



CNMI Public School System

**FY 2023 Consolidated Grant
for the Insular Areas**

**Title V, Part B, Subpart 2: Rural and
Low-Income Schools Program (RLIS)**

Application Package

April 7, 2023

STUDENTS FIRST

CNMI Consolidated Grant Year 1

FY 2023

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Consolidated Grant Year 1 (Fiscal Year 2023) Submission Form (Required)

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

- Submit Year 1 Budget Narrative
- Submit Year 1 Means of Evaluating Program Outcome(s) Chart

Project Number: 1	Project Title: Athletics
Project Number: 2	Project Title: Class Size Reduction Teachers
Project Number: 3	Project Title: College, Career & Life Readiness
Project Number: 4	Project Title: Family & Community Engagement
Project Number: 5	Project Title: Mental Health & Safety Supports
Project Number: 6	Project Title: Professional Development
Project Number: 7	Project Title: Schoolwide Improvement Plan
Project Number: 8	Project Title: Student Competitions
Project Number: 9	Project Title: Technology
Project Number: 10	Project Title: Private, Non-Public Schools
Project Number: 11	Project Title: K-5 Literacy & Numeracy

Applicant Information Form

1. TYPE OF SUBMISSION

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

2. FISCAL YEAR Start and End Dates

Start: 07/01/23	End: 09/30/24
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3. ASSISTANCE LISTING NUMBER (ALN):

84.403a

4. APPLICANT INFORMATION

a. Legal Name: CNMI Public School System
b. Employer/Taxpayer Identification Number (EIN/TIN): 660446193
c. Universal Entity ID (UEI): PIAVLPP9XSA3
d. Address: <ul style="list-style-type: none">i. Street 1: P.O. Box 501370ii. Street 2: Capitol Hill, Isa Driveiii. City: Saipaniv. County/Parish:v. State: MPvi. Province:vii. Country:viii. Zip/Postal Code: 96950
e. Organizational Unit: <ul style="list-style-type: none">i. Department Name: CNMI Public School Systemii. Division Name: Federal Programs Office

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: Interim 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: _____
- ii. First Name: Alfred
- iii. Last Name: Ada
- iv. Title: Commissioner of Education
- v. Telephone Number: (670) 237-3061
- vi. Email: pss.coe@cnmipss.org
- vii. Signature of Authorized Representative: 
- viii. Date Signed: 4/16/2023

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 2023 Preliminary Consolidated Grant Budget Allocation Table included in the application package to complete this worksheet. **Once completed, this form must be converted to a .PDF file and uploaded to MAX.gov.**

Column 1 ED Programs not included in the Consolidated Grant Application <i>(Enter the FY 2023 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 2023 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 2023 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 2022 <i>(Enter the anticipated FY 2022 carryover amounts you plan to expend under each ED program in FY 2023.)</i>
	Title I, Part A - Improving Basic Programs Operated by Local Educational Agencies	\$ 13,686,206.00		
	Title I, Part B - State Assessment Grants	\$ 284,247.00	\$ 1,711,947.00	
	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	\$ 1,292,932.00		
	Title IV, Part B - 21st Century Community Learning Centers	\$ 902,269.00		
	Title V, Part B, Subpart 2 - Rural and Low-Income School Program	\$ 82,787.00	\$ 18,262,232.00	
	Education for Homeless Children and Youth Grants - McKinney-Vento Homeless Assistance Act	\$ 24,343.00		
	Career and Technical Education - Basic State Grants	\$ 428,014.00		
TOTAL:	\$ 0.00	TOTAL: \$ 19,974,179.00	TOTAL: \$ 19,974,179.00	TOTAL: \$ 0.00
Column 3: Total amount available for consolidation in FY 2023: <small>(This is the applicant's total amount available for consolidation)</small>				\$ 19,974,179.00
Column 4: Total amount being consolidated in FY 2023: <small>The sum total of Column 4 will populate</small>				\$ 19,974,179.00
Column 1: Total amount not being consolidated in FY 2023: <small>The sum total of Column 1 will populate</small>				\$ 0.00
Column 5: Total amount of anticipated FY 2022 carryover funds that will be used in FY 2023: <small>The sum total of Column 5 will populate</small>				\$ 0.00
The combined total of FY 2022 funds being consolidated and the anticipated FY 2022 funds that will be used in FY 2023: <small>The sum total of Columns 4 and 5 will populate</small>				\$ 19,974,179.00



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

DATE: February 6, 2023

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. 2021-719(A)

As requested, our office extended the restricted indirect cost rates for the Commonwealth of the Northern Mariana Islands (CNMI) Public School System. Based on our review, we recommend the following restricted indirect cost rates:

Type of Rate	Period	Rate	Base	Applicability
Final	10/1/2018 - 9/30/2019	3.8%	MTDC	Restricted Programs
Provisional	10/1/2019 - 9/30/2020	4.2%	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
Provisional	10/1/2022 - 9/30/2023	3.8%	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

The Department of Education’s mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.



United States Department of the Interior

OFFICE OF THE SECRETARY
Washington, DC 20240

Amended State and Local Governments Indirect Cost Negotiation Agreement

EIN: 66-0446193

Date: 08/27/2021

Organization:

Report Number: 2021-0352

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

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

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

Section I: Rate

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

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

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

Section I: Rate (continued)

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

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

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

Section II: General (continued)

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

- J. Central Service Costs:** If the proposed central service cost allocation plan for the same period has not been approved by that time, the indirect cost proposal may be prepared including an amount for central services that is based on the latest federally-approved central service cost allocation plan. The difference between these central service amounts and the amounts ultimately approved will be compensated for by an adjustment in a subsequent period.
- K. Other:**
1. The purpose of an indirect cost rate is to facilitate the allocation and billing of indirect costs. Approval of the indirect cost rate does not mean that an organization can recover more than the actual costs of a particular program or activity.
 2. Programs received or initiated by the organization subsequent to the negotiation of this agreement are subject to the approved indirect cost rate(s) if the programs receive administrative support from the indirect cost pool. It should be noted that this could result in an adjustment to a future rate.
 3. Indirect cost proposals must be developed (and, when required, submitted) within six (6) months after the close of the governmental unit's fiscal year, unless an exception is approved by the cognizant agency for indirect costs

Section II: General

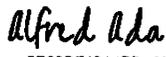
- A. Limitations:** Use of the rate(s) contained in this agreement is subject to any applicable statutory limitations. Acceptance of the rate(s) agreed to herein is predicated upon these conditions: (1) no costs other than those incurred by the subject organization were included in its indirect cost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

Section III: Acceptance

Listed below are the signatures of acceptance for this agreement:

By the State and Local Governments

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

DocuSigned by:

8D888E43A4FD4C7...

Signature

Alfred Ada

Name:

Commissioner of Education

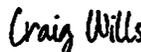
Title:

9/13/2021

Date

By the Cognizant Federal Government Agency

US Department of the Interior - OIA

DocuSigned by:

B47DB1F4A5DB48F...

Signature

Craig Wills

Name:

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

Title:

9/13/2021

Date

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

Next Proposal Due Date: 03/31/2022

RLIS WAIVER REQUEST FORM

Commonwealth of the Northern Mariana Islands PSS (CN) 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) 2023 funds under the Consolidated Grant to Insular Areas (Consolidated Grant) (and any remaining FY 2022 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 has been provided to the public and private schools regarding this waiver, Board of Education Meeting (March 28th) and Private Schools Meeting (April 5th).

CNMI PSS understands that if this waiver request is approved,
CNMI PSS may use grant funds under the FY 2023 Consolidated
Grant for the RLIS program (Title V, Part B, Subpart 2 of the ESEA) and that CNMI PSS
must provide equitable services to private school students and teachers under RLIS.

Signature of Authorized Official 	Title Commissioner of Education
Printed Name Alfred Ada, Ed.D.	Date April 6, 2023.

Disclosure of Lobbying Activities

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

<p>1. Type of Federal Action: a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance</p>	<p>2. Status of Federal Action: a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award</p>	<p>3. Report Type: a. initial filing _____ b. material change For material change only: Year _____ quarter _____ Date of last report _____</p>
<p>4. Name and Address of Reporting Entity: _____ Prime _____ Subawardee Tier _____, if Known: Congressional District, if known:</p>	<p>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, if known:</p>	
<p>6. Federal Department/Agency: U.S. Department of Education</p>	<p>7. Federal Program Name/Description: CFDA Number, if applicable: _____</p>	
<p>8. Federal Action Number, if known:</p>	<p>9. Award Amount, if known: \$</p>	
<p>10. a. Name and Address of Lobbying Registrant (if individual, last name, first name, MI): None</p>	<p>b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI):</p>	
<p>11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.</p>	<p>Signature: <u>Alfred B. Ada</u> Print Name: <u>Alfred B. Ada, Ed.D.</u> Title: <u>Commissioner of Education</u> Telephone No.: <u>(670) 237-3061</u> Date: <u>4/6/2023</u></p>	
<p>Federal Use Only</p>	<p>Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)</p>	

ASSURANCES - NON-CONSTRUCTION PROGRAMS

OMB Approval No. 0348-0040

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

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

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

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

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

system. 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 river system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL. Alfred B. Ada, Ed.D., 	TITLE Commissioner of Education
APPLICANT ORGANIZATION CNMI Public School System	DATE SUBMITTED 4/6/2023

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EDGAR ASSURANCES (34 CFR 76.132)

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/>.

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.

CNMI Public School System assures the U.S Department of Education that it will do the following:

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

Signature of Authorized Official 	Title Commissioner of Education
Printed Name Alfred B. Ada, Ed.D.	Date 4/6/2023

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

Compliance with Section 427 of GEPA

The CNMI Public School System is responsible for the education of 8,856 children ages 5-18 at our 20 public schools and provides services (educational materials, professional development, food services, bussing and special education) to the 1,690 children enrolled in our 13 private schools. Our student population is ethnically diverse with the majority of the students being children of immigrants to the CNMI. English is a second language for over 98% of our students. English is the language of instruction at all of our schools both public and private.

Our Special Education Program has identified 875 children with special needs and has developed individual education plans (IEPS) for each of these children. Each child with a special need is provided with the assistance (sign language specialist, hearing aides, wheelchair, Braille, one-to-one assistance for the visually impaired or blind students, one-to-one assistance for the severely handicapped or autistic students) as specified in the child's IEP. Our Special Education Program, our classroom teachers and school principals work collaboratively each year on identifying students with special needs. Then our Special Education Program schedules an IP 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.

Synopsis of the SY 2023-2024
 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.	\$19,974,179
Funds Reserved for Assessment	\$1,711,947
State Admin (<1%)	\$93,932

Funds Reserved for Title V Programs	\$18,168,300
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Programs:

1.	Athletics Program	\$449,164
2.	Class Size Reduction Teachers (CSR)	\$2,037,224
3.	College, Career, & Life Readiness	\$1,855,500
4.	Family & Community Engagement	\$162,955
5.	Mental Health & Safety Supports	\$398,322
6.	Professional Development	\$1,237,364
7.	Schoolwide Improvement Plan	\$6,497,446
8.	Student Competition	\$500,014
9.	Technology	\$1,991,608
10.	Private, Non Public	\$1,273,491
11.	K-5 Literacy & Numeracy	\$ 1,765,212

Project Narrative

1. PROJECT TITLE	Assessment			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title I, Part B- State Assessment Grants (Title I-B) Use of funds as an allowable activity under ESSA Section 1201 (a) (2) (A) (B) (D) (F) and (K) to administer assessments and evaluate student academic achievement			
2b. SEA OR LEA SERVICES	SEA and LEA			
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES		
	Grade Level(s)	Number of Students	Participant Type(s)	Number of Participants
	K-12	8,856	Students Teachers School Administrators	Students: 8856 Teachers: 463 School Administrators: 43
4. NEED(S) for PROJECT	<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, and 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.

Lastly, there is 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.

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>

Renaissance Learning Inc. (2017). *The Renaissance Mastery Model*. Retrieved from <https://p.widencdn.net/auxfv3/R60385>

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/](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%

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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 Math using the SBA online platform.

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

5c. Means of Evaluating Program Outcomes:

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

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 2024
(e.g., Teachers, school admin., and Program facilitators trainings on new tools and resources to utilize in the classroom	(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 classroom	(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				

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to improve instruction.)	tools and resources in the classroom to improve instruction.)	to enhance 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 assessments scores by at least 3% and above.	Renaissance STAR	Percentage of students at or above proficiency scores	Yes	Baseline Data: 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	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	Baseline Data: 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%

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with all the PSS schools									
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	Baseline Data: 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	Baseline Data: 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 8-24% Grade 9-27% Grade 10-22% Grade 11-32% Grade 12-16%

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<p>Activity 5: To partner with the Smarter Balance Consortium to adopt the Smarter Balanced Math and Reading Assessments using the PSS Standard based assessment (SBA) online platform</p>	<p>By 2024, CNMI PSS will adopt the Smarter Balanced Summative Assessment for Reading and Math using the SBA online platform</p>	<p>Standard Based Assessments</p>	<p>Completed integration and migration of the Smarter Balanced Math and Reading assessments in the PSS online standard based assessment platform</p>		<p>Baseline Data: 0% of the integration and migration of the smarter balanced assessments in the PSS SBA online</p>	<p>25% of the integration and migration of the smarter balanced assessments in the PSS SBA online assessments</p>	<p>50% of the integration and migration of the smarter balanced assessments in the PSS SBA online assessments</p>	<p>75% of the integration and migration of the smarter balanced assessments in the PSS SBA online assessments</p>	<p>100% of the integration and migration of the smarter balanced assessments in the PSS SBA online assessments</p>
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<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> a. Grades 4, 6, and 8 Chamorro and Carolinian b. NMI History c. US Government/Economics <p>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:</p> <ul style="list-style-type: none"> a. Grade 8 Social Studies b. Biology c. Environmental Science <p>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.</p> <p>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.</p>
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	<p>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.</p> <p>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.</p>
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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			
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)
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%)

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
ID Printers	Print student IDs	\$ 1500 x 2 ID printers= \$ 3000	\$ -	\$ 3,000.00
Scanners	Scan student IDs	\$ 1500 x 5 Scanners= \$ 7500	\$ -	\$ 7,500.00
Projectors	Data presentations and meeting projections	\$800 x 2 projectors- \$ 1600	\$ -	\$ 1,600.00
Computers	For online assessments set-up, data collection, data analysis, and data presentation	\$ 3000 x 2 computers= \$ 6000	\$ -	\$ 6,000.00
		Equipment Subtotals	\$ -	\$ 18,100.00

