$ -	\$ -	\$ 40,000.00
National Jr. Speech and Debate Association (Phoenix, AZ)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 8 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	8	\$ 20,000.00	\$-	\$ 13,200.00	\$ 1,440.00	\$ -	\$ -	\$ -	\$ 34,640.00
Mathleague National Competition (College Station, TX)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	4	\$ 10,000.00	\$-	\$ 5,280.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 16,000.00
69										
FY24 CNMI PSS Consolidated Grant - Budget Narratives										

Mathleague National Competition (Orlando, FL)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	3	\$ 7,500.00	\$-	\$ 3,960.00	\$ 270.00	\$ -	\$ -	\$ -	\$ 11,730.00
Mathleague National Competition (Kansas City, MI)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	3	\$ 7,500.00	\$-	\$ 1,800.00	\$ 540.00	\$ -	\$ -	\$ -	\$ 9,840.00
National High School Mock Trial (Little Rock, AR)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 7 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	7	\$ 17,500.00	\$-	\$ 7,000.00	\$ 1,050.00	\$ -	\$ -	\$ -	\$ 25,550.00
International Thespian Festival Competition (Bloomington, IN)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 13 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	13	\$ 32,500.00	\$-	\$ 17,160.00	\$ 2,340.00	\$ -	\$ -	\$ -	\$ 52,000.00
Jr. International Festival Competition (Bloomington, IN)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 5 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	5	\$ 12,500.00	\$-	\$ 6,600.00	\$ 900.00	\$ -	\$ -	\$ -	\$ 20,000.00
Intel Science and Engineering Fair National Comp. (Dallas, TX)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	4	\$ 10,000.00	\$-	\$ 5,280.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 16,000.00

Middle School National Championship Tournament (Chicago, IL)	The purpose of this travel activity is to ensure CNMI representation at the National Level Competition  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	4	\$ 10,000.00	\$-	\$ 5,280.00	\$ 720.00	\$ -	\$ -	\$ -	\$ 16,000.00
Other - Commutes from Tinian to Saipan	The purpose of this travel activity is to allow students from TINIAN to compete in SPN for National Level spot  Total Travelers = 150 Total Travel Days = 1 Total Trips = 1 Airfare = \$170/Per Traveler Per-Diem (Student Rate) = \$140/Day/Per Trav. Transportation = \$0/Day/Per Traveler	150	\$ 25,500.00	\$-	\$ 21,000.00	\$ -	\$ -	\$ -	\$ -	\$ 46,500.00
Other - Commutes from Rota to Saipan	The purpose of this travel activity is to allow students from ROTA to compete in SPN for National Level spot  Total Travelers = 150 Total Travel Days = 1 Total Trips = 1 Airfare = \$350/Per Traveler Per-Diem (Student Rate) = \$140/Day/Per Trav. Transportation = \$0/Day/Per Traveler	150	\$ 52,500.00	\$-	\$ 21,000.00	\$ -	\$ -	\$ -	\$ -	\$ 73,500.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 381,760</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2023 Carryover Funds	FY 2024 Funds
Sound System and Microphones	To deliver clear and quality audio for musical performances at the CNMI Music Festival, ensure clarity in announcements across all events, and support the verbal components critical to the spelling bee and language heritage competitions.	Microphones and sound system equipment, totaling \$5,0000	\$ -	\$ 5,000.00
Stage and Ligting	To create a visually appealing and professional environment that enhances the experience at the music festival and provides a well-lit stage for the spelling bee and language heritage competitions, facilitating better visibility for both participants and audience.	Stage setup, lighting rigs, and operation, totaling \$5,000	\$ -	\$ 5,000.00
Technology and Software	To efficiently manage participant registrations and handle accurate, real-time scoring during competitions. Additionally, this technology supports the digital display and processing needs specific to each competition, such as language translations or formatted text display for the spelling bee.	Techonology and software equipment, totaling \$5,000	\$ -	\$ 5,000.00

Projectors and Screens	To visually display live scores and participant details, enhancing audience engagement. Crucial for the music festival for real-time performance feedback, and indispensable for the spelling bee and language heritage competitions to project textual or multimedia content relevant to participants.	Projector and screen equipment, totaling \$5,000	\$ -	\$ 5,000.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 20,000</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Trophies and medals for winners and participants in the CNMI Music Festival Competition, the State-Level Spelling Bee Competition, and the Chamorro & Carolinian Language Heritage Competition, recognizing their accomplishments.	Trophies and medals for winners and participants, totaling \$3,000.	\$ -	\$ 3,000.00
Certificates for all participants, judges, and volunteers involved in the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition as a formal acknowledgment of their participation and efforts.	Printing of all certificates for all participants, judges, and volunteers, totaling \$1,500.	\$ -	\$ 1,500.00
Printing of programs, score sheets, registration forms, and promotional materials specifically tailored for the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition, ensuring all necessary documentation and marketing materials are ready and professional.	Printing of programs, scores sheets, registration forms, and promotional materials, totaling \$2,500	\$ -	\$ 2,500.00
Office supplies like pens, markers, and paper, necessary for the smooth administration of the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Office supplies such as pens, markers, paper, and other office essentials, totaling \$1,000.	\$ -	\$ 1,000.00

Banners, signs, and thematic decorations that enhance the visual appeal and provide directional and informational assistance at the venues for the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Banners, signs, and thematic supplies, totaling \$3,000.	\$ -	\$ 3,000.00
<b>Supply Subtotals</b>		<b>\$ 0.00</b>	<b>\$ 11,000</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (**Required**).
2. Include consultant fees, expenses, and travel costs in this category if the consultant’s services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project’s goal(s) in the “Purpose of Product of Service” section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Venue Rental	To secure appropriate locations for hosting the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition, ensuring each event has the space needed for its unique requirements.	Venue space to host student competitions, totaling \$25,000.	\$ -	\$ 25,000.00
Professional Audio & Visual Services	To ensure high-quality sound and lighting for the CNMI Music Festival Competition, where performance clarity is paramount, and to support the auditory and visual needs of the State-Level Spelling Bee and Chamorro & Carolinian Language Heritage Competitions.	Sound and audio professional services, totaling \$50,000	\$ -	\$ 50,000.00
Printing Services	To handle the bulk or specialized printing needs for promotional materials, programs, and other documentation for the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition, ensuring professional quality and timely availability.	Printing services beyond in-house capabilities, totaling \$13,664	\$ -	\$ 13,664.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 88,664</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

**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 2023 Carryover Funds	FY 2024 Funds
Marketing and promotion	To attract participants and audiences through various advertising channels specifically for the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Marketing and promotion services, totaling \$30,000	\$ -	\$ 30,000.00
Coordination stipend	To provide a stipend to coordinate all aspects of the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Coordinator stipend, totaling \$22,000	\$ -	\$ 22,000.00
Adjudicators and judges stipend	To provide stipend to adjudicators and judges fairly for evaluating participant performance and providing unbiased scoring across the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Adjudicators and judges stipend, totaling \$10,000	\$ -	\$ 10,000.00
Security personnel	To ensure the safety and security of all participants, guests, and staff during the day of the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Security personnel, totaling \$3,000	\$ -	\$ 3,000.00
Janitorial staff	To maintain cleanliness and order before, during, and after the CNMI Music Festival Competition, State-Level Spelling Bee Competition, and Chamorro & Carolinian Language Heritage Competition.	Janitorial services during events, totaling \$3,000	\$ -	\$ 3,000.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 68,000</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment (Month/Day/Year)</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
<b>Non-Public School</b>		
Agape Christian School	87	\$4,823
Brilliant Star Montessori School	52	\$2,883
Eucon International School	74	\$4,103
Golden Harvest International School	66	\$3,659
Grace Christian Academy (Saipan)	198	\$10,976
Green Meadow School	103	\$5,710
Isla Montessori School	16	\$887
Mount Carmel School	466	\$25,833
Northern Marianas International School	94	\$5,211
Saipan Community School	115	\$6,375
Saipan International School	240	\$13,304
Saint Joseph School (Tinian)	3	\$166
Seventh Day Adventist	45	\$2,495
<b>Total</b>	<b>1559</b>	<b>\$86,425</b>



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:

Wages include stipends and differential pay.

Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.

The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).

When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

**2. PERSONNEL SALARIES & FRINGE BENEFITS**

Personnel		FY 2023 Carryover Funds					FY 2024 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
Instructional Technology & Distance Education Director	To oversee the integration of technology into educational programs and manage distance learning initiatives. This role ensures effective and engaging instruction in distance education learning environments.	80%	\$ -	\$ -	\$ -	\$ -	\$ 68,000.00	\$ -	\$ 13,600.00	\$ 81,600.00	\$ 68,000.00	\$ -	\$ 13,600.00	\$ 81,600.00
Instructional Technology Coach	To provide support and guidance to educators in integrating technology effectively into their teaching practices, fostering innovative and engaging learning experiences for students.	60%	\$ -	\$ -	\$ -	\$ -	\$ 42,116.48	\$ -	\$ 8,423.30	\$ 50,539.78	\$ 42,116.48	\$ -	\$ 8,423.30	\$ 50,539.78
Enrollment & Data Specialist	To manage enrollment processes and analyze data to support decision-making, ensuring the efficient operation and growth of distance learning programs.	100%	\$ -	\$ -	\$ -	\$ -	\$ 35,144.00	\$ -	\$ 7,028.80	\$ 42,172.80	\$ 35,144.00	\$ -	\$ 7,028.80	\$ 42,172.80
Administrative Officer	To oversee and manage administrative tasks, ensuring smooth operations within the department in relation to procurement, payroll processing, department inventory, and other related tasks.	80%	\$ -	\$ -	\$ -	\$ -	\$ 33,299.00	\$ -	\$ 6,659.80	\$ 39,958.80	\$ 33,299.00	\$ -	\$ 6,659.80	\$ 39,958.80
Distance Education Teacher Aide	To provide instructional and technical support to students at designated Instructional Technology Centers, assisting with both educational needs and technology troubleshooting for program participants.	100%	\$ -	\$ -	\$ -	\$ -	\$ 28,363.00	\$ -	\$ 5,672.60	\$ 34,035.60	\$ 28,363.00	\$ -	\$ 5,672.60	\$ 34,035.60
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 206,922.48	\$ -	\$ 41,384.50	\$ 248,306.98	\$ 206,922.48	\$ -	\$ 41,384.50	\$ 248,306.98
<b>Grand Total</b>												\$	\$	<b>248,307</b>

<p><b>Prompts for Travel Activity:</b></p> <ol style="list-style-type: none"> <li>List the travel activities and costs of employees and participants only.</li> <li>Explicitly explain the purpose of the travel activity and how each travel activity supports the project's goal(s) in "Purpose of Travel Activity" section.</li> <li>List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (<b>REQUIRED</b>).</li> <li>Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).</li> <li>Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds &amp; FY 2023 Funds Totals.</li> </ol> <p>The sums of costs will populate in the subtotal row.</p> <p><b>Note: Include travel expenses for consultants under Contractual Services.</b></p>
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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 2023 Carryover Funds	FY 2024 Funds
Commute from Saipan to Tinian	ITDE (Instructional Tech. Support): To facilitate ITDE support meetings twice during the school year with Tinian's online students and provide tech integration support for teachers, enhancing their ability to effectively utilize instructional technology.  Total Travelers = 3 Total Travel Days = 1 Total Trips = 2 Airfare = \$170/Per Traveler Per-Diem = \$25/Day/Per Traveler (Meal Stipend Only) Transportation = \$60/Day/Per Trip	3	\$ 1,020.00	\$ -	\$ 150.00	\$ 120.00	\$ -	\$ -	\$ -	\$ 1,290.00
Commute from Saipan to Rota	ITDE (Instructional Tech. Support): To facilitate ITDE support meetings twice during the school year with Rota's online students and provide tech integration support for teachers, enhancing their ability to effectively utilize instructional technology.  Total Travelers = 3 Total Travel Days = 2 Total Trips = 2 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler Transportation = \$60/Day/Per Trip	3	\$ 2,100.00	\$ -	\$ 2,520.00	\$ 240.00	\$ -	\$ -	\$ -	\$ 4,860.00
Commute from Saipan to Rota	SIT (IT Support): To provide IT infrastructure tech support for Rota, ensuring the smooth operation and maintenance of technology systems critical for educational and administrative functions.  Total Travelers = 3 Total Travel Days = 2 Total Trips = 5 Airfare = \$350/Per Traveler Per-Diem = \$210/Day/Per Traveler Transportation = \$60/Day/Per Trip	3	\$ 5,250.00	\$ -	\$ 6,300.00	\$ 600.00	\$ -	\$ -	\$ -	\$ 12,150.00
Commute from Saipan to Tinian	SIT (IT Support): To provide IT infrastructure tech support for Tinian, ensuring the smooth operation and maintenance of technology systems critical for educational and administrative functions.  Total Travelers = 3 Total Travel Days = 2 Total Trips = 5 Airfare = \$170/Per Traveler Per-Diem = \$240/Day/Per Traveler Transportation = \$60/Day/Per Trip	3	\$ 2,550.00	\$ -	\$ 7,200.00	\$ 600.00	\$ -	\$ -	\$ -	\$ 10,350.00
		81				FY24 CNMI	PSS Consolidated Grant - Budget Narratives			

ITDE: Instructional Technology & Distance Education Conferences	ITDE: To participate in the Educational Technology Training Conference (ITDE), where attendees can engage in learning and sharing about the latest trends and practices in instructional technology and distance education.  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$750/Per Traveler	4	\$ 10,000.00	\$ -	\$ 5,280.00	\$ 720.00	\$ 3,000.00	\$ -	\$ -	\$ 19,000.00
SIT: Infrastructure Technology Conferences for Certification	SIT: To attend the Infrastructure Technology Conferences for IT certification (IT), which provides opportunities for professional development, certification, and knowledge exchange in the field of infrastructure technology.  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$750/Per Traveler	4	\$ 10,000.00	\$ -	\$ 5,280.00	\$ 720.00	\$ 3,000.00	\$ -	\$ -	\$ 19,000.00
SIT: Statewide Longitudinal Data System Pacific Entities Training	SIT: To receive training and technical assistance on critical topics such as data policies, processes, quality, security, and sharing, enhancing the management and use of educational data.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$ 2,500.00	\$ -	\$ 1,320.00	\$ 180.00	\$ -	\$ -	\$ -	\$ 4,000.00
CG Technical Assistance Meeting	To attend the required CG Technical Assistance Meeting, which is essential for obtaining guidance, support, and information on project implementation and management.  Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	1	\$ 2,500.00	\$ -	\$ 1,320.00	\$ 180.00	\$ -	\$ -	\$ -	\$ 4,000.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 74,650</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. *2 CFR 200.33*

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
SIT: Infrastructure Tech Toolkit	To equip the SIT team with an Infrastructure Technology Toolkit essential for network maintenance tasks. It comprises IT tools and accessories, including cables, RJ45 connectors, keystone jacks, WiFi, and other networking equipment, to ensure efficient and effective maintenance operations.	IT Tools and accessories, totaling \$20,000.	\$ -	\$ 20,000.00
SIT: Infrastructure Tech UPS Back Up Power Supply	To safeguard devices and the network infrastructure by providing a UPS (Uninterruptible Power Supply) back-up power supply. This is crucial for surge protection and maintaining network integrity during power fluctuations or outages.	20 UPS Back Up Supplies at \$1,000 each for 20 school sites, totaling \$20,000.	\$ -	\$ 20,000.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 40,000</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
ITDE Office Supplies	Supplies include general office consumables such as staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders, totaling \$4,780. These are essential for the daily operations and organizational needs of the ITDE office.	\$ -	\$ 4,780.00
SIT Office Supplies	Supplies include general office consumables like staples, paper clips, bond paper, stock paper, folders, organizers, pens, markers, and binders, totaling \$5,000. These are crucial for ensuring the smooth functioning and efficiency of the SIT office.	\$ -	\$ 5,000.00
ITDE: Ed Tech Program Participant Resources	Supplies include EdTech laptops and software for program participants. The allocation is \$1,500 per participant, with a total budget for 120 participants, totaling \$180,000, ensuring that each participant is equipped with the necessary technology and tools for their educational advancement.	\$ -	\$ 180,000.00
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ 189,780</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (**Required**).
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
ITDE: eTeacher Payment Differential	To provide payment for online teachers offering courses through the Student Portal Program at the approved differential rate.	eTeacher Differential for 800 students across 3 terms, at \$225/student, plus fringe benefits at 15.65%, totaling \$624,510.	\$ -	\$ 624,510.00
ITDE: eCounselor Payment Differential	To provide payment for online counselors providing services to students enrolled in the Student Portal Program at the approved differential rate.	eCounselor Differential for 8 counselors across 3 terms, at \$2470/counselor, plus fringe benefits at 15.65%, totaling \$68,557.	\$ -	\$ 68,557.00
ITDE: Technology Training Differential	To provide exemplary course development differential to course developers identified to design new online courses.	Technology Training Differential for 80 participants across 3 meetings, at \$75/differential, plus fringe benefits at 15.65%, totaling \$20,817.	\$ -	\$ 20,817.00
ITDE: Course Development Differential	To provide pay differential to teachers completing technology workshops at the approved FPO after-school differential rate.	Course Development Differential for 2 new courses, at \$1,687.50/course, plus fringe benefits at 15.65%, totaling \$3,903.	\$ -	\$ 3,903.00
ITDE: Professional Portal Instructor Differential	To provide pay differential to instructors facilitating certification courses. This activity will fund a total of 30 Professional Portal Instructors.	Professional Portal Instructor Differential for 250 participants, at \$112.50/participant, plus fringe benefits at 15.65%, totaling \$32,527.	\$ -	\$ 32,527.00
ITDE: Ed Tech Program Instructor Differential	To provide pay differential to instructors facilitating Ed Tech courses. This activity will fund a total of 16 Ed Tech instructors.	Ed Tech Program Instructor Differential for 120 participants across 5 courses, at \$112.50/student, plus fringe benefits at 15.65%, totaling \$78,063.	\$ -	\$ 78,063.00
ITDE: Communication Services - Cellular Contract	To provide cellular contract services for Instructional Technology Office.	Cellular Contract Services for 4 devices, at \$110/month for 12 months, totaling \$5,280.	\$ -	\$ 5,280.00
ITDE: Communication Services - DSL Contract	To provide DSL services for Instructional Technology & Distance Education Office.	DSL Services at \$170/month for 12 months, totaling \$2,040.	\$ -	\$ 2,040.00
ITDE: District-Wide Digital Resources	To fund the renewal of essential district-wide digital subscriptions.	Digital Resources Renewal including Nearpod (\$160,000), CLASS Collaborate (\$57,390), and Ebsco (\$6,376), totaling \$223,766.	\$ -	\$ 223,766.00
SIT: Software Licenses	To maintain software licenses for Mojo Helpdesk and Microsoft 365, supporting infrastructure technology services.	Software Licenses including Mojo Helpdesk and Microsoft 365, totaling \$50,000.	\$ -	\$ 50,000.00
SIT: Expansion of School-Level DSL -Wifi	To expand Wifi coverage at school sites for teacher and student access.	Wifi Coverage Expansion at \$4,150/month for 12 months, totaling \$49,800.	\$ -	\$ 49,800.00
SIT: Communication Services for SIT Office	To provide broadband and cellular services for the Infrastructure Technology Office.	Communication Services including broadband and cell services, at \$750/month each for 12 months, totaling \$18,000.	\$ -	\$ 18,000.00
SIT: Enterprise Firewall Subscription	To provide network protection from internet threats to the PSS Network Infrastructure.	Enterprise Firewall Protection Subscription, totaling \$30,000.	\$ -	\$ 30,000.00
SIT: Endpoint Device Security Subscription	To secure endpoint devices against Malware, Ransomware, and other cyber threats.	Endpoint Device Security Solution for 1,000 devices, totaling \$35,000.	\$ -	\$ 35,000.00
SIT: Enterprise Network Monitoring Subscription	To access a system that provides real-time network health and connectivity monitoring data.	Network Monitoring System Subscription, totaling \$85,000.	\$ -	\$ 85,000.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 1,327,263</b>

**Prompts for Other Direct Costs:**

1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.
2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).
3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.
4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).
5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.
6. **Do not include costs that are included in the indirect cost rate.**

The sums of costs will populate in the subtotal row.

<b>7. OTHER DIRECT COSTS</b>				
<b>Other Direct Cost Items</b>	<b>Purpose of Direct Cost Item</b>	<b>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.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
eTeacher Laptop Resources (ITDE)	To cover maintenance and repair for eTeacher laptops.	Maintenance & repair for 50 eTeacher laptops at \$100 each, totaling \$5,000.	\$ -	\$ 5,000.00
Venue Rental for ITDE Workshops (ITDE)	To rent venues for various professional development events and technology training sessions.	Venue rental for 6 training sessions including Ed Tech, Student Portal, Professional Portal at \$2,500 per session, totaling \$15,000.	\$ -	\$ 15,000.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 20,000</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment (September 30, 2023)</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
<b>Non-Public School</b>		
Agape Christian School	87	\$16,092
Brilliant Star Montessori School	52	\$9,618
Eucon International School	74	\$13,688
Golden Harvest International School	66	\$12,208
Grace Christian Academy (Saipan)	198	\$36,624
Green Meadow School	103	\$19,052
Isla Montessori School	16	\$2,960
Mount Carmel School	466	\$86,195
Northern Marianas International School	94	\$17,387
Saipan Community School	115	\$21,271
Saipan International School	240	\$44,393
Saint Joseph School (Tinian)	3	\$555
Seventh Day Adventist	45	\$8,324
<b>Total</b>	<b>1559</b>	<b>\$288,367</b>