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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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

6. CONTRACTUAL – (PURCHASED SERVICES)

Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2022 Carryover Funds	FY 2023 Funds
Smarter Balance Student Summative Assessments	To monitor student growth and progress in Reading and Math toward college and career readiness	To monitor student growth and progress toward college and career readiness. To also include test development services.		\$ 100,000.00
Infinite Campus Student Information System	To keep records, generate, and use student data including report cards and assessments using an online platform	To manage data, handle attendance, report cards, schedule building, discipline, billing, maximize student success, and communicate with parents and families		\$ 204,290.00
Renaissance Program Software Subscription for All Schools	Provides reliable data showing progress made by each student and if they are on track to meet expected standards in the learning pathway	Tests all students grades K-10 with on-line tests that are taken 4 times a year to track student growth and provides Accelerated Reader, Accelerated Math, and English in a Flash so students can pace their learning		\$ 303,008.00
Multi-State Alternate Assessment	Assessment for students who are required to take the alternate assessment	Assessment for students who are required to take the alternate assessment		\$ 60,000.00
MSAA Cooperative Agreement	Annual consortium membership fee	Comprehensive assessment system designed to promote increasing higher academic outcomes for students with significant cognitive disabilities in preparation for a broader array of post-secondary outcomes		\$ 15,000.00
EXCELSOFT Standard Based Online Assessments	Online test administration for the SBA for Social Studies, Science, and CCLHS	Platform and technical services that are needed for the implementation and online access of the SBA		\$ 200,000.00
LifeTrack Services for Senior Exit Surveys	To gather feedback from senior high school students in order to document the success of schools and our graduates	\$20.00 per survey x 700 Seniors = \$14,000		\$ 14,000.00
Internet and Communication Contracts	To ensure online connections of equipment and assessment platform	Communication and internet services \$ 1500 x 12 months		\$ 18,000.00
Intrado Communicate and Attendance Alert	Provide online communication for parents on assessments, attendance, and student behavior	To communicate daily absences to parents and guardians		\$ 50,000.00
WIDA Assessments	Provide WIDA assessments for ELL students	To monitor student growth and progress of ELL students		\$ 50,000.00
Contractual Subtotals			\$ -	\$ 1,014,298.00

Project Narrative

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

1. PROJECT TITLE	State Administration			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)			
2b. SEA OR LEA SERVICES	SEA			
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)	Number of Participants
	K-12 K-12	8,856 Public School Students 1,690 Private Schools Students	Teachers School Administrators Teachers Principals	463 43 132 13
4. NEED(S) for PROJECT	<p>To effectively administer 12 Title V RLIS programs requires project monitoring and training on the islands of Saipan, Tinian and Rota. We will monitor and evaluate project implementation performance, the effectiveness of activities leading to the achievement of goals.</p> <p>The CNMI Federal Programs Office (FPO) provides oversight and administration of the Consolidated Grant, ensuring that programs are not only aligned to the CNMI Public School System’s Strategic Performance Management (SPM) Goals, but also focused on student achievement. With the assistance of the Department of Accountability, Research and Evaluation (ARE), FPO staff evaluate the impact of various programs supported with Consolidated Grant funds, in order to identify best practices in program implementation and ensure that program goals and objectives are being met. The team collects, manages, and analyzes data to inform the development of applications for funding and standards for program quality, by evaluating the impact of programs and identifying best practices in program implementation. This is also achieved through internal project monitoring and reporting on grant/program activities, site visits, and providing training for our school leaders and schools. To ensure effective and efficient management of the Consolidated Grant, FPO has revisited its practices, process and systems within the district, noting areas of strengths, areas for improvement, challenges, and successes.</p>			

	<p>FPO ensures that schools and programs use Consolidated Grant funds to implement federal programs and activities that continuously improve in quality and that address the needs of students served in these programs. Throughout the school year, FPO maintains appropriate documentation to support compliance with applicable federal program requirements. Monitoring these programs and activities helps ensure that all children have the opportunity to obtain a high-quality education. Compliance is the first step toward program quality; monitoring is the springboard to providing technical assistance.</p> <p>FPO’s main objective is to provide support to the CNMI Public School System in raising student achievement, building capacity among staff, and to recruit and retain highly qualified educators. Through monitoring and evaluating federal programs under the Consolidated Grant, the quality and delivery of services in support of our mission to put “Students First” will be improved and achieved.</p>
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5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The Federal Programs Office (SEA/LEA) will meet the following goals during this 3-year grant cycle:

Goal 1: 80% of public and private school stakeholders will indicate “satisfaction” with the administration, monitoring and oversight, consultation, technical assistance and support activities provided by FPO.

Goal 2: 70% of Consolidated Grant-funded activity objectives will be met by the end of School Year 2025-2026.

5b. Annual Objectives:

Goal 1: 80% of public and private school stakeholders will indicate “satisfaction” with the administration, monitoring and oversight, consultation, technical assistance and support activities provided by FPO.

School Year 2023-2024 (Year 1): 60%
 School Year 2024-2025 (Year 2): 70%
 School Year 2024-2025 (Year 3): 80%

Goal 2: 70% of Consolidated Grant-funded activity objectives will be met by the end of School Year 2025-2026.

School Year 2023-2024 (Year 1): By the end of School Year 2024, 60% of Consolidated Grant project objectives will be on track to be “met”.
 School Year 2024-2025 (Year 2): By the end of School Year 2025, 70% of Consolidated Grant project objectives will be on track to be “met”.
 School Year 2024-2025 (Year 3): By the end of School Year 2026, 80% of Consolidated Grant project objectives will be met.

5c. Means of Evaluating Program Outcomes:

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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
State Administration	60% of public and private school stakeholders will indicate “satisfaction” with the administration, monitoring and oversight, consultation, technical assistance	Quarterly monitoring reports Survey Results	% of public and private school stakeholders indicating satisfaction with the administration, monitoring and oversight, consultation,	No	No baseline data	40%	45%	50%	60%

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	and support activities provided by FPO.		technical assistance and support activities provided by FPO.						
State Administration	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

6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>Under Title V, Part B, Subpart 2, the CNMI PSS Federal Programs Office is charged to provide differentiated support to meet the unique needs of students and schools through the effective, efficient, and strategic administration and use of federal funds.</p> <p>Federal Programs Office staff is responsible for monitoring program outcomes and expenditures, and ensuring that federal funds are used for authorized purposes in compliance with federal statutes, regulations, the approved Consolidated Grant application, and the terms and conditions of Title V, Part B, Subpart 2 funds. This funding is provided to the district to supplement those activities and programs already in place within the schools.</p>
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p><i>We assure that FY23 Consolidated Grant Funds will supplement, not supplant state and local funds.</i></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)

FY 2023 Consolidated Grant

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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – <i>Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</i>	FY 2022 Carryover Funds	FY 2023 Funds
		Equipment Subtotals	\$ -	\$ -

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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2022 Carryover Funds	FY 2023 Funds
		\$ -	\$ -
		\$ -	\$ -
		\$ -	\$ -
Supply Subtotals		\$ 0.00	\$ 0.00

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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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

6. CONTRACTUAL – (PURCHASED SERVICES)

Contractual Product or Service	Purpose of Product or Service	Itemized Budget – <i>Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</i>	FY 2022 Carryover Funds	FY 2023 Funds
Federal Program Monitor (Co-Ombudsman)	Monitors Equitable Services, including Title I services, provided to both public and private schools	\$55,000.00	\$ -	\$ 55,000.00
Venue Rental	Annual Consolidated Grant Stakeholder Meeting	Venue Rental Space to hold the Stakeholder Meeting	\$ -	\$ 2,053.00
		Contractual Subtotals	\$ -	\$ 57,053.00

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Other Subtotals			\$ -	\$ -

Project Narrative

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

1. PROJECT TITLE	Athletics		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Allowable Use(s) of Funds: Title IV-A		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	Public: 8,856 (Private: 1,690)	Public School Students
4. NEED(S) for PROJECT	<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 throughout the school year.

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 Outcomes:

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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: 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 <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
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	5%	10%	15%	20%

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variety of sports	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.								
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 20% 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	5%	10%	15%	20%
The PSS Athletics Programs will meet the <u>physical</u> needs of students by providing access to athletic programs through a	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	Pre & post student physical fitness test	Percent of students overall physical fitness	Yes	SY 2022-2023: Ongoing - Data Available by June 2023	5%	10%	15%	20%

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variety of sports	least 20% by the end of the sports season as measured by pre and post season physical fitness tests.								
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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

7. Personnel Needs

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

Prompts for Personnel Needs:

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

BUDGET NARRATIVE

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

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

1. PROJECT TITLE: Athletic Programs (Public)

BUDGET SUMMARY PAGE

BUDGET CATEGORIES		INDIRECT COSTS	FY 2022 CARRYOVER FUNDS SUBTOTALS	FY 2023 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits		\$ -	\$ -	\$ -	\$ -
3. Travel		\$ 6,132.36	\$ -	\$ 161,378.00	\$ 167,510.36
4. Equipment		\$ -	\$ -	\$ -	\$ -
5. Supplies		\$ 2,237.85	\$ -	\$ 58,890.76	\$ 61,128.61
6. Contractual (Purchased Services)		\$ 920.82	\$ -	\$ 24,232.00	\$ 25,152.82
7. Other		\$ 7,152.36	\$ -	\$ 188,220.00	\$ 195,372.36
Indirect Cost Rate:	Subtotals	\$ 16,443.39	\$ -	\$ 432,720.76	
3.80%				Grand Total:	\$ 449,164.15

Itemized Indirect Cost Categories and Calculations

Please break down each budget category and corresponding amount that the Insular Area includes in column G (row 15) above to show what is included in the Indirect Cost base below. For example, this itemized list should match each Insular Areas' Indirect Cost agreements base for calculaing Indirect Costs. The information provided should demonstrate what the Insular Areas includes in its indirect cost calculation.

- After completing all 8 “Budget Narrative” worksheets, we strongly recommend that the applicant review the totals from each worksheet to ensure that the amounts match what is listed in the Budget Summary direct costs columns.
- Where there are discrepancies, the applicant must correct the errors prior to submitting the application. **Please be sure to thoroughly review the “Budget Narrative(s)” for accuracy prior to submitting the application.**
- The total amount of funds outlined in all combined Project and Budget Narratives should not exceed the amount of funds available for FY 2023. Amounts of funding, equipment, personnel, etc. should be consistent between the Project and Budget Narratives. Do not include State and/or Local funds in the worksheets.**

Other - Indirect Cost Rate: Identify the indirect cost rate (if the applicant will charge indirect costs to the grant). The applicant must include its indirect cost rate in the box at the bottom left hand side of the worksheet. However, the indirect cost rate will not cause amounts to auto-populate in the Indirect Costs column.

Instead, applicants must **manually calculate and enter** the amounts for the indirect costs. This is because each applicant will have an individual indirect cost rate.

NOTE: All budget costs must be allowable – i.e., they must be necessary and reasonable, allocable to the program, and adequately documented (2 CFR 200.403). They should also be clearly aligned with the “Project Narrative.”

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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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

4. EQUIPMENT				
Equipment Type	Purpose of Equipment	Itemized Budget – <i>Machinery/Equipment, Information Technology Equipment, Computer Hardware, Computer</i>	FY 2022 Carryover Funds	FY 2023 Funds
Equipment Subtotals			\$ -	\$ -

Equitable Services: Breakdown of Consolidated Grant Project Costs by Public & Non-Public Schools		
	Student Enrollment (Month/Day/Year)	Dollar Amount
Insular Area Public School System	8,856	\$449,164
Non-Public School	1,431	\$96,800
ACS	114	\$7,712
BSM	38	\$2,571
GCA	238	\$16,100
IMS	9	\$609
MCS	516	\$34,905
NMIS	101	\$6,832
SCS	91	\$6,156
SIS	262	\$17,723
SDA	62	\$4,194
Total	1431	\$96,800

Pooled funding
PNP coaching
stipends

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](#)

1. PROJECT TITLE	Class Size Reduction (CSR) Teachers (30)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Consolidating under Title V, Part B, Subpart 2 - Rural and Low-Income School Program or RLIS Project’s connection to allowable uses of funds 1. Title-1, Part A (Local Education Agency (LEA) Grants) 2. Title II, Part A (Supporting Effective Instruction State Grants) 3. Title III, Part A (English Language Acquisition State Grants) 4. Title IV, Part A (Student Support and Academic Enrichment Grants) All activities allowable under each Federal program may be administered and consolidated under Title V, Part B.		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	8,856 2019 public school students under the CSR project	List participants other than students (e.g., Teachers, administrators, other staff, and parents) 17 CSR teachers in Elementary 13 CSR teachers in Secondary
		Breakdown By Type	430 CSR students in Elementary 1589 CSR students in Secondary
4. NEED(S) for PROJECT	The CNMI PSS average student/teacher ratio this SY 2022-2023 is at 19 students to 1 teacher for the school district The following elementary schools exceeded the State Board targeted student teacher ratio: <ul style="list-style-type: none"> ● Kagman Elementary School (21:1) The following middle schools exceeded the State Board targeted student teacher ratio: <ul style="list-style-type: none"> ● Dandan Middle School (22:1) ● Francisco M. Sablan Middle School (25:1) ● Tanapag Middle School (22:1) The following high schools exceeded the State Board targeted student teacher ratio:		

- Marianas High School (27:1)
- Saipan Southern High School (25:1)

The CNMI Public School System (PSS) State Board of Education’s target goal of 20 students to 1 teacher ratio in all core content classrooms is a paramount initiative we are striving to achieve. With the support of the Consolidated Grant Class Size Reduction (CSR) project, PSS will move forward in meeting this initiative.

With the 30 CSR teachers in place throughout the school district, CNMI PSS will meet the initiative of reducing overcrowded classrooms with a 20 students to 1 teacher ratio for School Years 2023-2024, 2024-2025, 2025-2026.

When we provide highly qualified teachers teaching in the core content areas with smaller class sizes that meet the State Board approved teacher/student ratio of 20:1, then our student learning outcomes in the core content areas of English Language Arts, Mathematics, Science, and Social Studies will improve and will meet or exceed the District’s reading goal as measured by the Renaissance STAR Assessment.

Evidence-based research indicated that students in a smaller class have better academic and non-academic outcomes and that class size reduction is one strategy that helps minimize the loss of learning. The placement of Class Size Reduction (CSR) teachers to reduce overcrowded classrooms of over 20 students or more will help students improve their STAR Reading Assessment with more time focused on student learning.

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

Croll, P. & Hastings, N. (Eds.). (1996). Effective primary teaching –research based classroom strategies. London: David Fulton.
 Johnson, L. (2011). Does class size really matter? District Administration, 47(9), 104-105.
 CNMI PSS Fact & Figures 2022-2023

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

The placement of Class Size Reduction (CSR) teachers to reduce overcrowded classrooms of 20 students or more will help improve their STAR Reading Assessment with more time focused on student learning.

The 30 CSR teachers are placed in the elementary, middle and high schools collectively to mitigate over-crowded student-teacher ratio classrooms in the core content areas of English Language Arts, Mathematics, Science, and Social Studies.

5b. Annual Objectives:

Students in grades 3rd through 8th will score at the ready level as measured by the STAR Reading Assessment.

1. 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.
2. By the end of SY 2024-2025, 60% or more of our students in grades 3rd through 8th will score at the ready level as measured by the STAR Reading Assessment.
3. By the end of SY 2025-2026, 70% or more of our students in grades 3rd through 8th will score at the ready level as measured by the STAR Reading Assessment.

Students in grades 9th through 12th will score at the ready level as measured by the STAR Reading Assessment.

1. 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.
2. By the end of SY 2024-2025, 54% or more of our students in grades 9th through 12th will score at the ready level as measured by the STAR Reading Assessment.
3. By the end of SY 2025-2026, 64% or more of our students in grades 9th through 12th will score at the ready level as measured by the STAR Reading Assessment.

Meet the CNMI PSS State Board student teacher ratio targeted goal of 20:1 in the elementary school.

1. By the end of SY 2023-2024, CNMI PSS student teacher ratio will be at 20:1 in the elementary school.
2. By the end of SY 2024-2025, CNMI PSS student teacher ratio will be at 20:1 in the elementary school.
3. By the end of SY 2025-2026, CNMI PSS student teacher ratio will be at 20:1 in the elementary school.

Meet the CNMI PSS State Board student teacher ratio targeted goal of 20:1 in the middle school.

1. By the end of SY 2023-2024, CNMI PSS student teacher ratio will be at 20:1 in the middle school level.
2. By the end of SY 2024-2025, CNMI PSS student teacher ratio will be at 20:1 in the middle school level.
3. By the end of SY 2025-2026, CNMI PSS student teacher ratio will be at 20:1 in the middle school level.

Meet the CNMI PSS State Board student teacher ratio targeted goal of 20:1 in the high school.

1. By the end of SY 2023-2024, CNMI PSS student teacher ratio will be at 20:1 in the high school level.
2. By the end of SY 2024-2025, CNMI PSS student teacher ratio will be at 20:1 in the high school level.
3. By the end of SY 2025-2026, CNMI PSS student teacher ratio will be at 20:1 in the high school level.

CSR teachers' observable evidence of learning environments (7) conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.

1. By the end of the SY 2023-2024, all 30 CSR teachers' seven observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.
2. By the end of the SY 2024-2025, all 30 CSR teachers' seven observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.
3. By the end of the SY 2025-2026, all 30 CSR teachers' seven observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.

5c. Means of Evaluating Program Outcomes:



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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) Teachers

Means of Evaluating Program Outcome(s) Chart #

Project Activity (Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)	Corresponding Annual Objective (Enter the annual objective from 5b that this project activity aligns with.)	Data Source <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 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
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.

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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)	Human Resource Office Student/Teacher Ratio Report	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)	Human Resource Office Student/Teacher Ratio Report	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)	Human Resource Office Student/Teacher Ratio Report	Yes	20:1	20:1	20:1	20:1	20:1
Learning environmen	By the end of SY 2023-2024,	ELEOT	Observation Description:	Yes	Baseline data will be	24 CSR teachers' seven	26 CSR teachers' seven	28 CSR teachers' seven	30 CSR teachers' seven

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<p>t for conducive learning measured by ELEOT</p>	<p>all 30 CSR teachers' observable evidence of learning environments (7) conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>		<p>1. Not Observed, 2. Somewhat Evident, 3. Evident and 4. Very Evident</p>		<p>collected at the beginning of the school year.</p>	<p>observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>	<p>observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>	<p>observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>	<p>observable evidence of learning environments conducive to learning will demonstrate 'Evident to Very Evident' as measured by ELEOT.</p>
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6. PROJECT DESCRIPTION	6a. BASIC PROGRAM OF INSTRUCTION <p>Core services at the elementary level include instruction in English, mathematics, science, social studies, heritage language, computers, physical education, and health. Core services at the middle school level include instruction in English, math, science, social studies, NMI History, Leadership Corps, health, computers, and physical education. Core services at the high school level include instruction in English, math, science, World History, CNMI History, economics, and six electives.</p> <p>The CSR project is a Human Resource Office function focused on hiring additional qualified teachers from K-12 as authorized in PL 105-277 to help reduce class size of 20:1 for a more conducive and optimum learning for students.</p> <p>The PSS Professional Development program focuses on wrap-around supports such as teacher mentoring, instructional coaching, mental health best practices to maintain effective teachers.</p>
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6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

The Class Size Reduction (CSR) teachers supplement core instruction across all subject areas at the elementary and [secondary](#) level. PSS CSR teachers help pull down the student teacher ratio of 20:1 at [the elementary and secondary schools](#). At the elementary level, the [17 elementary CSR teachers are teaching at the K-6 grade level](#), [while the 13 secondary CSR teachers will pull down class size to the 20:1 ratio at all secondary schools to achieve the 20:1 State Board targeted goal](#).

[The current CSR teachers, 17 in the elementary and 13 in the secondary level are Board certified highly qualified teachers.](#)

The Federal Programs Office, [Human Resource Office](#) and School Principals oversee this project. Our on-line teachers (funded via CGA Technology project) also help pull down class size and provide core content instruction for students on our neighbor islands of Tinian and Rota as it is difficult to recruit teachers in subjects such as Chemistry or Algebra II and Special Education. We recruit teachers every year and mentor novice teachers by a master teacher at the school where the novice teacher is assigned to teach.

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

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

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

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

The Professional Teaching and Learning Cycle: Introduction (2008). Southwest Educational Development Laboratory.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Classroom Teachers (30)	Highly Qualified Class Size Reduction (CSR) Teachers	Placement of CSR Teachers to reduce overcrowded classes of 20 students or more in core content areas in English Language Arts, Mathematics, Science and Social Studies in the elementary and secondary level.	100%

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
		Equipment Subtotals	\$ -	\$ -

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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2022 Carryover Funds	FY 2023 Funds
Supply Subtotals		\$ 0.00	\$ 0.00

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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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

6. CONTRACTUAL – (PURCHASED SERVICES)

Contractual Product or Service	Purpose of Product or Service	Itemized Budget – <i>Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.</i>	FY 2022 Carryover Funds	FY 2023 Funds
Contractual Subtotals			\$ -	\$ -

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Other Subtotals			\$ -	\$ -

Project Narrative

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

1. PROJECT TITLE	College, Career, and Life Readiness Project		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS). <ul style="list-style-type: none"> ● Use of funds under ESSA as an allowable activity under Section 4107 (a) (1) and 4107 (a) (3) (D) (ii) increasing the availability and enrollment in accelerated learning courses through the provision of Advanced Placement courses. ● Use of funds as permitted under ESSA Section 1114 (b) (7) (A) (iii) (II) preparing students for the workforce through CTE programs 		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	9th-12th AP	600 (AP)	Students Teachers School Administrators
	10th –12 th Co-Op	500 (Co-op)	Students
6th-12th CTE	5217 (CTE)	Students	Students: 600 Teachers: 463 School Administrators: 45 500 students 5,217 students
4. NEED(S) for PROJECT	Advanced Placement Program Students need access to high-quality and challenging curricula, and Pre AP and AP courses provide a common syllabus and teacher training that meet recognized quality criteria. Research shows that students who take AP are better prepared for—and more likely to—attend college and graduate on time (than academically similar students who don’t take AP courses). Additionally, according to College Board (2020), taking the AP Exam and getting a qualifying score helps students save time and money by earning college credit or advanced placement, which allows them to skip introductory college courses. Receiving college credit for passing an AP exam is financially beneficial to students and their families.		

The What Works Clearinghouse reported that “students who took both the AP course and the AP exam had higher college GPAs, earned more credits, and had higher graduation rates than students who took only the AP course or a non-AP course in the same subject area” (2009, p. 1). Another report indicated that “college credits earned in high school are related to reduced time to degree, double majoring, and more advanced coursework” (Evans, 2018, p. 925). Families can financially benefit if students earn college credit by passing an AP exam while still in high school. PSS Board of Education policies reflect the importance of developing courses with rigorous standards expected of freshman college courses. Accordingly, AP courses are graded on a weighted GPA scale that goes up to 5.0 (§ 60-20-545 Evaluation Services; Grading System) and in most CNMI PSS high schools, students must obtain credit in “a minimum of fifty percent honor or AP courses offered” to qualify as the class valedictorian or salutatorian at graduation (§ 60-20-436 Ceremonies and Awards). According to data published about the Commonwealth of the Northern Mariana Islands (CNMI) by REL Pacific and the Institute of Education Sciences (2018), 20% of students in the CNMI were placed in credit-bearing college courses for English and 8% in math. These implications continued for the students’ entire college journey as fewer students graduated when placed in developmental English and math courses compared to students placed in credit-bearing courses in either subject. The data suggests that students were more likely to be placed in credit-bearing English and math courses if they had better high school academic preparation, such as enrollment in Advanced Placement (AP) courses.

The CNMI PSS has worked to broaden student access to the Pre AP and AP curriculum and to enable a wider and more diverse proportion of students to achieve success in AP coursework. However, significant inequity remains, most especially for students living in the neighboring islands of Tinian and Rota where access to highly qualified AP teachers and AP courses is limited. To address this inequity, training is needed to support teachers in CNMI PSS high schools: Marianas High School, Kagman High School, Saipan Southern High School, Tinian Junior Senior High School, Dr. Rita Hocog Inos Jr./Sr. High School, and Da’ok Academy. In SY 2022-2023, six Pre-AP courses were offered at Saipan Southern High School, creating a pathway to better prepare students for the rigors of AP courses. These Pre-AP courses deliver grade-level appropriate instruction through focused course frameworks, instructional resources, learning checkpoints, and collaborative educator workshops. They are designed to support all students across varying levels of abilities by providing students with space and time to deeply engage with content.

In addition to the increased interest in preparatory AP course development, new AP courses developed in the previous year including AP Seminar (the first of two courses in the AP Capstone Diploma Program), AP Computer Science A, AP Japanese Language and Culture, and AP Music Theory have continued into their third year with full rosters and success (e.g. the AP Computer Science AP instructor was the recipient of the AP Female Diversity Award). In addition, the district will continue to offer online courses so that students can take AP courses regardless of which high school they attend. Increasing AP access and equity will help increase positive student outcomes in AP courses and ultimately college performance.

If CNMI PSS increases the availability of Pre AP and AP Courses in high schools across the three islands, then there will be an increase in enrollment of accelerated learning courses in schools and an improvement in student learning outcomes. Increasing the availability and enrollment in accelerated learning courses through the provision of Advanced Placement courses is an allowable activity under ESSA’s Section 4107 (a) (1) and 4107 (a) (3) (D) (ii).

Career & Technical Education

As of 2020, 41% of the 23,840 workforce employed in the CNMI are non-citizen workers. We have a need to better prepare our students through increased CTE programs and on-the-job training (OJT) for jobs in the CNMI to expand the US Worker participation in our tourism-based economy.). In addition, this project will increase student motivation, interest and attendance because research has shown that students who attend CTE programs are more motivated and interested in schoolwork because of its connection to the real-world and are less likely to drop out (Wonacott, 2002). Our lead CTE program is our Cooperative Education & Training Program which has a classroom education component coupled with exposure to the world of work through monitored and supervised on-the-job training. This project will collaborate with the dynamic private sector partners on all three islands, many of which have partnered with the Cooperative Education Program in the past.

Cooperative Education

In coordination with CTE, the Cooperative Education & Training Program and on-the-job training (OTJ) will further assist in helping students identify their desired careers. Our theory of action is if we implement the Cooperative Education & Training Program with additional CTE classes and on-the-job training (OTJ), our students will be prepared for CNMI jobs and our private sector employers will readily hire these young adults to replace non-resident workers who will have to exit the CNMI as required by the Consolidated Natural Acts of 2008 (CNRA). In its efforts to continue to transform the CTE Program, the CNMI PSS continues to support student college and career success by building and strengthening career pathways and expanding CTE Programs, which will in turn increase opportunities and expose students to college preparatory work that is rigorous and relevant to their goals and interests.

References:

College Board. (2020, September 21). *Parent resource: Understanding AP*. Advanced Placement. Retrieved March 29, 2023, from <https://blog.collegeboard.org/parent-resource-understanding-ap>

Evans, B. J. (2018). How College Students Use Advanced Placement Credit. *American Educational Research Journal*, 56(3), 925–954. <https://doi.org/10.3102/0002831218807428>

Flores, S., & Gomez, M. O. (2011). Strategies for Increasing Advanced Placement Participation for Underrepresented Students: Barriers, Practices, and Positive Outcomes. *NASSP Bulletin*, 95(1), 65–79. <https://doi.org/10.1177/0192636511406529>

Regional Educational Laboratory Program (REL). (2018, March). *Understanding college and career readiness in the Northern Mariana Islands*. Institute of Education Sciences (IES) Home Page, a part of the U.S. Department of Education. Retrieved March 28, 2023, from <https://ies.ed.gov/ncee/rel/Products/Region/pacific/Resource/70120>

What Works Clearinghouse (2009). *WWC Quick Review of the Report “College Outcomes Comparisons by AP and Non-AP High School Experiences.”* Retrieved from https://ies.ed.gov/ncee/wwc/Docs/QuickReview/apoutcomes_040709.pdf

What Works Clearinghouse. (2017). *Preventing Dropout in Secondary Schools NCEE2017- 4028 U.S. DEPARTMENT OF EDUCATION*.

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

Wonacott, M.(2002). Dropouts and Career Technical Education, Myths and Realities No. 23,” (Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement

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

5. GOAL STATEMENT/OBJECTIVES

5a.

Goal Statement:

During the three-year grant cycle, this project’s main goal is to increase student outcomes in College, Career, and Life Readiness by increasing AP exam preparation & support systems, increasing student participation in work-based learning experiences, and increasing career pathways available to students.