Supplies is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 CFR 200.94

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

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 2023 Carryover Funds	FY 2024 Funds
[College and Career Readiness] AP Exam Administration Resources	AP Exam Administration Resources = \$1,068	\$ -	\$ 1,068.00
[College and Career Readiness] Student Resources	College Preparatory Guide book. \$34.50 x 12 students	\$ -	\$ 414.00
[K-5 Lit Supplemental Instructional Materials] ELA	Instructional materials, including skills development materials, grammar, vocabulary and phonology practice materials, collections of communicative activities, teacher's resources and web materials. \$6,000 for Teacher Materials and \$15,000 for Student Resources	\$ -	\$ 21,000.00
[K-5 Lit Supplemental Instructional Materials] Math material	Printouts, manipulatives, mental math sheets, workbook materials \$10,000 for Teacher Materials and \$20,000 for Student Resources	\$ -	\$ 30,000.00
[K-5 Lit Supplemental Instructional Materials] Computer Based Literacy & Math resources	Math toolkit with over 10,000 resources, activities, plans and assessment tools, and workbooks for independent practice.	\$ -	\$ 22,485.00
[Student Competitions] Well-rounded Education Opportunities	Science, Technology, Engineering, and Mathematics (project-based STEM programming) \$7,000 for Teacher Resources and \$4,000 for Student Resources = \$11,000	\$ -	\$ 11,000.00
[Student Competitions] Certificates and Ribbons	Certificates and ribbons for school level competitions. \$3 x 250 students = \$750.00. \$5 x 50 students = \$250. \$1.00 x 48 students = \$48	\$ -	\$ 1,048.00
[Professional Development] Training Supplies	Easel pads, flipcharts, post-it notes, markers, folders to conduct training \$450 x 4 sessions = \$1,800. 2 microphone headsets x \$38 = \$76.	\$ -	\$ 1,876.00
[Athletics] SEL and Mental Health Wellness Activity	Yoga mats, bolsters, blocks, wellness guides and other consumable supplies \$500 x 8 PNP's = \$4,000	\$ -	\$ 4,000.00
[Athletics] Sporting Activities	Badminton (\$500), Volleyball (\$500), Basketball (\$500), Softball (\$500), Tennis (\$500), Archery (\$500), and new and replenishment supplies cones, whistle, gameboard, safety vests (\$858)	\$ -	\$ 3,858.00
<b>Supply Subtotals</b>		<b>\$ 0.00</b>	<b>\$96,749.00</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (*Required*).
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
[Technology] Subscription to Moodle Learning Platform	To use an e-learning platform for distance education courses.	Annual contractual service at \$20,000, totaling \$20,000.	\$ -	\$ 20,000.00
[Technology] Subscription to Renaissance Program Software	To provide a K-12 reading and math open assessment platform that will enable teachers and administrators to access content and target delivery aligned to each student's individual needs.	Annual contractual service at \$80,000, totaling \$80,000.	\$ -	\$ 80,000.00
[Technology] Achieve3000 Software	To support students who are most vulnerable, continue to accelerate their literacy growth to get on track for success; it offers personalized math instruction and a curriculum platform so teachers can customize their approach to the content-area learning for grades 3-12.	Annual contractual service at \$77,388, totaling \$77,388.	\$ -	\$ 77,388.00
[Technology] Internet and Communication Contracts	To ensure stable and reliable online connectivity for all educational equipment and assessment platforms (e.g., Hybrid learning, research, technology-induced lessons).	12 months of service at \$1,000 per month, totaling \$12,000.	\$ -	\$ 12,000.00
[College & Career Readiness] WorkKeys Curriculum and Assessment	To use WorkKeys Curriculum and Assessment to gauge students' career readiness, interest, and placement.	45 students at \$88 each, totaling \$3,963.	\$ -	\$ 3,963.00
[College & Career Readiness] College Board Membership Fee	To cover the College Board Membership Fee for yearly benefits for all AP/Pre-AP professionals at CNMI PSS.	Annual College Board Membership Fee for 5 PNPs, totaling \$2,000.	\$ -	\$ 2,000.00
[College & Career Readiness] AP Exams	To cover AP exam fees for AP students.	\$94 per student for 234 students, totaling \$21,996.	\$ -	\$ 21,996.00
[College & Career Readiness] AP Workshop	To conduct a workshop for AP high school teachers to understand how to build skill development within and across the curriculum.	\$175 per participant for 30 participants, totaling \$5,250.	\$ -	\$ 5,250.00
[College & Career Readiness] CO-OP transportation and internship Stipends	To provide Stipend Payment for students enrolled in CO-OP training for the purpose of transportation and internship.	\$300 per check for 3 checks per semester for 25 students across 2 semesters, totaling \$45,000.	\$ -	\$ 45,000.00
[College & Career Readiness] Career Pathway	To make payments for a career pathway in Nursing.	\$500 for 23 students, totaling \$11,500.	\$ -	\$ 11,500.00
[College & Career Readiness] Career Pathway	To make payments for a career pathway in Information Technology.	\$300 for 10 students, totaling \$3,000.	\$ -	\$ 3,000.00
[College & Career Readiness] Career Pathway	To make payments for a career pathway in Hospitality and Business Management.	\$191.00 for 8 students, totaling \$1,528.	\$ -	\$ 1,528.00
[K-5 Lit Supplemental Instructional Materials] Cengage Science	To provide an online learning platform, including a digital library of ebooks, study tools, and other resources.	Annual contractual service at \$60,000, totaling \$60,000.	\$ -	\$ 60,000.00
[K-5 Lit Supplemental Instructional Materials] Savvas	To provide digital learning solutions for students and educators aligned with Science of Reading, Mathematics, and Literacy.	Annual contractual service at \$60,000, totaling \$60,000.	\$ -	\$ 60,000.00
[Professional Development] Houghton Mifflin Harcourt (HMS)	To provide Instructional Coaching, instructional materials and associated items.	Contract at \$1,000 for 4 PNPs, totaling \$4,000.	\$ -	\$ 4,000.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 407,625.00</b>



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**  
1. Enter project personnel salaries, wages, fringe benefits, and direct costs.  
2. List the title and purpose of each position to be compensated under this project.  
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.  
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).  
Include fees and expenses for consultants under **Contractual Services**.

**NOTE for the Personnel Salaries & Fringe Benefits worksheet:**  
**Wages include stipends and differential pay**  
Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Personnel			FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
[Mental Health & Safety Supports] Mental Health Specialist (3)	To support school administrators, staff, and counselors by providing training and guidance in response to mental health issues. To offer evidence-based strategies for counselors, peers, students, and families, establish comprehensive and multi-tiered approaches to addressing student mental health concerns, and implement coordinated referrals with partners. Additionally, to provide tiered interventions for K-12 students, focusing on their mental wellness and support needs.	20%	\$ -	\$ -	\$ -	\$ -	\$ 52,000.00	\$ -	\$ 10,400.00	\$ 62,400.00	\$ 52,000.00	\$ -	\$ 10,400.00	\$ 62,400.00
[Mental Health & Safety Supports] Behavior Specialist (2)	To serve as a district-level professional within the Mental Health Department of the Office of Student and Support Services, offering a wide range of mental health services. This role is critical in supporting the district's multi-tiered system of supports, which includes universal screening, promotion, and outreach, professional development, small group support, case management, and understanding of mental health policies and procedures. The position is vital for promoting positive behavior, addressing student behavioral challenges, enhancing mental wellness, and providing tiered interventions for K-12 students, thereby contributing to a supportive educational environment.	20%	\$ -	\$ -	\$ -	\$ -	\$ 18,000.00	\$ -	\$ 3,600.00	\$ 21,600.00	\$ 18,000.00	\$ -	\$ 3,600.00	\$ 21,600.00
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 70,000.00	\$ -	\$ 14,000.00	\$ 84,000.00	\$ 70,000.00	\$ -	\$ 14,000.00	\$ 84,000.00
											<b>Grand Total</b>		\$	<b>84,000.00</b>

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project's goal(s) in "Purpose of Travel Activity" section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (*REQUIRED*).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

**3. TRAVEL**

Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
<b>[Professional Development]</b> Innovative Schools Summit - Innovative Teaching Strategies, At-Risk Student Conference	Total Travelers = 5 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$750/Per Traveler	5	\$12,500.00	\$-	\$6,600.00	\$ 900.00		\$ 3,750.00	\$ -	\$ 23,750.00
<b>[Professional Development]</b> ISTE25 EdTech - Artificial Intelligence & Project-Based Learning Conference	Total Travelers = 7 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$750/Per Traveler	7	\$17,500.00	\$-	\$9,240.00	\$ 1,260.00		\$ 5,250.00	\$ -	\$ 33,250.00
<b>[Professional Development]</b> TESOL International Convention & English Language Expo	Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$825/Per Traveler	4	\$10,000.00	\$-	\$5,280.00	\$ 720.00		\$ 3,300.00	\$ -	\$ 19,300.00
<b>[Professional Development]</b> The Montessori Event	Total Travelers = 1 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$705/Per Traveler	1	\$2,500.00	\$-	\$1,320.00	\$ 180.00	\$ -	\$ 2,820.00	\$ -	\$ 6,820.00
<b>[Professional Development]</b> Association of Supervision and Curriculum Development (ASCD) Conference	Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$705/Per Traveler	4	\$10,000.00	\$-	\$5,280.00	\$ 720.00		\$ 2,820.00	\$ -	\$ 18,820.00
<b>[College and Career Readiness]</b> AP Summer Institute	Total Travelers = 4 Total Travel Days = 7 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$600/Per Traveler	4	\$10,000.00	\$-	\$6,160.00	\$ 840.00	\$ -	\$ 2,820.00	\$ -	\$ 19,820.00

<b>[College and Career Readiness] STEAM Conference</b>	Total Travelers = 5 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$675/Per Traveler	5	\$12,500.00		\$6,600.00	\$ 900.00		\$ 3,375.00		\$ 23,375.00
<b>[Student Competitions] Congressional App Challenge and National STEM Fair</b>	Total Travelers = 5 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$675/Per Traveler	5	\$12,500.00		\$6,600.00	\$ 900.00		\$ 3,375.00		\$ 23,375.00
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ 168,510.00</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project's goal(s) in the "Purpose of Equipment" section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
[Technology] Interactive Smartboard	Supplemental technology to enhance classroom instruction	Interactive Smartboard, inclusive of warranties and servicing agreements for STEM. \$8,000.00 x 2 = \$16,000	\$ -	\$ 16,000.00
[Technology] Overhead Projector, Laptops, Tablets	Supplemental technology to enhance classroom instruction	Overhead projector \$350 x 5 = \$1,750.00. Laptops \$750 x 30 = \$22,500.00. Tablets \$750 x 20 = \$15,000.00	\$ -	\$ 39,250.00
[Technology] Learning Management System	Web-based technology used to plan, implement and deliver online courses	Blackboard Learning Management System = \$14,000.00	\$ -	\$ 14,000.00
[Technology] Virtual and Augmented Reality	To make learning more fun and hands-on	DreamBox Learning and Carnegie Learning	\$ -	\$ 10,728.00
[Technology] Infrastructure Tech Toolkit (IT)	Infrastructure Technology Toolkit for network maintenance	IT Tools and accessories (Cable, RJ45, keystone jack, Wifi and networking equipment) = \$10,000	\$ -	\$ 10,000.00
		<b>Equipment Subtotals</b>	<b>\$ -</b>	<b>\$ 89,978.00</b>

[Supplies](#) is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 CFR 200.94

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
Supply Type	Itemized Budget – <i>Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</i>	FY 2023 Carryover Funds	FY 2024 Funds
[College and Career Readiness] AP Exam Administration Resources	AP Exam Administration Resources = \$1,068	\$ -	\$ 1,068.00
[College and Career Readiness] Student Resources	College Preparatory Guide book. \$34.50 x 12 students	\$ -	\$ 414.00
[K-5 Lit Supplemental Instructional Materials] ELA	Instructional materials, including skills development materials, grammar, vocabulary and phonology practice materials, collections of communicative activities, teacher's resources and web materials. \$6,000 for Teacher Materials and \$15,000 for Student Resources	\$ -	\$ 21,000.00
[K-5 Lit Supplemental Instructional Materials] Math material	Printouts, manipulatives, mental math sheets, workbook materials \$10,000 for Teacher Materials and \$20,000 for Student Resources	\$ -	\$ 30,000.00
[K-5 Lit Supplemental Instructional Materials] Computer Based Literacy & Math resources	Math toolkit with over 10,000 resources, activities, plans and assessment tools, and workbooks for independent practice.	\$ -	\$ 22,485.00
[Student Competitions] Well-rounded Education Opportunities	Science, Technology, Engineering, and Mathematics (project-based STEM programming) \$7,000 for Teacher Resources and \$4,000 for Student Resources = \$11,000	\$ -	\$ 11,000.00
[Student Competitions] Certificates and Ribbons	Certificates and ribbons for school level competitions. \$3 x 250 students = \$750.00. \$5 x 50 students = \$250. \$1.00 x 48 students = \$48	\$ -	\$ 1,048.00
[Professional Development] Training Supplies	Easel pads, flipcharts, post-it notes, markers, folders to conduct training \$450 x 4 sessions = \$1,800. 2 microphone headsets x \$38 = \$76.	\$ -	\$ 1,876.00
[Athletics] SEL and Mental Health Wellness Activity	Yoga mats, bolsters, blocks, wellness guides and other consumable supplies \$500 x 8 PNPs = \$4,000	\$ -	\$ 4,000.00
[Athletics] Sporting Activities	Badminton (\$500), Volleyball (\$500), Basketball (\$500), Softball (\$500), Tennis (\$500), Archery (\$500), and new and replenishment supplies cones, whistle, gameboard, safety vests (\$858)	\$ -	\$ 3,858.00
<b>Supply Subtotals</b>		<b>\$ 0.00</b>	<b>\$96,749.00</b>

<p><b>Prompts for Contractual Product or Service:</b></p> <ol style="list-style-type: none"> <li>1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (<i>Required</i>).</li> <li>2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.</li> <li>3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.</li> <li>4. Identify the products to be acquired, and/or the professional services to be provided.</li> <li>5. Provide an itemized budget breakdown of costs for the deliverables under each contract.</li> <li>6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds &amp; FY 2024 Funds Totals.</li> </ol> <p>The sums of costs will populate in the subtotal row.</p>
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<b>6. CONTRACTUAL – (PURCHASED SERVICES)</b>				
<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
[Technology] Subscription to Moodle Learning Platform	To use an e-learning platform for distance education courses.	Annual contractual service at \$20,000, totaling \$20,000.	\$ -	\$ 20,000.00
[Technology] Subscription to Renaissance Program Software	To provide a K-12 reading and math open assessment platform that will enable teachers and administrators to access content and target delivery aligned to each student's individual needs.	Annual contractual service at \$80,000, totaling \$80,000.	\$ -	\$ 80,000.00
[Technology] Achieve3000 Software	To support students who are most vulnerable, continue to accelerate their literacy growth to get on track for success; it offers personalized math instruction and a curriculum platform so teachers can customize their approach to the content-area learning for grades 3-12.	Annual contractual service at \$77,388, totaling \$77,388.	\$ -	\$ 77,388.00
[Technology] Internet and Communication Contracts	To ensure stable and reliable online connectivity for all educational equipment and assessment platforms (e.g., Hybrid learning, research, technology-induced lessons).	12 months of service at \$1,000 per month, totaling \$12,000.	\$ -	\$ 12,000.00
[College & Career Readiness] WorkKeys Curriculum and Assessment	To use WorkKeys Curriculum and Assessment to gauge students' career readiness, interest, and placement.	45 students at \$88 each, totaling \$3,963.	\$ -	\$ 3,963.00
[College & Career Readiness] College Board Membership Fee	To cover the College Board Membership Fee for yearly benefits for all AP/Pre-AP professionals at CNMI PSS.	Annual College Board Membership Fee for 5 PNPs, totaling \$2,000.	\$ -	\$ 2,000.00
[College & Career Readiness] AP Exams	To cover AP exam fees for AP students.	\$94 per student for 234 students, totaling \$21,996.	\$ -	\$ 21,996.00
[College & Career Readiness] AP Workshop	To conduct a workshop for AP high school teachers to understand how to build skill development within and across the curriculum.	\$175 per participant for 30 participants, totaling \$5,250.	\$ -	\$ 5,250.00
[College & Career Readiness] CO-OP transportation and internship Stipends	To provide Stipend Payment for students enrolled in CO-OP training for the purpose of transportation and internship.	\$300 per check for 3 checks per semester for 25 students across 2 semesters, totaling \$45,000.	\$ -	\$ 45,000.00
[College & Career Readiness] Career Pathway	To make payments for a career pathway in Nursing.	\$500 for 23 students, totaling \$11,500.	\$ -	\$ 11,500.00
[College & Career Readiness] Career Pathway	To make payments for a career pathway in Information Technology.	\$300 for 10 students, totaling \$3,000.	\$ -	\$ 3,000.00
[College & Career Readiness] Career Pathway	To make payments for a career pathway in Hospitality and Business Management.	\$191.00 for 8 students, totaling \$1,528.	\$ -	\$ 1,528.00
[K-5 Lit Supplemental Instructional Materials] Cengage Science	To provide an online learning platform, including a digital library of ebooks, study tools, and other resources.	Annual contractual service at \$60,000, totaling \$60,000.	\$ -	\$ 60,000.00
[K-5 Lit Supplemental Instructional Materials] Savvas	To provide digital learning solutions for students and educators aligned with Science of Reading, Mathematics, and Literacy.	Annual contractual service at \$60,000, totaling \$60,000.	\$ -	\$ 60,000.00
[Professional Development] Houghton Mifflin Harcourt (HMS)	To provide Instructional Coaching, instructional materials and associated items.	Contract at \$1,000 for 4 PNPs, totaling \$4,000.	\$ -	\$ 4,000.00
Contractual Subtotals			\$ -	\$ 407,625.00