How the goal will meet the project need:

AP participation can only increase if significant barriers to course access and learning are reduced. These barriers include student preparation for AP courses, access to rigorous AP course offerings, curriculum, and knowledgeable instructors, and state financing of AP exams. The objectives (and quarterly targets) will measure these factors associated with increasing AP student outcomes, with expenditures directly related to providing appropriate support to achieve the goal. Objective #1 will focus on increasing the number of AP and Pre-AP courses offered by the district each year. Objective #2 will ensure all AP- and Pre-AP teachers, and Coordinators, participate in a relevant summer PD (e.g., AP Summer Institute and AP Annual Conference). and Objective #3 will see an increase in AP students completing an AP exam. Career & Technical Education & Cooperative Education aims to enhance job preparedness of students to secure jobs in the CNMI economy through work based learning programs and career pathways through an On-The-Job training model.

5b. Annual Objectives:**Annual Objective #1 (AP Exam Preparation):**

- By the end of SY23-24, at least 60% of students who took an AP exam will indicate that they felt prepared by enrolling in the corresponding AP course.
- 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.
- By the end of SY25-26, at least 70% of students who took an AP exam will indicate that they felt prepared by enrolling in the corresponding AP course.

Annual Objective #2 (Pre AP/AP Teacher Training):

- By the end of SY 23-24, 70% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” for seeing improvement in their practices as an AP/Pre-AP teacher after participating in a related College Board Summer PD as measured by the PD evaluation survey.
- By the end of SY 24-25, 75% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” for seeing improvement in their practices as an AP/Pre-AP teacher after participating in a related College Board Summer PD as measured by the PD evaluation survey.
- By the end of SY 25-26, 80% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” for seeing improvement in their practices as an AP/Pre-AP teacher after participating in a related College Board Summer PD as measured by the PD evaluation survey.

Annual Objective #3 (AP Coordinator Training):

- By the end of SY 23-24, 70% 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.
- 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.
- By the end of SY 25-26, 80% 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.

Annual Objective #4 (Cooperative Education Objective):

- By the end of SY 23-24, there will be an increase in the number of students participating in work-based learning by 10% or 500 students.
- By the end of SY 24-25, there will be an increase in the number of students participating in work-based learning by 10% or 550 students.
- By the end of SY 25-26, there will be an increase in the number of students participating in work-based learning by 10% or 605 students.

Annual Objective # 5 (Career & Technical Education Objective):

- By the end of SY 23-24, professional development and training will be provided for at least one high school to develop and implement one career pathway.
- By the end of SY 24-25, professional development and training will be provided for at least one high school to develop and implement one career pathway.
- By the end of SY 25-26, professional development and training will be provided for at least one high school to develop and implement one career pathway.

The objectives will directly measure levels of AP exam preparation & support systems, participation in work-based learning programs, and implementation of career pathways, which will ultimately lead to increased college, career, and life readiness student outcomes. The quarterly and end of year targets will directly measure progress towards reaching the goals for this three-year improvement cycle. The goals are also aligned to the basic program of instruction and supports the supplemental project, with all expenditures allocated to achieving the goal and objectives

5c. Means of Evaluating Program Outcomes:

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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 <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 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
AP Exam Preparation	By the end of SY23-24, at least 60% of students who took an AP exam will indicate that they felt prepared by enrolling in the	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.	<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>	60% 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>

<p>Pre AP/AP Teacher</p>	<p>corresponding AP course. By the end of SY 23-24, 70% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” for seeing improvement in their practices as an AP/Pre-AP teacher after participating in a related College Board Summer PD as measured by the PD evaluation survey.</p>	<p>Survey results from the PD evaluation survey</p>	<p>Percentage of AP/Pre-AP teachers who rated “Agree” or “Strongly Agree” for seeing improvement in their practices</p>	<p>Yes</p>	<p>Baseline will be collected at the end of SY23-24 after teachers have attended the College Board Summer PD.</p>	<p><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></p>	<p><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></p>	<p><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></p>	<p>70% of AP/Pre-AP teachers will rate “Agree” or “Strongly Agree” on the PD evaluation survey.</p>
<p>AP Coordinator Training</p>	<p>By the end of SY 23-24, 70% 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</p>	<p>Survey results from the PD evaluation survey</p>	<p>Percentage of AP/Pre-AP coordinators who rated “Agree” or “Strongly Agree” for seeing improvement in their practices</p>	<p>Yes</p>	<p>Baseline will be collected at the end of SY23-24 after coordinators have attended the College Board Summer PD.</p>	<p><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></p>	<p><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></p>	<p><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></p>	<p>70% of AP/Pre-AP coordinators will rate “Agree” or “Strongly Agree” on the PD evaluation survey.</p>

<p>Cooperative Education Work-Based Learning</p>	<p>measured by the PD evaluation survey.</p> <p>By the end of SY 23-24, there will be an increase in the number of students participating in work-based learning by 10% or 500 students.</p>	<p>GradeQuick Classroom, roster on Infinite Campus</p>	<p>Number of students participating in Cooperative Education</p>	<p>No</p>	<p>Baseline Data will become available by end of SY 2022- 2023</p>	<p>250 students enrolled in Semester One of Cooperative Education</p>		<p>250 students enrolled in Semester Two of Cooperative Education</p>	
<p>Career Technical Education (CTE) - Career Pathways</p>	<p>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.</p>	<p>Agenda. Attendance Sheets, School planning documents</p>	<p>Number of high schools developing and implementing career pathways</p>	<p>Yes</p>	<p>PD will begin April 2023</p>	<p>High schools to attend PD</p>	<p>High schools to attend PD</p>	<p>High schools develop career pathway plan</p> <p>At least one high school ready to implement a career pathway</p>	<p>At least one high school implementing a career pathway</p>

6. PROJECT DESCRIPTION	6a. BASIC PROGRAM OF INSTRUCTION <ol style="list-style-type: none"><li data-bbox="552 224 2013 375">1. Description of Basic Program of Instruction: The CNMI PSS provides core instructional programs in the areas of English, Math, Science, Social Studies, Indigenous Heritage Language Studies, Physical Education/Health and other elective courses to students in grades K-12, enabling them to successfully progress from grade to grade and prepare for graduation, college and career readiness. CNMI PSS also provides local personnel (e.g., school administrators, teachers, counselors) to support and improve academic and social-emotional learning, including attendance/truancy, discipline, social concerns and a positive school climate.<li data-bbox="552 375 2013 526">2. How the Basic Program of Instruction is related to the project need: To be able to enhance the basic program of instruction, to include access to accelerated learning courses, teachers need access to high quality training focused on Pre AP and AP coursework. Strengthening the CNMI's workforce and preparing our students to be college, career, and life ready is critical to our vision and mission. Co-Op Teachers will interact with students by helping provide support and challenging academic curricula such as Co-Op Education and CTE programs.
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6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

1. Ways the supplemental project will support the basic program of instruction:

To support student outcomes in College, Career, and Life Readiness, this project focuses on three components:

1. Increasing AP exam preparation & support systems;
2. Increasing student participation in work-based learning experiences;
3. Increasing career pathways available to students..

The following supplemental projects, including implementation, monitoring and evaluation, will be overseen by the following CNMI PSS personnel: AP Program District Coordinator, school-level AP Coordinators, CTE Program Director, and Co-op Program Coordinator.

2. Why the Supplemental Project is Necessary to Meet Project Need and Goal:

The overarching goal of this program is to increase student outcomes in College, Career, and Life Readiness. The project will support college-ready AP student outcomes by increasing AP exam preparation, support systems, and teacher/coordinator training. PSS recognizes the value of students taking accelerated courses (such as Pre AP and AP) in preparing them for college by taking college-level courses in high school. This project will also provide students with work-based learning experiences and increased access to career pathways.

3. Major Activities to Accomplish Project Goal During Three-Year Implementation Cycle

Advanced Placement Activities

To assist with the attainment of the project’s goal during the three-year implementation cycle, the first set of activities to be implemented is to expand the AP and Pre-AP courses offerings. PSS has worked to broaden student access to the AP curriculum and to enable a wider and more diverse proportion of students to achieve success in AP coursework. PSS currently offers six Pre-AP courses at one school (SSHS) and a total of 18 AP courses at three out of six high schools. However, significant inequity remains, most especially to the students located in the outer islands of the CNMI. Access to AP and Pre-AP courses is limited and therefore expansion of the program and training of the teachers is needed at our six high schools (MHS, KHS, SSHS, TJSHS, RJSHS & Da’Ok Academy) and Distance Education Program.

Research shows that targeted AP trainings for teachers can increase the number of underrepresented minority students enrolled in AP courses (Brown & Brown, 2019). Therefore, we will continue to have AP/Pre-AP teachers attend College Board PD opportunities (e.g., AP Summer Institute and Pre-AP Institute), which is at no cost to the teacher and is taught by certified College Board-endorsed AP instructors. These College Board-endorsed PDs are immersive events designed to introduce teachers the course frameworks, pedagogical routines, model instructional units, and assessment resources available to them. Through an intensive study of specific course materials, participants will begin to develop their yearlong

instructional plan. We will also continue to send school AP Coordinators to the PD opportunities (e.g., AP Annual Conference), which are aimed at increasing equity and access of the program to underrepresented student subgroups.

The last major activity is to increase student enrollment in AP courses and the number of students who complete an AP exam because college credit is associated with AP exam scores. To relieve the financial burden that the costs of AP exams may bring to families, the AP Program will fund the full cost of AP exams for all students. When significant barriers to AP access and equity are reduced, we expect to see an increase in student achievement over time (Flores & Gomez, 2011).

The objectives (and quarterly targets) will measure these factors associated with increasing AP student outcomes, with expenditures directly related to providing appropriate support to achieve the goal. The AP District Coordinator manages the AP Program and attends the AP State Coordinators meeting at the AP Annual Conference. The AP Program will fund the school-level AP Coordinators' pay differential (for providing site-level AP coordination and technical assistance). Each high school has one AP Coordinator, and because these individuals are teachers or counselors, the coordination of AP exams are outside of their day-to-day activities. The differential is given to each AP Coordinator who completes tasks related to the AP Program and is given access to view AP course rosters on College Board. These activities include the ordering of exams, reviewing the AP Manual and attending webinars to ensure the school follows all AP course protocols, communicating with all AP course instructors, notifying students about exam day reminders, training teachers and counselors to administer exams, ensuring exams are administered at the scheduled time, and mailing the exams to College Board. AP Coordinators are also responsible for communicating with College Board directly regarding questions and issues with students' AP exam registration. The differential amount was determined by Federal rates for compensating CNMI teachers and staff who work on weekends and after-school and follows procedures that are in place for differentials. In this case, CG funds will supplement and not supplant state and local funds.

The AP Program will also fund AP Coordinators' travel to the AP Annual Conference (which will be at least once every three years). The training is either fully-funded by the AP Program, or a cost-share between us and the teacher's school (depending on the availability of funds), with teachers being trained at least once every three years.

Lastly, College Board participation fees and student exam fees will be fully funded by the AP Program. Each exam costs \$94 and is determined College Board, which is the sole source provider of AP exams. The AP Program will fund all students' AP exam as long as they are enrolled in an AP course during that school year.

The District AP Coordinator and the coordinators of the Distance Education Program will travel to Tinian and Rota (six roundtrip) to provide on-site support to AP Coordinators based on the two islands. Additionally, they will deliver the exams and supplies, provide proctor training, set up the software for testing in laptops, and meet with school administrators regarding AP courses and AP exam administration.

School and office supplies will be used to proctor the AP exams at each school. These include paper, pencils, pens, sharpeners, headphones (for computer exams), calculators (for math exams), folders, envelopes, packing tape (for shipping the exams back to College Board), and timers.

Progress monitoring for all activities at each site will be conducted by the school-level AP Coordinators and reported to the District AP Coordinator at the end of each quarter for all three years of the implementation cycle (FY 2023, FY 2024, and FY 2025). There is no connection to any other Federal Agency/program.

AP Program Activities & Timeline

Activity	Timeline	Person(s) Responsible
AP exam ordering	March 2024	School-level and district-level AP coordinators
College Board / AP Training	June/July 2024	AP/Pre-AP teachers and coordinators
Starting new AP courses	August 2024	Pre-AP/AP teachers

Cooperative Education Activities (Work-Based Learning Program)

The Cooperative Education & Training Program (Co-Op) supplements core education services by providing work-based learning for students as they prepare for college and careers. Co-Op is an integral part of the Career and Technical Education Program. Of the 27,797 workers that make up CNMI’s workforce, roughly 14,095 or 51% of them consist of foreign workers. What makes the Co-Op Program ideal for youth workforce development is the education component coupled with monitored and supervised work-based learning. This enables students to [learn and gain work experience](#). Students will receive [three stipend payments within a five month period \(three stipend payments per semester\)](#). The stipends help defray costs incurred by participation such as their transportation, uniforms if they are not provided, and other associated expenses. Companies then have the option of hiring their Co-Op student thereafter at a wage rate of \$7.50 an hour. Six Co-Op Education teachers and the Co-Op Program Coordinator are funded through this program. We have program monitoring of our Co-Op Education Program on the islands of Tinian and Rota.

We also have quarterly monitoring of the Co-Op programs on Tinian and Rota that necessitate transportation costs. Allocated operational supplies for our Co-Op Education teachers is at \$75 a month. Fuel is also budgeted for the Co-Op Education Van to transport Co-Op students from Kagman High School on the windward side of the island to the leeward side where the main business district is. [These funds will supplement and not supplant state and local funds that will be used for fuel](#). The CNMI does not have adequate, available public transportation in place to accommodate student transportation needs and the PSS’s transportation department is unable to assist as student drop off times coincide with after school pickup for elementary schools. We contract for Hospitality courses that require 180 hours of classroom instruction that leads to national certification by the American Hotel and Lodging Educational Institute (AHLEI). We will also work with a local clinic and our partners at Public Health to conduct food handler safety workshops for students wishing to complete training in the Food and Beverage Industry. Students will participate in a Job Fair and Appreciation Event during the semester. These events are during school time and also coincide with pick up/drop off times thus preventing the district’s transportation department from assisting. The appreciation event will include attendance and remarks from all key stakeholders including students, district personnel related to the program and trainer mentors from participating companies. Accomplishments and opportunities for growth will be discussed.