<p><b>Prompts for Other Direct Costs:</b></p> <ol style="list-style-type: none"> <li>Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.</li> <li>List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).</li> <li>Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.</li> <li>Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).</li> <li>Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds &amp; FY 2024 Funds Totals.</li> <li>Do not include costs that are included in the indirect cost rate.</li> </ol> <p>The sums of costs will populate in the subtotal row.</p>
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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 2023 Carryover Funds	FY 2024 Funds
[Professional Development] Pay Differential for Math Trainings	Pay differential for selected Private Non-Public (PNP) staff decided by their school administrator based on the subject they teach to participate in the afterschool and Saturday training outside of teachers' regular working hours on math trainings. Some schools will be afforded 1-2 participants based on need or population of school. The Differential pay will supplement the work being done during school hours. Differential pay rate is based on the locally adopted Board policy on Afterschool and Saturday pay rates. Proposals are reviewed to ensure that activities and services are secular, neutral and non-ideological. PNP staff will be attending professional development trainings that are under CNMI PSS's supervision and control. CNMI PSS will ensure that the selected PNP staff receiving training for which they are paid a pay differential will receive a pay differential for work performed outside of their regular working hours. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.	Pay differential at \$150 per day for 2 days for 20 staff, totaling \$6,000.	\$ -	\$ 6,000.00
[Professional Development] Pay Differential for Reading/Language Arts Trainings	Pay differential for selected Private Non-Public (PNP) staff decided by their school administrator based on the subject they teach to participate in the afterschool and Saturday training outside of teachers' regular working hours on Reading/Language Arts trainings. Some schools will be afforded 1-2 participants based on need or population of school. The Differential pay will supplement the work being done during school hours. The Differential pay will supplement the work being done during school hours. Differential pay rate is based on the locally adopted Board policy on Afterschool and Saturday pay rates. Differential pay rate is based on the locally adopted Board policy on Afterschool and Saturday pay rates. Proposals are reviewed to ensure that activities and services are secular, neutral and non-ideological. PNP staff will be attending professional development trainings that are under CNMI PSS's supervision and control. CNMI PSS will ensure that the selected PNP staff receiving training for which they are paid a pay differential will receive a pay differential for work performed outside of their regular working hours. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.	Pay differential at \$150 per day for 2 days for 20 staff, totaling \$6,000.	\$ -	\$ 6,000.00

[Professional Development] Pay Differential for Effective Teaching Strategies Training	Pay differential for selected Private Non-Public (PNP) staff selected by their school administrator based on the subject they teach to participate in the afterschool and Saturday training on Teaching Strategies outside of teachers' regular working hours. Some schools will be afforded 1-2 participants based on need or population of school. The Differential pay will supplement the work being done during school hours. Differential pay rate is based on the locally adopted Board policy on Afterschool and Saturday pay rates. Proposals are reviewed to ensure that activities and services are secular, neutral and non-ideological. PNP staff will be attending professional development trainings that are under CNMI PSS's supervision and control. CNMI PSS will ensure that the selected PNP staff receiving training for which they are paid a pay differential will receive a pay differential for work performed outside of their regular working hours. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.	Pay differential at \$150 per day for 2 days for 30 staff, totaling \$9,000.	\$ -	\$ 9,000.00
[Professional Development] Venue Rental	Venue Rental to host Professional Development activities	Venue rental at \$1,200 for 10 sessions, totaling \$12,000.	\$ -	\$ 12,000.00
[Technology] Trainer Pay for EdTech	Pay differential for PNP educators completing EdTech and digital literacy workshops. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.	Pay differential at \$150 per participant for 10 participants over 6 courses, totaling \$9,000.	\$ -	\$ 9,000.00
[Athletics] Coaching Stipends @ 400 per sport (community coaches paid through these stipends)	Pay differential for selected Private Non-Public (PNP) coaches selected by their school administrator based on interest to coach various sports for all sporting events in the school year outside of teachers' regular working hours. Some schools will be afforded 1-2 coaches based on the interest of the students. Differential/coaching pay rate is based on the locally adopted Board policy on Afterschool and Saturday pay rates. Proposals are reviewed to ensure that activities and services are secular, neutral and non-ideological.	Pay differential at \$400 per coach for 2 coaches per event for 125 school sports team per school year, totaling \$99,737.	\$ -	\$ 99,737.00
[Athletics] Wellness Activity Venue Rental	Venue rental to host wellness activities, yoga, and zumba with students	Venue rental at \$1,500 for 1 session for 4 schools, totaling \$6,000.	\$ -	\$ 6,000.00
[Student Competitions] Venue Rental	Venue Rental to hold Model United Nations, Spelling Bee, Academic Bowl Challenge	Venue rental costs at \$2,000 for 3 sessions, totaling \$6,000.	\$ -	\$ 6,000.00
[Student Competitions] Pay Differential	Pay differential for selected Private Non-Public (PNP) staff selected by their school administrator assist and prepare students for scheduled state and school student competitions outside of teachers' regular working hours. Some schools will be afforded 1-2 participants based on need or population of school. The Differential pay will supplement the work being done during school hours. Differential pay rate is based on the locally adopted Board policy on Afterschool and Saturday pay rates. Proposals are reviewed to ensure that activities and services are secular, neutral and non-ideological. CNMI PSS will ensure that the selected PNP staff receiving training for which they are paid a pay differential will receive a pay differential for work performed outside of their regular working hours. Services must be secular, neutral, and non-ideological; supplemental; and costs must be allowable, necessary, and reasonable.	Pay differential at \$150 per day for 15 days for 20 staff, totaling \$45,000.		\$ 45,000.00
[College & Career Readiness] Career Course Fee	For 9th grade students to help identify skills and interests.	Course fee at \$3,000 for 5 schools, totaling \$15,000.	\$ -	\$ 15,000.00
[College & Career Readiness] Venue Rental	Parent and Children Summit - aimed to help students and parents navigating the College Application, understand FAFSA and other Scholarships, learn about college and career programs, etc.	Venue rental at \$2,000 for 5 schools, totaling \$10,000.		\$ 10,000.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 223,737.00</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment (September 30, 2023)</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
Agape Christian School	87	\$59,745
Brilliant Star Montessori School	52	\$35,710
Eucon International School	74	\$50,817
Golden Harvest International School	66	\$45,324
Grace Christian Academy (Saipan)	198	\$135,971
Green Meadow School	103	\$70,732
Isla Montessori School	16	\$10,988
Mount Carmel School	466	\$320,012
Northern Marianas International School	94	\$64,552
Saipan Community School	115	\$78,973
Saipan International School	240	\$164,813
Saint Joseph School (Tinian)	3	\$2,060
Seventh Day Adventist	45	\$30,902
<b>Total</b>	1559	\$1,070,599



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay  
 Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
 The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
 When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Position Title	Personnel Purpose of Position	% of Time	FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
ELA Program Manager	To work closely with reading teachers across the system to ensure student learning and academic success in Early Literacy and Reading.	100%	\$ -	\$ -	\$ -	\$ -	\$ 65,000.00	\$ -	\$ 13,000.00	\$ 78,000.00	\$ 65,000.00	\$ -	\$ 13,000.00	\$ 78,000.00
ELL Program Manager	To work closely with ELL teachers and classroom teachers across the system to provide interventions for EL students to improve their learning and ensure academic success.	100%	\$ -	\$ -	\$ -	\$ -	\$ 65,000.00	\$ -	\$ 13,000.00	\$ 78,000.00	\$ 65,000.00	\$ -	\$ 13,000.00	\$ 78,000.00
Math Program Manager	To work closely with math teachers across the system to ensure student learning and academic success in Math.	100%	\$ -	\$ -	\$ -	\$ -	\$ 65,000.00	\$ -	\$ 13,000.00	\$ 78,000.00	\$ 65,000.00	\$ -	\$ 13,000.00	\$ 78,000.00
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 195,000.00	\$ -	\$ 39,000.00	\$ 234,000.00	\$ 195,000.00	\$ -	\$ 39,000.00	\$ 234,000.00
											<b>Grand Total</b>		\$	<b>234,000</b>

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project’s goal(s) in “Purpose of Travel Activity” section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
Commute from Rota to Saipan	To engage Rota K-5 Teachers in professional development through training on the Multi-Tiered System of Supports (MTSS), High Quality Instructional Materials (HQIM), Literacy Integration, the Science of Reading, the Science of Numeracy, and the Early Warning System (EWS) held on Saipan. These sessions are aimed at enhancing their instructional strategies and supporting student success across various disciplines.  Total Travelers = 12 Total Travel Days = 2 Total Trips = 3 Airfare = \$350/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Transp. = \$60/Day/Per Traveler/Per Trip	12	\$ 12,600.00	\$-	\$ 18,000.00	\$ 4,320.00	\$ -	\$ -	\$ -	\$ 34,920.00
Commute from Tinian to Saipan	To engage Tinian K-5 Teachers in professional development through training on the Multi-Tiered System of Supports (MTSS), High Quality Instructional Materials (HQIM), Literacy Integration, the Science of Reading, the Science of Numeracy, and the Early Warning System (EWS) held on Saipan. These sessions are aimed at enhancing their instructional strategies and supporting student success across various disciplines.  Total Travelers = 12 Total Travel Days = 2 Total Trips = 3 Airfare = \$170/Per Traveler Per-Diem = \$250/Day/Per Traveler/Per Trip Trans. = \$60/Day/Per Traveler/Per Trip	12	\$ 6,120.00	\$-	\$ 18,000.00	\$ 4,320.00	\$ -	\$ -	\$ -	\$ 28,440.00
ASCD Conference	To present at the ASCD Conference on the implementation of the Early Warning System and to share findings from Action Research on Literacy and Numeracy for K-5th grade. This presentation aims to highlight innovative practices and research findings that can contribute to the broader educational community.  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	3	\$ 7,500.00	\$-	\$ 3,960.00	\$ 540.00	\$ -	\$ -	\$ -	\$ 12,000.00
		102				FY24 CNM	PSS Consolidated Grant - Budget			Narratives

WestEd Literacy Training Reading to Learn	To attend the WestEd Reading Apprenticeship Training. This training focuses on strategies for integrating literacy skills across the curriculum to improve students' reading comprehension and engagement with texts across subjects.  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$320/Per Traveler	4	\$ 10,000.00	\$-	\$ 5,280.00	\$ 720.00	\$ 1,280.00	\$-	\$ -	\$ 17,280.00
Reading League Conference	To attend the Reading League Conference, which focuses on the latest research and practices in reading instruction. This engagement is aimed at enhancing teachers' understanding and application of evidence-based reading strategies in the classroom.  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	3	\$ 7,500.00	\$-	\$ 3,960.00	\$ 540.00	\$ -	\$-	\$ -	\$ 12,000.00
Carnegie Learning National Institute for Math	To attend the Carnegie Learning National Institute for Math. This institute provides intensive training and workshops on innovative math teaching strategies and curricula designed to improve math instruction and student learning outcomes.  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	3	\$ 7,500.00	\$-	\$ 3,960.00	\$ 540.00	\$ -	\$-	\$ -	\$ 12,000.00
National Council for Teachers of English and Math	To present at the National Council for Teachers of English and Math (NCTEM) Conference on the Early Warning System and the Accountability School Report Card with a focus on improving literacy and attendance. This presentation seeks to share successful strategies and outcomes with educators nationwide.  Total Travelers = 4 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	4	\$ 10,000.00	\$-	\$ 5,280.00	\$ 720.00	\$ -	\$-	\$ -	\$ 16,000.00
MTSS Innovations Conference	To attend the MTSS Innovations Conference. This conference is centered on sharing the latest innovations, research, and best practices in implementing MTSS frameworks to support all students' academic, behavioral, and social-emotional needs.  Total Travelers = 3 Total Travel Days = 6 Airfare = \$2,500/Per Traveler Per-Diem = \$220/Day/Per Traveler Transportation = \$30/Day/Per Traveler Conf. Fee = \$0/Per Traveler	3	\$ 7,500.00	\$-	\$ 3,960.00	\$ 540.00	\$ -	\$-	\$ -	\$ 12,000.00
		163								

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

- Prompts for Equipment:**
1. List each type of equipment.
  2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
  3. Provide the estimated unit cost for each item to be purchased.
  4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>4. EQUIPMENT</b>				
<b>Equipment Type</b>	<b>Purpose of Equipment</b>	<b>Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Cricut Makers Machine	To provide Cricut makers for learning stations and letter cutouts, supporting the needs of the OCI and ARE departments to better support schools.	2 Cricut makers at \$500 each, totaling \$1,000.	\$ -	\$ 1,000.00
Giant Math Mats for 9 schools for K-2 classrooms	To provide giant math mats to all schools, designed specifically for engagement and learning in centers within K-2 classrooms.	110 classrooms at \$250 each, totaling \$27,500.	\$ -	\$ 27,500.00
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ 28,500</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Training Supplies	Supplies include papers, pens, chart papers, sticky note pads, markers, and folders, designated for 200 participants for every training session, totaling \$5,200. This ensures all attendees have the essential materials for a productive learning experience.	\$ -	\$ 5,200.00
<b>Supply Subtotals</b>		<b>\$ 0.00</b>	<b>\$ 5,200</b>

**Prompts for Contractual Product or Service:**

1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (*Required*).
2. Include consultant fees, expenses, and travel costs in this category if the consultant's services are obtained through a written binding agreement or contract.
3. Briefly explain the purpose of each contractual product or service and how it supports the project's goal(s) in the "Purpose of Product of Service" section.
4. Identify the products to be acquired, and/or the professional services to be provided.
5. Provide an itemized budget breakdown of costs for the deliverables under each contract.
6. Calculate and enter the total cost for each contract for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

**6. CONTRACTUAL – (PURCHASED SERVICES)**

<b>Contractual Product or Service</b>	<b>Purpose of Product or Service</b>	<b>Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
High Quality Instructional Materials training	To outsource coaching and training on high quality instructional materials, specifically designed to enhance the educational approach for K-5 teachers.	High quality instructional materials coaching and training outsourced, totaling \$350,000.	\$ -	\$ 350,000.00
Literacy for Heritage Language and English Learners	To outsource literacy training tailored to heritage language studies and English language learners, aiming to improve literacy skills among these student groups.	Literacy training for heritage language and English language learners outsourced, totaling \$170,000.	\$ -	\$ 170,000.00
Giant Math Mats Training for K-2 teachers	To outsource professional development on using Giant Math Mats, aiming to enhance numeracy instruction in K-2 classrooms.	Training/PD on Giant Math Mats outsourced, totaling \$35,000.	\$ -	\$ 35,000.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 555,000</b>

<p><b>Prompts for Other Direct Costs:</b></p> <ol style="list-style-type: none"> <li>1. Identify all direct costs not previously covered in the other budget categories. For example, include costs such as space rental, required fee, honoraria and travel (where a contract is not in place for services), training, and communication and printing costs.</li> <li>2. List and identify items by major type or category (e.g., communications, printing, postage, equipment rental, etc.).</li> <li>3. Explicitly explain the purpose for each direct cost item and how it supports the project's goal(s) in the "Purpose of Direct Cost Item" section.</li> <li>4. Provide an itemized budget breakdown of costs per item (printing = \$500, postage = \$750).</li> <li>5. Calculate and enter the total cost for each other direct cost purchase for FY 2023 Carryover Funds &amp; FY 2024 Funds Totals.</li> <li>6. <b>Do not include costs that are included in the indirect cost rate.</b></li> </ol> <p>The sums of costs will populate in the subtotal row.</p>
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<b>7. OTHER DIRECT COSTS</b>				
<b>Other Direct Cost Items</b>	<b>Purpose of Direct Cost Item</b>	<b>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.</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
Space Rental for Meetings and trainings	To secure a venue large enough to host meetings consisting of school and district-level staff, ensuring adequate space for effective collaboration and learning.	Venue rental at \$6,000 per day for 4 days, totaling \$24,000.	\$ -	\$ 24,000.00
PD Pay Differential for Science of Math	To provide pay differential for K-5 staff and program personnel participating in the after-school and Saturday training on the RTI / MTSS Implementation Process, enhancing their professional development.	Pay differential at \$150 per day for 5 days for 105 staff, totaling \$78,750.	\$ -	\$ 78,750.00
PD Pay Differential for Science of Reading	To provide pay differential for K-5 staff and program personnel participating in the after-school and Saturday training on the Science of Reading, enhancing their professional development.	Pay differential at \$150 per day for 5 days for 105 staff, totaling \$78,750.	\$ -	\$ 78,750.00
PD Pay Differential for Math Mats	To provide pay differential for K-5 staff and program personnel participating in the after-school and Saturday training on the Science of Teaching Literacy, enhancing their professional development.	Pay differential at \$150 per day for 2 days for 105 staff, totaling \$31,500.	\$ -	\$ 31,500.00
PD Pay Differential for HQIM training	To provide pay differential for K-5 staff and program personnel participating in the after-school and Saturday training on High-Quality Instructional Materials (HQIM), enhancing their professional development.	Pay differential at \$150 per day for 4 days for 105 staff, totaling \$63,000.	\$ -	\$ 63,000.00
PD Pay Differential for MTSS training	To provide pay differential for K-5 staff and program personnel participating in the after-school and Saturday training on Multi-Tiered System of Supports (MTSS), enhancing their professional development.	Pay differential at \$150 per day for 2 days for 105 staff, totaling \$31,500.	\$ -	\$ 31,500.00
<b>Other Subtotals</b>			<b>\$ -</b>	<b>\$ 307,500</b>