The Co-Op Program provides students the opportunity to acquire knowledge and skills in the classroom and apply that learning in the workplace environment. Through Co-Op, students develop transferable employability skills and occupational competence, which will serve them throughout their continuing education and career. The classroom instruction component is 180 hours. [The on-the-job training is at least 60 hours per month for the 3-month OJT period. OJT occurs once per semester or twice per school year, beginning in September and concluding in December.](#)

The integration of classroom instruction by Co-Op Education teachers with monitored and supervised on-the-job training serves as a gateway for entry-level employment. The on-the-job training portion of the program known as Cooperative Training serves as a catalyst for workforce development. Quality training and student performance are monitored through frequent site observations by the Co-Op Coordinator and Teachers. Student progress is documented through monthly performance evaluations, time sheets and training plans. Students enroll in Co-Op Education for the opportunity to [learn and gain work experience](#) while going to school. The program will also fund hospitality certification courses that will graduate students with a Nationally Recognized Hospitality Certification that will enable students to have immediate job placements upon completion. Presently, we have internships that are deeply embedded in our hotel and hospitality industry, pharmacies, health centers, medical clinics, bakeries, law offices, fitness centers, radio stations and telecommunication companies. The duration of the internship is approximately 3 months per school semester.

Upon completion of the program, students earn a total of 2 elective credit hours. In addition to earning school credit hours, students exit the program with a network of professional contacts for future employment. We anticipate that at least 150 students will be placed in jobs in the hotel industry with the 455 shadowing other jobs in the private sector.

Career & Technical Education Activities (Career Pathways Program)

Another integral part of the CTE program is the Career Pathways Program. The CNMI Public School System (CNMI PSS) together with its postsecondary and workforce partners have launched an innovative partnership to build career pathways programs that will create new economic opportunities for its residents and prepare CNMI to meet workforce challenges today and in the future. CNMI PSS leadership is working with its partners to address workforce needs through the development of comprehensive and high-quality career pathways systems and programs that aligns to the needs of local industries and builds the capacity of CNMI students to fill these needs, such as Co-Op.

The standards, programs of study, student work-based learning, and postsecondary connections have been developed for Construction, Entrepreneurship, Nurse Assistant, Hospitality and Tourism, and Teacher Academy career pathways. Currently, the career pathways have been delivered through partners such as the Northern Marianas College (Teacher Academy), Northern Marianas Technical Institute (Construction), Guam Marianas Training Center (Nurse Assistant), and Island Training Solutions (Entrepreneurship). In addition, the Merchant Marine Certification Program is currently being delivered by West Pacific Merchant Academy. Along with the on the job training that Co-Op will provide, these opportunities will allow our students to have direct pathways into their careers of choice. Co-Op Program Staff will conduct on-site interviews and visitations to discuss program outcomes with students and their supervisors. Staff will use their personal vehicles to conduct these visitations across all three islands and will be reimbursed for fuel costs. These costs are directly associated with the management of the program and will not supplement inadequate local resources.

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

1. High school career pathways;
2. Highly qualified and effective CTE teachers/instructors;

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

The Career Pathways Program provides for a sequential and progressive continuum of courses based on the 16 Career Clusters. These courses also lead to certification or credentials recognized by industry upon completion of the program which can cover the grade spans from grades 9th-12th. Summer internships and practicums are also included in the career pathways model. Students participate in summer internships as well as practicums during the school year. In addition, students avail of hands-on, real-life, work-based experiences with industry partners as well.

The PSS is currently working to address the local workforce needs through the development and implementation of comprehensive and high quality career pathways in the following ways: 1) Engaging key stakeholders and defining goals; 2) Mapping policies, programs, and industries; 3) Designing a framework for career pathways; and 4) Designing a plan for implementation and continuous improvement and other related activities.

References:

Brown, R., & Brown, E. A. (2019). Estimating the Effect of a Teacher Training Program on Advanced Placement® Outcomes. *International Journal of Computer Science Education in Schools*, 2(4), 3.
<https://doi.org/10.21585/ijcses.v2i4.35>

Flores, S., & Gomez, M. O. (2011). Strategies for Increasing Advanced Placement Participation for Underrepresented Students: Barriers, Practices, and Positive Outcomes. *NASSP Bulletin*, 95(1), 65–79.
<https://doi.org/10.1177/0192636511406529>

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

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

2. PERSONNEL SALARIES & FRINGE BENEFITS															
Personnel			FY 2022 Carryover Funds				FY 2023 Funds				Total Funds for the Project				
Position Title	Purpose of Position	% of Time	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2022 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	FY 2023 Totals	Salary	Wages (Includes Stipends and Differential Pay)	Fringe	Totals	
COOP - Classroom Teacher (6)	Co-Op Classroom Instruction	100	\$ -	\$ -	\$ -	\$ -	\$ 289,006.00	\$ -	\$ 45,229	\$ 334,235.44	\$ 289,006.00	\$ -	\$ 45,229.44	\$ 334,235.44	
COOP - Coordinator (1)	Program Coordination and Support for Teachers / Students / Training partners	100	\$ -	\$ -	\$ -	\$ -	\$ 53,534.00	\$ -	\$ 8,378.07	\$ 61,912.07	\$ 53,534.00	\$ -	\$ 8,378.07	\$ 61,912.07	
						\$-				\$-	\$-	\$-	\$-	\$-	
						\$-				\$-	\$-	\$-	\$-	\$-	
						\$-				\$-	\$-	\$-	\$-	\$-	
Subtotals			\$-	\$-	\$-	\$-	\$342,540.00	\$-	\$53,607.51	\$396,147.51	\$342,540.00	\$-	\$53,607.51	\$396,147.51	
Grand Total												\$	\$	396,147.51	

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Equipment is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-

Prompts for Equipment:

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 2022 Carryover Funds	FY 2023 Funds
		Equipment Subtotals	\$-	\$-

Equitable Services: Breakdown of Consolidated Grant Project Costs by Public & Non-Public Schools		
	Student Enrollment (Month/Day/Year)	Dollar Amount
Insular Area Public School System	5,225	\$ 1,855,500.00
Non-Public School	1,215	\$ 133,963.00
ACS	114	\$ 12,569.37
EIS	85	\$ 9,371.90
GCA	238	\$ 26,241.31
MCS	516	\$ 56,892.93
SIS	262	\$ 28,887.49
Total	1215	\$ 133,963.00

Project Narrative

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

1. PROJECT TITLE	Family and Community Engagement		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Allowable use of funds as permitted under Title 1, Part A - LEA Grants (Title 1-A) Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	8,856	Public School Students, Staff, PAC, PTSA Leaders, Parents, School Families and Community Partners
4. NEED(S) for PROJECT	<p>1. <u>Identified Need for This Project</u></p> <p>Family and community engagement is a distinguishing characteristic of a high-quality school system. An effective engagement program creates a foundation for mutual partners to collaborate with stakeholders, embracing individuality and uniqueness of families, and promotes a child-centered, age appropriate, family & community driven culture of learning. With this, an effective family & community engagement program will be able to assist the district in achieving and maintaining high levels of family involvement, positive family & community attitudes towards quality partnerships, and streamlined transparent communication across.</p> <p>According to a study conducted by the Metropolitan Center for Research on Equity and the Transformation of Schools at New York University, “The research is consistent and convincing: when schools, families and community groups work together to support learning, children tend to do better in school, stay in school and like school more. These findings hold across differences of class, income, culture, education, ethnicity, and student age (Henderson & Mapp, 2002). Engaging families in schools can lead to improved attendance, higher grades and test scores, better social skills, increased student motivation, and improved behavior (Epstein & Sheldon, 2002; Henderson & Mapp, 2002; Weiss, Lopez, & Rosenberg, 2010; Jeynes 2012).</p>		

Fostering successful family & community engagements at the school and district level involves building trusting family-school relationships, linking family engagement with student learning, understanding and valuing cultural differences between families and schools, supporting parent advocacy for all children, and sharing decision making power between parents, teachers, and administrators.

Therefore, to aid in more effectively communicating decisions that affect students, their families and the community, the CNMI PSS employs various means of outreach, including print, radio and social media/technology. To further empower parents as stakeholders, a council of PTSA presidents across the entire school district has been established to strengthen and increase parent voice in the decision-making capacity.

With the transition to recovery after the COVID-19 pandemic, it is more evident that there is a great need to increase opportunities for stakeholders to provide input and weigh in on critical decisions that affect children academically, socially and mentally. Stakeholders thrive to gain various opportunities to obtain the necessary skills and strategies to improve learning through effective home and school collaboration.

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

Utilizing evidence-based strategies to engage families as partners will support educators in the task of catching students up. This is exceptionally critical in order to rebuild authentic partnerships with families and our community during the COVID-19 recovery phase. Therefore, identifying a family engagement framework for the CNMI Public School System is imperative to support this project as it currently does not have a framework in place. A research/ evidenced-based family and community engagement framework will assist in providing PSS with a guiding tool that will build and foster a sense of TRUST, TRANSPARENCY, and CONNECTIONS between stakeholders to support learning and achievement. Schools and community organizations play a crucial role in establishing and strengthening shared connections with families. So, the need for the district and school leaders to employ effective strategies around engagement activities that form a network of support between schools and families is an essential element for effective school improvement.

Providing a consistent and dedicated newsletter to all families on the three-island chain is an effective means of keeping stakeholders informed and the need for transparent communication to take place. Additionally, Needs Sensing and Engagement Surveys as inserts to Students First allows for families and the community to provide feedback on effective ways to support their child’s education. This input is used to offer training and support for parents and staff and encourages them to engage in activities that strengthen family & community partnerships. Parent Summits bring parents together to discuss education topics – their child’s aspirations; feedback on improving student learning, the classroom experience, etc.; and other issues affecting their children or schools. CNMI PSS is also very active on social media and frequently posts updates and videos to engage the community.

The Public School System’s theory of action posits that utilizing media resources and print brings greater awareness to our parent and community stakeholders, increasing their ability to contribute and engage actively. Parent surveys in the Students First newsletter, email, and social media are also considered some of the most effective ways to engage our families and the community for continuous improvements.

Engaging the Parent Advisory Council along with all school PTSAs and providing regular opportunities to dialogue about school/ district issues strengthens the critical school-to-home connection and increases confidence and trust between the home and school settings.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

By the end of SY 2025-2026, the CNMI Public School System will make an increase of 1.5 points in the average district overall score rating of the Cognia Family Engagement Survey. In doing so, the CNMI PSS will foster effective family and community engagement strategies and support partnerships among schools, parents, and the community to improve student achievement.

Engagement Goal:

By the end of SY 2025-2026, the CNMI PSS will foster effective family and community engagement by:

- convening the Parent Advisory Council in monthly meetings driven by needs assessment surveys to determine topics of importance.
- developing, adopting and implementing identified goals through the establishment of a campus to school improvement plan
- collaborating with the Parent Advisory Council to engage families in shaping program activities and cultivating the expectation that information must flow in both directions
- providing quarterly opportunities to engage in training, workshops, or webinars facilitated by content experts on academic, social emotional and/or career development.
- establish a network of community resources
- identify and establish a framework that would be seen as a compass, laying out the objectives necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement.

Communications Goal:

- increase community awareness of district policies, decisions and school issues by employing media resources in print, radio and social media to disseminate information to stakeholders.
- continue to highlight student achievement and school events through a multitude of media outlets.

5b. Annual Objectives:

Family & Community Engagement Annual Objective # 1 : The project aims to strengthen parent voice in decision making and engagement through parent advisory council meetings, parent and community conferences, workshops and webinars directly related to academic, social, emotional and career development issues. In addition, print, television, and radio media will be utilized to inform the community of district and school issues affecting student performance.

- By the end of SY 2023-24, the CNMI Public School System's overall average Family Engagement Rating score will increase by 0.5 points as measured by the district-wide Cognia Family Engagement Survey.
- By the end of SY 2024-25, the CNMI Public School System's overall average Family Engagement Rating score will increase by 0.5 points as measured by the district-wide Cognia Family Engagement Survey.
- By the end of SY 2025-26, the CNMI Public School System's overall average Family Engagement Rating score will increase by 0.5 points as measured by the district-wide Cognia Family Engagement Survey.

**** Note:** The CNMI PSS currently does not have any data for the Cognia Family Engagement Survey. By the end of SY 2022-2023 all PSS schools will administer the Cognia FE Survey to determine the baseline data.

5c. Means of Evaluating Program Outcomes:

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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: 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 (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
Family & Community Engagement Project	By the end of SY 2023-24, the CNMI Public School System’s overall average rating of the Cognia Family Engagement	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

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	score will increase by 0.5 points.								
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6. PROJECT DESCRIPTION	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <ol style="list-style-type: none"> 1. Description of the Basic Program of Instruction: The CNMI PSS provides core instructional programs in the areas of English, Math, Science, Social Studies, Indigenous Heritage Language Studies, Physical Education/Health and other elective courses to students in grades K-12, enabling them to successfully progress from grade to grade and prepare for graduation, college and career readiness. CNMI PSS also provides local personnel (e.g., school administrators, teachers, counselors) to support and improve academic and social-emotional learning, including attendance/truancy, discipline, social concerns and a positive school climate. 2. How the Basic Program of Instruction is related to the project need: Through family engagement opportunities that exist at the school buildings and district level, PSS has engaged PTSA's, the Parent Advisory Council and media partners in increasing home, school and community awareness, partnership, and collaborative decision making.
	<p>6b. SUPPLEMENTAL PROJECT AND MANAGEMENT</p> <p>Our Community Engagement Programs supplement the core instructional services by increasing parents' and community members' knowledge about all schools and programs, and strengthen their advocacy in public education. Parents and the community members want to know what is happening at our 20 public schools. Parents generally have an idea about what is happening at their child's school based on the school newsletter, Parent Summits, PTA meetings, and what their children tell them. Informed parents and community members often are the best advocates for support for public education. Our community education programs fill a gap in parents' and community members' knowledge about how our schools are performing and the wide array of educational programs, student competitions, and awards won by our students.</p> <p>Our 3-year goal for the CNMI Public School System is to make an increase of .5 points in the average district overall score rating of the Cognia Family Engagement Survey at the end of every year. In doing so, the CNMI PSS will foster effective family and community engagement strategies and support partnerships among schools, parents, and the community to improve student achievement.</p> <p>The following activities will take place during year 1 implementation of this project in increase family and community engagement activities: 1) Publish Students First newsletters, 2) Broadcast television, radio, and social media ads and postings for family engagement activities, 3) Administer Family Engagement Survey, 4) Hold Parent Advisory Council meetings, workshops, and Parent Summits, 5) Implement opportunities for trainings, webinars, and conferences that will assist in the increase of family engagement opportunities that will result in closing learning gaps. The district will administer the annual Cognia Family Engagement Survey to all families via email link, Students First Newsletters, or through online platforms to solicit input/ feedback from stakeholders as a means of measuring awareness of district goals and objectives, decision making and implementation of school-wide activities, and the overall engagement between families, community, and district. In addition, parent evaluation forms will be used to collect and evaluate the engagement of parents in training, webinars and workshops conducted in the areas of academic, social emotional and career development.</p>

7. Personnel Needs

Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Administrative Assistant	Performs clerical work and organizes logistics to implement goals and objectives.	To assist the family engagement program director in the operations logistics outlined for community and parent engagement.	Full-time

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Equipment for record keeping/operations	To keep track of scheduled meetings, activities and communicate with stakeholders	Laptop computer		\$ 2,500.00
Equipment for operations	To print handouts, copies, activities, informational resources during meetings and presentations	Printer & ink cartridges		\$ 500.00
		Equipment Subtotals	\$ -	\$ 3,000.00

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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2022 Carryover Funds	FY 2023 Funds
Materials for parent meetings, trainings and webinars	\$500 x 6 times per year		\$ 3,000.00
Office supplies	\$500 x 2 times per year		\$ 1,000.00
Supply Subtotals		\$ 0.00	\$ 4000.00

Project Narrative

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

1. PROJECT TITLE	Mental Health and Safety Supports		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<ul style="list-style-type: none"> 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. 		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	8,856	Students School Staff
			Public School students: 8,856 Public School staff: 1,200
4. NEED(S) for PROJECT	<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., & 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 surveys and 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 Outcomes:

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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: 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 completion of annual	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.