<b>Equitable Services: Breakdown of Consolidated Grant Project Costs by Public &amp; Non-Public Schools</b>		
	<b>Student Enrollment (Month/Day/Year)</b>	<b>Dollar Amount</b>
<b>Insular Area Public School System</b>		
<b>Non-Public School</b>		
Agape Christian School	87	\$10,797
Brilliant Star Montessori School	52	\$6,454
Eucon International School	74	\$9,184
Golden Harvest International School	66	\$8,191
Grace Christian Academy (Saipan)	198	\$24,573
Green Meadow School	103	\$12,783
Isla Montessori School	16	\$1,986
Mount Carmel School	466	\$57,834
Northern Marianas International School	94	\$11,666
Saipan Community School	115	\$14,272
Saipan International School	240	\$29,786
Saint Joseph School (Tinian)	3	\$372
Seventh Day Adventist	45	\$5,585
<b>Total</b>	1559	\$193,483



**Prompts for Personnel Salaries, Wages, & Fringe Benefits:**

1. Enter project personnel salaries, wages, fringe benefits, and direct costs.
2. List the title and purpose of each position to be compensated under this project.
3. Explicitly explain how each personnel salary and fringe benefit aligns with the project narrative and supports the project's goal(s) in the "Purpose of Position" section.
4. Enter the amounts of time, such as hours or percentage of time to be expended by each position under this project (e.g., 75%, or 30 hours per week).

Include fees and expenses for consultants under **Contractual Services**.

**NOTE** for the Personnel Salaries & Fringe Benefits worksheet:  
**Wages** include stipends and differential pay  
 Several columns within the worksheet will perform automated calculations. However, applicants should review the amounts entered to ensure accuracy.  
 The worksheet will not calculate fringe and salaries based on the percentage of time the personnel will work on project activities. The applicant must **manually calculate and enter** an amount representing the total amount of funds required for each position(s).  
 When completing the worksheet, applicants are encouraged to **combine similar positions** and enter aggregated amounts into the relevant columns. For example, if a project required 4 ELL Specialists who were paid \$40,000 annually and who would work 100% of the time on the project, the applicant could enter "ELL Specialists (4)" in the Position Titles column, 100% in the "% of Time" column, and \$160,000 in the FY 2024 funds salary column.

2. PERSONNEL SALARIES & FRINGE BENEFITS														
Position Title	Personnel Purpose of Position	% of Time	FY 2023 Carryover Funds				FY 2024 Funds				Total Funds for the Project			
			Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2024 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals
ELL Literacy Coach Teacher (7)	To teach English Language Learner (ELL) students and ensure they make adequate yearly progress in learning English. There are 7 positions, each with a salary of \$55,000.	100%	\$ -	\$ -	\$ -	\$ -	\$ 308,000.00	\$ -	\$ 61,600.00	\$ 369,600.00	\$ 308,000.00	\$ -	\$ 61,600.00	\$ 369,600.00
<b>Subtotals</b>			\$ -	\$ -	\$ -	\$ -	\$ 308,000.00	\$ -	\$ 61,600.00	\$ 369,600.00	\$ 308,000.00	\$ -	\$ 61,600.00	\$ 369,600.00
											<b>Grand Total</b>		<b>\$ 369,600</b>	

**Prompts for Travel Activity:**

1. List the travel activities and costs of employees and participants only.
2. Explicitly explain the purpose of the travel activity and how each travel activity supports the project’s goal(s) in “Purpose of Travel Activity” section.
3. List travel expenses for participant(s) to attend the Consolidated Grant Technical Assistance Meeting in the Washington D.C. area if it is not virtual (**REQUIRED**).
4. Provide an itemized budget breakdown of travel costs (airfare, hotel, per diem, local travel, conference fees, number of travelers and the number of days for each traveler).
5. Calculate and enter the total cost for each travel activity for FY 2023 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

**Note: Include travel expenses for consultants under Contractual Services.**

3. TRAVEL										
Travel Activity	Purpose of Travel Activity	Number of Traveler(s)	Airfare	Hotel	Per-Diem	Local Travel	Conference Fees	Other Fees	FY 2023 Carryover Funds	FY 2024 Funds
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
			\$ -	\$-	\$ -	\$ -	\$ -	\$-	\$ -	\$ -
<b>Travel Subtotals</b>									<b>\$ -</b>	<b>\$ -</b>

**Equipment** is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. 2 CFR 200.33

**Prompts for Equipment:**

1. List each type of equipment.
2. Describe the purpose of each piece of equipment and how it supports the project’s goal(s) in the “Purpose of Equipment” section.
3. Provide the estimated unit cost for each item to be purchased.
4. Calculate and enter the total cost for each equipment purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer	FY 2023 Carryover Funds	FY 2024 Funds
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
			\$ -	\$ -
<b>Equipment Subtotals</b>			<b>\$ -</b>	<b>\$ -</b>

**Supplies** is defined as tangible personal property other than those described in 2 CFR 200.33 (Equipment). A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the non-Federal entity for financial statement purposes or \$5,000, regardless of the length of its useful life. *2 CFR 200.94*

**Prompts for Supplies:**

1. List materials and supplies by nature of expense or general category (e.g., instructional materials and office supplies).
2. Provide an itemized budget breakdown of costs for materials and supply items.
3. Calculate and enter the total cost for each supply purchase for FY 2023 Carryover Funds & FY 2024 Funds Totals.

The sums of costs will populate in the subtotal row.

<b>5. SUPPLIES</b>			
<b>Supply Type</b>	<b>Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)</b>	<b>FY 2023 Carryover Funds</b>	<b>FY 2024 Funds</b>
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
<b>Supply Subtotals</b>		<b>\$ -</b>	<b>\$ -</b>



Title 1 Tutorial Service	To provide more intensive supplemental instruction to students who need it, focusing on Middle School Reading Tutoring for Title I students.	Title I Middle School Reading Tutor services at \$3,000/month for 10 months, totaling \$30,000.	\$ -	\$ 30,000.00
Title 1 Tutorial Service	To provide more intensive supplemental instruction to students who need it, focusing on Middle School Reading Tutoring for Title I students.	Title I Middle School Reading Tutor services at \$3,000/month for 10 months, totaling \$30,000.	\$ -	\$ 30,000.00
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ELL Service	To provide English language instruction and collaborate with grade-level teachers to plan and scaffold instruction for ELL students.	ELL services at \$3,000/month for 10 months, totaling \$30,000.	\$ -	\$ 30,000.00
ELL Service	To provide English language instruction and collaborate with grade-level teachers to plan and scaffold instruction for ELL students.	ELL services at \$3,000/month for 10 months, totaling \$30,000.	\$ -	\$ 30,000.00
<b>Contractual Subtotals</b>			<b>\$ -</b>	<b>\$ 864,000</b>