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<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>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>Staff will develop the</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 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.</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>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 Truama-Informed Classroom (TIC) Evaluation Tool.</p>	<p>identified training of trainer (TOT) and take a pre/post evaluation on identified training outcome measures aligned with TIC Evaluation Tool and needs assessment.</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>Percentage of CNMI PSS school staff who complete needs assessment that will help to direct next steps (e.g., recommendations for policy).</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>

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	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	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.

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					best fit the needs and mental health trends in their schools.				
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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 7th 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"> • Administrative Trainings will occur during quarterly PSS Principals & 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. • 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.
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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 support and training for school administrators, staff and counselors in response to mental health issues. Provide evidence-based strategies for counselors, peers, students and families. Establish comprehensive and multi-tiered approaches to student mental health issues. Implement coordinated referrals with partner agencies, community and stakeholders.	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

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
		Equipment Subtotals	\$ -	\$ -

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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2022 Carryover Funds	FY 2023 Funds
Supply Subtotals		\$ 0.00	\$ -

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<p>Prompts for Contractual Product or Service:</p> <ol style="list-style-type: none"> 1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system <i>(Required)</i>. 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 2022 Carryover Funds & FY 2023 Funds Totals. <p>The sums of costs will populate in the subtotal row.</p>

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2022 Carryover Funds	FY 2023 Funds
			\$ -	\$ -
Contractual Subtotals			\$ -	\$ -

Equitable Services: Breakdown of Consolidated Grant Project Costs by Public & Non-Public Schools		
	Student Enrollment (Month/Day/Year)	Dollar Amount
Insular Area Public School System	8,856	\$ 398,322.00
Non-Public School	1,334	\$ 68,425.00
ACS	114	\$ 5,847.41
BSM	38	\$ 1,949.14
GHIS	65	\$ 3,334.05
GCA	238	\$ 12,207.76
GMS	106	\$ 5,437.07
MCS	516	\$ 26,467.24
NMIS	101	\$ 5,180.60
SCS	91	\$ 4,667.67
St. Joseph	3	\$ 153.88
SDA	62	\$ 3,180.17
Total	1334	\$ 68,425.00

Project Narrative

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

1. PROJECT TITLE	Professional Development (Public)											
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<ul style="list-style-type: none"> Title V, Part B, Subpart 2 (Rural and Low-Income School Program Title VB or RLIS Use of funds as an allowable activity under ESSA Section 2103 (b) (3) (B) (iii)(iv)(v) Teacher professional development, new teacher and school leaders induction, mentoring, and training for school leaders, coaches, teachers on how to differentiate instruction and provide useful feedback. 											
2b. SEA OR LEA SERVICES	LEA											
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES									
	Grade Level(s)	Number of Students	Participant Type(s)									
	K-12	8,856	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Administrators</td> <td style="text-align: right;">47</td> </tr> <tr> <td>Central Office Staff</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Teachers</td> <td style="text-align: right;">463</td> </tr> <tr> <td>Teacher Aides</td> <td style="text-align: right;">116</td> </tr> <tr> <td>Counselors</td> <td style="text-align: right;">38</td> </tr> </table>	Administrators	47	Central Office Staff	30	Teachers	463	Teacher Aides	116	Counselors
Administrators	47											
Central Office Staff	30											
Teachers	463											
Teacher Aides	116											
Counselors	38											

4. NEED(S) for PROJECT1. Identified Need for This Project:

In today's rapidly changing world, educators need to continually update their skills and knowledge to provide the best possible learning experiences for students. The three-year composite scores of the ELEOT at 3.05, the Accreditation Report of 2019, and a recent March 2023 survey all indicate that professional development is a critical need for instructional leaders and teachers. These reports suggest that educators require additional support to address areas of improvement such as equitable learning, fostering a learning culture that promotes creativity, innovation, and collaborative problem-solving, and using data to demonstrate student learning improvement.

To meet these needs, we propose a professional development program that focuses on providing educators with the necessary tools and resources to enhance their teaching skills and practices. The program will be designed to meet the diverse needs of educators, incorporating job-embedded collaboration, real-world experiences, and learning opportunities that ignite student curiosity and passion for learning. By investing in the professional development of our educators, we are investing in the future success of our students and our community.

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

The High-Quality Instructional Material and Professional Development alignment activity is designed to provide educators with the necessary support to implement high-quality instructional materials with fidelity and integrity. [High quality Instructional Materials are comprehensive curricula which were vetted through Content Selection Committees that evaluated for coherent programs embedded with instructional supports, cultural responsiveness and Standard-aligned materials that were approved and adopted by the BOE.](#) As stated in the need for the project, implementing these materials requires professional development for teachers. Therefore, aligning professional development with the use of these materials will help to ensure that every educator has opportunities to grow through job-embedded collaboration, real-world experiences, and learning opportunities that ignite student curiosity and passion for learning.

The Teacher mentoring program is a critical activity for addressing the relationship improvement discrepancies identified in the WE survey results. This program will provide novice and experienced teachers with the opportunity to work collaboratively, share best practices, and receive feedback from one another. Through this program, teachers will develop supportive relationships with their colleagues, enhancing their effectiveness and promoting the success of their students.

The Instructional Coaching Initiative is part of our Professional Learning Plan an essential activity for improving instructional practices and enhancing student learning outcomes. Instructional coaches will work with teachers to develop and implement research-based instructional strategies, assess student progress, and use data to make informed decisions about instructional practices.

The Professional Learning Community activity is designed to provide educators with ongoing professional development opportunities throughout the year. These communities will be facilitated by instructional coaches and will allow educators to collaborate, share best practices, and receive ongoing support to address areas of improvement identified in the ELEOT composite scores and Accreditation Report.

Finally, the Improving Academic Performance in Reading and Math activity is a critical component of the project, as it directly addresses the need for improving student learning outcomes. This activity will focus on implementing evidence-based instructional strategies in reading and math, assessing student progress regularly, and using data to make informed decisions about instructional practices. By

improving academic performance in these key content areas, educators can help to ensure that students are prepared for success in college, career, and life.

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:

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

The common thread that connects all the project activities is improving the academic performance of students in all subjects, particularly reading and math.

The main goal of the project is to ensure that every educator has access to professional development opportunities that will help them improve their instructional practices and facilitate student learning. The High-Quality Instructional Material and Professional Development alignment, Teacher mentoring program, Aspiring Leaders Program, Instructional Coaching Initiative, and Professional Learning Community are all designed to improve the quality of instruction in all contents, with a focus on meeting the needs of all learners, including those who are struggling or disadvantaged.

By implementing these activities, the project aims to create a culture of continuous learning and improvement, where educators are supported in their efforts to meet the needs of their students and where students are engaged and motivated to learn. The ultimate goal is to ensure that all students have the skills and knowledge they need to succeed in school and beyond.

5b. Annual Objectives:

Annual Objective 1 (HQIM PD Alignment):

- By the end of SY 2023-2024 - 60% of 6-12 grade teachers will report as “confident” *or* “very confident” as measured by an HQIM implementation survey.
- By the end of SY 2024-2025 - 70% of 6-12 grade teachers will report as “confident” *or* “very confident” as measured by an HQIM implementation survey.
- By the end of SY 2025-2026 - 80% of 6-12 grade teachers will report as “confident” *or* “very confident” as measured by an HQIM implementation survey.

Annual Objective 2 (Teacher Mentoring Program):

- By the end of SY 2023-2024, 60% of novice teachers who have undergone mentorship will report “confident or very confident” on pre and post- surveys in implementing the HQIM
- By the end of SY 2024-2025, 70% of novice teachers who have undergone mentorship will report “confident or very confident” on pre and post- surveys in implementing the HQIM
- By the end of SY 2025-2026, 80% of novice teachers who have undergone mentorship will report “confident or very confident” on pre and post- surveys in implementing the HQIM

Annual Objective 3 (Instructional Coaching Initiative):

- By the end of SY 2023-2024 - Grade 6-12 teachers will be able to self-report 60% satisfaction with “confident” *or* “very confident” in implementing the HQIM for all contents and ELEOT composite score of 3.20
- By the end of SY 2024-2025 - Grade 6-12 teachers will be able to self-report 70% satisfaction with “confident” *or* “very confident” in implementing the HQIM for all contents and ELEOT composite score of 3.20
- By the end of SY 2025-2026 - Grade 6-12 teachers will be able to self-report 80% satisfaction with “confident” *or* “very confident” in in implementing the HQIM for all contents and ELEOT composite score of 3.20

Annual Objective 4 (Professional Learning Communities):

- By the end of SY 2023-2024 - PLCs will self-report 60% satisfaction with “confident” *or* “very confident” in implementing the HQIM for all contents
- By the end of SY 2024-2025 - PLCs will self-report 70% satisfaction with “confident” *or* “very confident” in implementing the HQIM for all contents
- By the end of SY 2025-2026 - PLCs will self-report 80% satisfaction with “confident” *or* “very confident” in implementing the HQIM for all contents

Annual Objective 5 (Literacy: Grade level Proficiency in Reading for Grades 6-12):

- By the end of 2026, we will increase the annual students’ academic performance (proficiency and above levels) in Reading in grades 6 to 12 by 3% each year as measured STAR Outcomes Assessments

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)
Grade 6	Reading	STAR Reading	50%	53%	56%	59%
Grade 7	Reading	STAR Reading	50%	53%	56%	59%
Grade 8	Reading	STAR Reading	50%	53%	56%	59%
Grade 9	Reading	STAR Reading	50%	53%	56%	59%

Grade 10	Reading	STAR Reading	50%	53%	56%	59%
Grade 11	Reading	STAR Reading	50%	53%	56%	59%
Grade 12	Reading	STAR Reading	50%	53%	56%	59%

Annual Objective 6 (Improving Grade level proficiency in Math for Grades 6-12)

- By the end of 2026, we will increase the annual students’ academic achievements (proficiency and above levels) in Math in grades 6 to 12 by 3% each year as measured STAR Outcomes Assessments:

Grade Level	Academic Subject	Measurement Type	Baseline Data (2022)	Year 1 (2024)	Year 2 (2025)	Year 3 (2026)
Grade 6	Math	STAR Math	50%	53%	56%	59%
Grade 7	Math	STAR Math	50%	53%	56%	59%
Grade 8	Math	STAR Math	50%	53%	56%	59%
Grade 9	Math	STAR Math	50%	53%	56%	59%
Grade 10	Math	STAR Math	50%	53%	56%	59%
Grade 11	Math	STAR Math	50%	53%	56%	59%
Grade 12	Math	STAR Math	50%	53%	56%	59%

The HQIM PD Alignment (Objective 1) will provide instructional leaders and teachers with the necessary tools to implement the curriculum and instruction with quality, fidelity, intensity, and consistency. This program offers various learning opportunities for teachers and leaders, including live virtual sessions, in-person coaching, professional learning, and online resource folders.

The Teacher Mentoring Program (Objective 2) aims to provide guidance and mentorship to new teachers with 0-2 years of experience. Highly qualified teachers provide mentorship to develop pedagogically sound classroom practices that promote student success in academics, behavior, and socio-emotional domains. Novice teachers receive focused support to ensure that they are equipped to manage their classrooms effectively, including curriculum design, student assessment, and parent engagement.

The Instructional Coaching and Professional Learning Community (Objective 3 & 4) fosters educator collaboration within content areas and the implementation of high-quality instructional materials. This initiative seeks to establish a culture of continuous improvement where best practices are continually shared, and subject-specific issues are effectively addressed. With its emphasis on collaboration and innovation, the Professional Learning Community represents a key component of the overall strategy for improving the quality of education.

The increase in student outcomes in Reading and Math (Objectives 5 & 6) annually by 3%, as measured by STAR assessments is closely aligned with the accountability plan, College and Career Readiness, and Student Success Goal. The current levels of student performance in Reading and Math in grades K-12 are provided to establish a baseline for measuring progress and identifying areas for improvement. By implementing these programs and initiatives and working towards this goal, the CNMI PSS is committed to improving the quality of education and promoting better outcomes for its students.

5c. Means of Evaluating Program Outcomes:

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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 (Public)

Means of Evaluating Program Outcome(s) Chart # 1

Project Activity	Corresponding Annual Objective	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 versus 40% of teachers will participate in professional development.)				
					Baseline Data <i>(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 novice teachers who have undergone mentorship will report a positive impact on pedagogical knowledge, skills and abilities as measured by mentor program pre and post-surveys	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 implementin g the HQIM	60% of teachers will self -report as feeling “confident” or very confident in implementing the HQIM

Project Title: Teacher Mentoring Program

Means of Evaluating Program Outcome(s) Chart #2

Project Activity	Corresponding Annual Objective	Data Source	Unit of Measurement (i.e. metric)	Evidence-Based	Baseline Data (No Baseline Data Yet)	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
Teacher Mentoring Program	By the end of SY 2023-2024, 60% of novice teachers who have undergone mentorship will report “confident or very confident” on pre and post-surveys in implementing the HQIM	Web-based survey from post-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 determined by the end of SY 2022-2023	30% of teachers will self-report confident or very confident in pre and post test surveys on HQIM materials	40% of teachers will self-report confident or very confident in pre and post test surveys on HQIM materials	50% of teachers will self-report confident or very confident in pre and post test surveys on HQIM materials	60% of teachers will self-report confident or very confident in pre and post test surveys on HQIM materials

Project Title: Instructional Coaching Initiative

Means of Evaluating Program Outcome(s) Chart #3

Project Activity	Corresponding Annual Objective	Data Source	Unit of Measurement (i.e. metric)	Evidence-Based	Baseline Data (No Baseline Data Yet)	Quarterly Performance Targets			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
<p style="text-align: center;"><u>Please focus on outcomes rather than outputs.</u></p> <p style="text-align: center;">(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)</p>									
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

Project Title: Professional Learning Communities

Means of Evaluating Program Outcome(s) Chart # 4

Project Activity	Corresponding Annual Objective	Data Source	Unit of Measurement (i.e. metric)	Evidence-Based	Baseline Data (No Baseline Data Yet)	Quarterly Performance Targets			
						Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
<p style="text-align: center;"><u>Please focus on outcomes rather than outputs.</u></p> <p style="text-align: center;">(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)</p>									
Professional Learning Community	By the end of SY 2023-2024 - PLCs will be able to self-report 60% satisfaction with “confident” or “very confident” in their understanding of expectations in implementing the HQIM for all contents	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	No Baseline Data	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 as feeling “confident or very confident” in implementing the HQIM

Project Title: Literacy Program

Means of Evaluating Program Outcome(s) Chart #5

Project Activity	Corresponding Annual Objective	Data Source	Unit of Measurement (i.e. metric) <i>60% of teachers will self report in implementing HQIM</i>	Evidence-Based <i>Yes</i>	Quarterly Performance Targets				
					Please focus on outcomes rather than outputs. (e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2023 versus 40% of teachers will participate in professional development.)				
					Baseline Data	Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
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

Project Title: Numeracy Program

Means of Evaluating Program Outcome(s) Chart #6

Project Activity	Corresponding Annual Objective	Data Source	Unit of Measurement (i.e. metric)	Evidence-Based	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.)				
					Baseline Data	Performance Target End of December 2023	Performance Target End of March 2024	Performance Target End of June 2024	Performance Target End of September 2024
Numeracy Program	53% of grades 6-12 students' performance in Numeracy will increase by 3% as indicated in the district report.	STAR MATH	The percentage of 6-12 grade students who will increase their Star score by 3%	Yes	District Benchmark/scores 2022				53% students from Grades 6-12 will increase their Star Math scores by 3%.

6. PROJECT DESCRIPTION

6a. BASIC PROGRAM OF INSTRUCTION

1. **Description of Basic Program of Instruction:** The CNMI PSS provides core instructional programs in the areas of English, Math, Science, Social Studies, Indigenous Heritage Language Studies, Physical Education/Health and other elective courses to students in grades K-12, enabling them to successfully progress from grade to grade and prepare for graduation, college and career readiness. CNMI PSS also provides local personnel (e.g. school administrators, teachers, counselors) to support and improve academics and social-emotional learning, including: attendance/truancy, discipline, social concerns and a positive school climate. In the area of technology, the CNMI Public School System has a set of technology standards & benchmarks to guide learning related to technology skills in the classroom from K-12.
2. **List how the Basic Program of Instruction is related to the project need.:** To be able to teach the basic program of instruction, teachers need access to high quality instructional materials, training for instructional material implementation, instructional coaching and mentoring.

6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

HQIM PD Alignment provides all instructional leaders and teachers the necessary tools to implement the curriculum and instruction with quality, fidelity, intensity and consistency to meet the needs of every student. The PD provides various learning opportunities for instructional leaders and teachers through live virtual “Getting Started” sessions on best practices for implementation of digital and print resources and tools, in-person coaching and professional learning that focuses on content and need, live coaching based on content and need and playlists, and online document resource folders by content and grade band.

Teacher Mentoring Program (TMP) provides guidance and mentorship to new teachers with 0–2 years of experience. The mentorship is delivered by highly qualified teachers and aims to develop pedagogically sound classroom practices that promote student success in academics, behavior, and socio-emotional domains. The HQIM implementation will require focused support for our novice teachers. Additionally, classroom management, instructional planning using data, growth plans, curricular design to meet students’ needs, student assessment, policies, building relationships and parent engagement essential to the responsibilities. With social-emotional embedded, technology use and the science of reading are also among the professional expectations.

Instructional Coaching Initiative (ICI) provides instructional support to teachers in CNMI PSS. With a data-driven approach, this initiative effectively utilizes coaching support to address individual instructional gaps through evidence-based practices. By doing so, it aims to bolster the instructional capacity of teachers across the board, thereby leading to improved outcomes for students. This initiative, focusing on evidence-based practices, implementing high-quality instructional materials, and using data-driven decision-making, represents key components of effective instructional support within the CNMI PSS.

Professional Learning Community (PLC) fosters educator collaboration within content areas and the implementation of high-quality instructional materials. By creating a coalition of educators, this initiative seeks to establish a culture of continuous improvement where best practices are continually shared, and subject-specific issues are effectively addressed. Through collaboration and innovation, this initiative aims to promote the application of the science and art of teaching and learning, thereby enhancing the effectiveness of educators across content areas. With its emphasis on collaboration and innovation, the Professional Learning Community represents a key component of the overall strategy for improving the quality of education.

Academic Performance in Reading and Math is to increase student performance in Reading and Math annually by 3%. as measured by STAR assessments. Academic achievement is embraced in the accountability plan, College and Career Readiness, and Student Success Goal. Based on our Star Reading results 42% and Math —of students performing at the at/above benchmarks in K-5; 37 % of students in Reading are performing at/above benchmarks and Math at 37% at grades 6-8, and 33% of our students in Reading and Math at 52% grades 9-12 are performing the at/above benchmarks. Growth data for Reading and Math is unavailable until SY 23-34.

Professional Development will be given to teachers of Mathematics, English Language Arts, Science, and Social Studies in various modes of professional development, such as virtual training, face-to-face training, live sessions, and blended professional development.

- For example, in Math, the professional development will be differentiated based on content pedagogies such as incorporating Waggle, an AI helper that will differentiate math lessons to students and give feedback for student comprehension and growth.
- For example, in Science, Professional Development will give students hands-on learning experiences in conducting Science Experiments and virtual scientific demonstrations.

- For example, in ELA, teachers will learn how digital curriculum resources can help students write essays and help teachers proofread grammatical errors for student improvement.
- For example, in Social Studies, teachers will learn how to use digital map skills virtually to take their students on virtual tours around the world from the comfort of the classroom.

1. 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).

High Quality Instructional Materials present an advantage for rigor in our instruction. It allows the CNMI PSS to align the National and CNMI State Standards to the curriculum. If teachers are proficient across the district, it's the district's hope to increase usability of such materials. Because the materials were selected by Selection Committees composed of educators across the CNMI in every content, they become more culturally and linguistically responsive to our students whom they have always in their mind. We believe that High Quality Instructional Materials will connect teachers, connected to 21st century skills in a Standards-based Education system. In having High Quality instructional materials across the district, it reduces variability across the district and allows students who transfer from one school to another, the same opportunity for high quality instruction.

2. 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). Indicate when and where will the activities be implemented (frequency, duration, and location)

- The first professional development will take place for several days in August 2023, which all school administrators and teachers will attend as they are seen as instructional leaders of their school in which they will be informed and empowered to guide their schools help increase proficiency.
- Statewide PD will also be available, for one/two days, concurrently with virtual Youtube playlists for teacher reference, and at the Statewide PD, various groups will be developed based on content.
- During the summer, the teachers are encouraged to continue to explore and familiarize themselves with their program.
- Statewide PD for one/two days in August to precede the beginning of the new school year, where teachers will be finalizing their first lesson plans of the school year using the new High-Quality Instructional Material digital platform, in-school locations.
- The responsible person for project implementation is Senior Director of Curriculum & Instruction, Jackie Quitugua.

3. 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."

Assurance Statement: The activities listed above have no connections to other Federal Agencies/Programs. The technology narrative outlines goals, objectives, and activities listed above will be used to supplement the basic program of instruction.

7. Personnel Needs

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

Prompts for Personnel Needs:

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

FY 2023 Consolidated Grant

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 20XX Carryover Funds & FY 20XX 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 2022 Carryover Funds	FY 2023 Funds
Pacific-centered World Maps	Place Based Geography Resources for classrooms	Laminate Map - \$80 x 350 pcs	\$ -	\$ 28,000.00
Laptop computer per content (S. Studies, CTE)	To document program work	Laptop \$3500 x 2	\$ -	\$ 7,000.00
Desktop Computers for Contents (CTE, Math, S.Studies)	To be used for video editing, storage of files and tool for work	Hardware/Software Combo \$6000 x 3	\$ -	\$ 18,000.00
Headphones (Math)	Noice Cancelling Headphones	One noice-cancelling headphone	\$ -	\$ 500.00
Mouse (CTE, Math, S.Studies)	To assist the user in program work and connect with the computer's graphical user interface	Hardware \$250 x 3	\$ -	\$ 750.00
Cameras (Math)	To record and document teacher activities as a tool for training other teachers (capacity-building)	Hardware (Cameras \$3000)	\$ -	\$ 3,000.00
Camera Accessories (Math)	To enhance the video quality and functionality of the cameras	Microphones \$399, Tripod \$189, USB Hub\$99, Monitor \$1499, Backpack \$249, SD Cards 512gb x 2 \$299, 1-four terabyte external hard drive \$149	\$ -	\$ 2,883.00
Speakers	To complete CTE daily work/PD	Speakers \$100	\$ -	\$ 100.00
		Equipment Subtotals	\$ -	\$ 60,233.00

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<p>Prompts for Contractual Product or Service:</p> <ol style="list-style-type: none"> 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 20XX Carryover Funds & FY 20XX Funds Totals. <p>The sums of costs will populate in the subtotal row.</p>

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2020 Carryover Funds	FY 2021 Funds
The New Classroom Instruction That Works (TNCITW) Professional Development	The requested budget of \$120,000 is for professional development services and training materials for classroom teachers and administrators and not pay differential payments.	Contractual Professional Services Training \$120,000	\$ -	\$ 120,000.00
Adolescent Literacy Professional Development (ELA)	Professional Development training for grades 6th -12th Teachers	Contractual Professional Services for Grades 6th to 12th	\$ -	\$ 120,000.00
Northern Marianas History Chapter 17 Development (S. Studies)	To add a chapter to the NMI History course that encompass the most recent years of NMI History. The writer is Don Farrel of Micronesia Products LLC, the sole-sourced BOE approved writer of the Northern Marianas History book chapters 1-16. Teachers are not a part of this compensation once but Chapter 17 is written and uploaded, NMI History teachers will be given digital access to the resources available on Chapter 17, which will reflect the History of the CNMI from years 2017-2023. The \$10,000 is for work done by Micronesia Products LLC, to complete the student and teacher resources on Chapter 17, NMI History 2017-2023	One written chapter for \$10,000	\$ -	\$ 10,000.00
21st Century Teaching & Learning: Data Science - Professional Development(Math)	Instructional Strategy - YouCube Stanford (Virtual Conference Charged at \$150/person) Contractual Mandates of 190-day, Pay Differentials amount are CNMI PSS Board Policy for a full-day PD. Pay differential is only for Math PLC members. This will supplement and not supplant state and local funds and follow CNMI local laws and procedures for after-school Federal rates for compensating CNMI teachers and staff who work on weekends and after-school	\$150 x 40 PLCs	\$ -	\$ 6,000.00
Mathematical Mindsets Professional Development- Stanford Online (Math)	Instructional Strategy - YouCube Stanford (Virtual) Pay differential are given to CNMI PSS Math PLC teacher member because of contractual mandates of 190-day policy. Pay differential amount are CNMI PSS Board policy for a full-day PD and is only given to Math PLC teacher members who participate and complete the professional development. The \$150/day pay differential rates is governed by CNMI PSS BOE Policy	\$150 x 40 PLCs	\$ -	\$ 6,000.00
			\$ -	
			\$ -	
Contractual Subtotals			\$ -	\$ 262,000.00

Equitable Services: Breakdown of Consolidated Grant Project Costs by Public & Non-Public Schools		
	Student Enrollment (Month/Day/Year)	Dollar Amount
Insular Area Public School System	8,856	\$ 1,237,364.00
Non-Public School	1,690	\$ 198,250.00
ACS	114	\$ 13,373.08
BSM	38	\$ 4,457.69
EIS	85	\$ 9,971.15
GHIS	65	\$ 7,625.00
GCA	238	\$ 27,919.23
GMS	106	\$ 12,434.62
IMS	9	\$ 1,055.77
MCS	516	\$ 60,530.77
NMIS	101	\$ 11,848.08
SCS	91	\$ 10,675.00
SIS	262	\$ 30,734.61
St. Joseph	3	\$ 351.92
SDA	62	\$ 7,273.08
Total	1690	\$198,250

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](#)

1. PROJECT TITLE	Schoolwide Improvement Plan (SWP)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	ESEA Title V, Part B, Subpart 2 Use of RLIS funds under ESSA Title 1 Section 1114 (b) (7) (A) (i) (ii) (iii) (I-V) for programs that meet the needs of all children, particularly those at-risk of meeting challenging State academic standards.		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12th	8,856	Teachers School Administrators
4. NEED(S) for PROJECT	Students who read with understanding at an early age gain access to a broader range of texts, knowledge, and educational opportunities, making Reading comprehension instruction particularly critical. Based on the SY 2021-2022 STAR Reading outcomes assessment, 51% of 3 rd grade students were at or above proficiency level in Reading. Reading proficiency affects academic performance in other subject areas (such as mathematics) and is linked to college and career readiness upon graduating high school (Feister, 2013). There is a high need to restructure the way learning takes place by replacing various types of resources since many resources are being changed from paper-based to e-books. Through the collaborative SWP process which will be facilitated during the annual two-day workshops, each school will develop a comprehensive plan for improvement by addressing identified needs to improve student outcomes. The process follows the Cognia Improvement Process and includes Cognia’s Performance Standards and Domains, Measurable Goals and Objectives, Strategies, Activities, Funding Sources (local appropriations, federal grants – including grants from other sources, non-appropriated funds, etc.), and a method to evaluate the effectiveness of the improvement efforts.		

Following the CNMI PSS's Strategic Performance Management, schools will develop their SWP by aligning their objectives, critical initiatives, and activities to the following strategic themes: 1) Student Success, 2) Accountable High Performing Systems, 3) High Performing Personnel, 4) Effective and Efficient Operations, 5) Safe and Caring Schools, and 6) Communications and Community Relations. Supporting the development of a school wide improvement plan which describes the strategies that schools will implement to address the needs all students, particularly those at risk of not meeting challenging state academic standards, is an allowable activity under ESSA Title I Section 1114 (b) (7) (A) (i) (ii) (iii) (I-IV).

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 students' 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.

Schools which have an average daily attendance (ADA) rate below 93% “are almost certainly dealing with high concentrations of absenteeism (Bruner, 2011). In 2022, the CNMI PSS ADA rate was 92%. There is a need to track the average student attendance as studies show there is a relationship between attendance and student achievement as early as young children in kindergarten and throughout high school which is significantly correlated with high school graduation (National Forum on Education Statistics, 2009).

There is a need to track the status of schools' progress in their Critical Initiatives developed in the SWP to be able to successfully monitor the implementation of their plans. Mid-course corrections and end of the year evaluations can be made when there is timely review of plans.

For SY 2023-2024, the CNMI PSS plans to invest in schools by allocating \$682 per student on Saipan and \$712 per student on Rota and Tinian. These funds will accelerate progress to close learning gaps resulting from school closures wherein schools will use funds for extended learning, remediation, and enrichment opportunities (e.g., extended schedules, additional pay for teachers, professional development, and etc.).

References:

Bruner, B., Discher, A., and Chang, D. (2011). *Chronic Elementary Absenteeism: A Problem Hidden in Plain Sight*. Child and Family Policy Center and Attendance Works. Retrieved from https://ies.ed.gov/ncee/edlabs/regions/west/relwestFiles/pdf/508_Chronic_Elementary_Absence_AW_C_FPC_2011.pdf

Feister, L. (2013). *Early warning confirmed: A research update on third-grade reading*. Baltimore, MD: The Annie E. Casey Foundation. Retrieved from <https://www.aecf.org/resources/early-warning-confirmed/>.

Guskey, Thomas R. and McTighe, Jay, "PRE-ASSESSMENT: Promises and Cautions" (2016). Educational, School, and Counseling Psychology Faculty Publications. 17. Retrieved from https://uknowledge.uky.edu/edp_facpub/17

National Forum of Education Statistics. (2009). *Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data* (NFES 2009-804). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Renaissance Learning Inc. (2017). *The Renaissance Mastery Model*. Retrieved from <https://p.widencdn.net/auxfv3/R60385>

5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement: Through the successful design and implementation of each schools' School Wide Improvement Plan (SWP), 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..

Through the collaborative School-Wide Improvement Plan (SWP) process, each school develops a comprehensive plan for improvement by addressing identified needs to improve student outcomes in Reading and Math, with resources focused on academic achievement in the core content areas. The quarterly and end-of-year targets will directly measure progress towards reaching the goal for this three-year improvement cycle.

5b. Annual Objectives:**Objective 1: Academic Achievement in Reading**

By the end of School Year 2025-2026, 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 STAR Outcomes Assessments:

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%.

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%.

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%.

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%.

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 scores in Reading from 30% to 33%.

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%.

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%.

By the end of School Year 2024-2025, students who were in grade 3 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 40% to 43%.

By the end of School Year 2024-2025, students who were in grade 4 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 47% to 50%.

By the end of School Year 2024-2025, students who were in grade 5 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 41% to 44%.

By the end of School Year 2024-2025, students who were in grade 6 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 35% to 38%.

By the end of School Year 2024-2025, students who were in grade 7 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 33% to 36%.

By the end of School Year 2024-2025, students who were in grade 8 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 36% to 39%.

By the end of School Year 2024-2025, students who were in grade 9 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 31% to 34%.

By the end of School Year 2025-2026, students who were in grade 3 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 43% to 46%.

By the end of School Year 2025-2026, students who were in grade 4 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 50% to 53%.

By the end of School Year 2025-2026, students who were in grade 5 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 44% to 47%.

By the end of School Year 2025-2026, students who were in grade 6 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 38% to 41%.

By the end of School Year 2025-2026, students who were in grade 7 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 36% to 39%.

By the end of School Year 2025-2026, students who were in grade 8 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 39% to 42%.

By the end of School Year 2025-2026, students who were in grade 9 in the School Year 2021-2022 will increase at or above proficiency scores in Reading from 34% to 37%.

The following objectives are displayed in the following table:

Grade Level	Academic Subject	Measurement Type	Baseline Data (School Year 2022-2023 Screener #2)	By the end of School Year 2023-2024 (Year 1)	By the end of School Year 2024-2025 (Year 2)	By the end of School Year 2025-2026 (Year 3)
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	32%	41%	50%	46%
Grade 7	Reading	STAR Reading	30%	35%	44%	53%
Grade 8	Reading	STAR Reading	33%	33%	38%	47%
Grade 9	Reading	STAR Reading	28%	36%	36%	41%
Grade 10	Reading	STAR Reading		31%	39%	39%
Grade 11	Reading	STAR Reading			34%	42%
Grade 12	Reading	STAR Reading				37%

The success of Objective 1 will lead to the accomplishment of the reading achievement aspect of the main project goal which is to increase the percentage of students who demonstrate proficiency in reading by at least 3% each year.

The following targets for the STAR assessments are calculated by the entering student cohort for that particular School Year. The percentages are sequentially adjusted as students progress to higher grade levels in the next year. For example, students entering third grade in School Year 2023-2024 (Year 1) will be considered as fourth grade students in School Year 2024-2025 (Year 2) then fifth grade students in School Year 2025-2026 (Year 3).

Following the diagonal pattern on the table below, grade 3 students in School Year 2021-2022 will increase their at or above proficiency benchmark scores in Reading from 37% to 40% by the end of grade 4 (Year 1). These grade 4 students will then progress to grade 5 in Year 2. By the end of School Year 2024-2025 (Year 2) students in grade 5 will increase their at or above proficiency levels in Reading from 40% to 43%. These grade 5 students will then progress to grade 6 in Year 3. By the end of School Year 2025-2026 (Year 3) students in grade 6 will increase their at or above proficiency levels in Reading from 43% to 46%.

Objective 2: Academic Achievement in Math

By the end of School Year 2025-2026, we will increase the annual students' academic achievements (proficiency and above levels) in Math in the following grades by 3% as measured by STAR Outcomes Assessments.

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%.

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 Math from 49% to 52%.

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%.

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%.

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 scores in Math from 30% to 33%.

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%.

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%.

By the end of School Year 2024-2025, students who were in grade 3 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 47% to 50%.

By the end of School Year 2024-2025, students who were in grade 4 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 52% to 55%.

By the end of School Year 2024-2025, students who were in grade 5 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 45% to 48%.

By the end of School Year 2024-2025, students who were in grade 6 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 34% to 37%.

By the end of School Year 2024-2025, students who were in grade 7 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 33% to 36%.

By the end of School Year 2024-2025, students who were in grade 8 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 35% to 38%.

By the end of School Year 2024-2025, students who were in grade 9 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 35% to 38%.

By the end of School Year 2025-2026, students who were in grade 3 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 50% to 53%.

By the end of School Year 2025-2026, students who were in grade 4 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 55% to 58%.

By the end of School Year 2025-2026, students who were in grade 5 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 48% to 51%.

By the end of School Year 2025-2026, students who were in grade 6 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 37% to 40%.

By the end of School Year 2025-2026, students who were in grade 7 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 36% to 39%.

By the end of School Year 2025-2026, students who were in grade 8 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 38% to 41%.

By the end of School Year 2025-2026, students who were in grade 9 in the School Year 2021-2022 will increase at or above proficiency scores in Math from 38% to 41%.

The following objectives are displayed in the following table:

Grade Level	Academic Subject	Measurement Type	Baseline Data (School Year 2022-2023 Screener #2)	By the end of School Year 2023-2024 (Year 1)	By the end of School Year 2024-2025 (Year 2)	By the end of School Year 2025-2026 (Year 3)
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	31%	45%	55%	53%
Grade 7	Math	STAR Math	30%	34%	48%	58%
Grade 8	Math	STAR Math	32%	33%	37%	51%
Grade 9	Math	STAR Math	32%	35%	36%	40%
Grade 10	Math	STAR Math		35%	38%	39%
Grade 11	Math	STAR Math			38%	41%
Grade 12	Math	STAR Math				41%

The success of Objective 2 will lead to the accomplishment of the math achievement aspect of the main project goal which is to increase the percentage of students who demonstrate proficiency in math by at least 3% each year.

The following targets for the STAR assessments are calculated by the entering student cohort for that particular School Year. The percentages are sequentially adjusted as students progress to higher grade levels in the next year. For example, students entering third grade in School Year 2023-2024 (Year 1) will be considered as fourth grade students in School Year 2024-2025 (Year 2) then fifth grade students in School Year 2025-2026 (Year 3).

Following the diagonal pattern on the table below, students in grade 3 in School Year 2021-2022 will increase their at or above proficiency benchmark scores in Reading from 44% to 47% by the end of grade 4 (Year 1). These grade 4 students will then progress to grade 5 in Year 2. By the end of School Year 2024-2025 (Year 2) students in grade 5 will increase their at or above proficiency levels in Reading from 47% to 50%. These grade 5 students will then progress to grade 6 in Year 3. By the end of School Year 2025-2026 (Year 3) students in grade 6 will increase their at or above proficiency levels in Reading from 50% to 53%.

Objective 3: Attendance

Year 1: 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.

Year 2: By the end of School Year 2025, we will increase the district average daily attendance rate from 93% to 94% as measured by the Student Information System Attendance Report

Year 3: By the end of School Year 2026, we will increase the district average daily attendance rate from 94% to 95% as measured by the Student Information System Attendance Report

The success of objective 3 will support the main project goal of improving math and reading proficiency as studies show there is a relationship between attendance and student achievement (National Forum on Education Statistics, 2009).

Objective 4: School Wide Improvement Plan Implementation

Year 1: 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.

Year 2: By the end of School Year 2025, each school will report that 85% of their Critical Initiatives will be on track as measured by their school wide plans as evidenced by Cognia's Online Status Update Tracker.

Year 3: By the end of School Year 2026, each school will report that 90% of their Critical Initiatives will be on track as measured by their school wide plans as evidenced by Cognia's Online Status Update Tracker.

The success of objective 4 will support the main project goal of improving Math and English as this objective measures the status of school Critical Initiatives and monitors quarterly progress which will allow for schools to make mid-course corrections with the overall goal of increasing math and reading proficiency in students.

5c. Means of Evaluating Program Outcomes:

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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 <i>(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)</i>	Corresponding Annual Objective <i>Enter the annual objective from 5b that this project activity aligns with.</i>	Data Source <i>Enter where the data are located. Identify where the data will come from.</i>	Unit of Measurement <i>(i.e. metric)</i> <i>Enter the unit of measurement.</i>	Evidence-Based <i>Please indicate : Yes or No</i>	Quarterly Performance Targets				
					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>	<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	
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%. By the end of School Year 2023-2024, students who	STAR Renaissance	Percentage of students at or above proficiency scores	Yes	SY21-22 Screener 3 (Outcomes) <u>STAR Reading:</u> Grade 3: 37% Grade 4: 44%	SY23-24 Screener 1 <u>Star Reading:</u> Grade 3: 38% Grade 4: 45% Grade 5: 39% Grade 6: 33% Grade 7: 31% Grade 8: 34%	SY23-24 Screener 2 <u>STAR Reading:</u> Grade 3: 39% Grade 4: 46% Grade 5: 40% Grade 6: 34% Grade 7: 32% Grade 8: 35%	SY23-24 Screener 3 (Outcomes) <u>STAR Reading:</u> Grade 3: 40% Grade 4: 47% Grade 5: 41% Grade 6: 35% Grade 7: 33%	<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</i>

	<p>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 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</p>				<p>Grade 5: 38%</p> <p>Grade 6: 32%</p> <p>Grade 7: 30%</p> <p>Grade 8: 33%</p> <p>Grade 9: 28%</p>	<p>Grade 9: 29%</p>	<p>Grade 9: 30%</p>	<p>Grade 8: 36%</p> <p>Grade 9: 31%</p>	<p><i>measured by SY24-25 Screener 1</i></p> <p>SY 24-25 Screener 1</p> <p>STAR Reading</p> <p>Grade 3: 41%</p> <p>Grade 4: 48%</p> <p>Grade 5: 42%</p> <p>Grade 6: 36%</p> <p>Grade 7: 34%</p> <p>Grade 8: 37%</p> <p>Grade 9: 32%</p>
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	proficiency scores in Reading from 28% to 31%.								
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 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 scores in Math from 30% to 33%.</p>	STAR Renaissance	Percentage of students at or above proficiency scores	Yes	<p>SY21-22 Screener 3 (Outcomes)</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>SY23-24 Screener 1</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>SY23-24 Screener 2</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>SY23-24 Screener 3 (Outcomes)</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>SY 24-25 Screener 1 SY23-24</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>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 <i>rate of all schools' average</i> daily attendancet.	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 wide average daily attendance (for SY Quarter 1)</p>
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	Cognia Online Status Update	Percentage of Critical Initiatives which are "On-Track"	No	No baseline data available. First set of data available	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"

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	their school wide plans as evidenced by Cognia's Online Status Update Tracker.	Tracker			by quarter 1				
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6. PROJECT DESCRIPTION	6a. BASIC PROGRAM OF INSTRUCTION Core services at the elementary level include instruction in Reading, Math, Science, Social Studies, Chamorro and Carolinian Language Heritage Studies (CCLHS), Computers, Physical Education, and Health. Core services at the middle school level include instruction in English, Math, Science, Social Studies, Northern Mariana Islands (NMI) History, Leadership Corps, Health, Computers, and Physical Education. Core services at the high school level include instruction in Reading, Math, Science, World History, NMI History, Economics, and six electives. In the Schoolwide Improvement Plans the basic program of instruction is implemented in the activities and strategies and the 3-year trend data of each school is discussed with their stakeholders. Therefore, the basic program instruction is addressed in the objectives and goals of the SWP that meets the project need.
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6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

By utilizing Cognia Strategies, *eProve Strategies*, the CNMI PSS will use a research-based improvement process that takes into account the landscape and challenges our schools are faced with. The improvement process does not conclude when a plan has been drafted and approved, it is a continuous cycle. *eProve Strategies* is a process and a tool which will assist the district with all stages of the school improvement process: needs assessment, planning, monitoring, and evaluating the effectiveness of the School Wide Plans.

One of the first steps in the School Wide improvement process is for a school’s leadership team or school improvement team to determine what program they should focus on as a school based on their student data. The data should identify a gap between where the school wishes to be and how it is currently functioning, in which this process usually takes place in the summer before the beginning of the new school year. During this data dialogue and needs assessment, school principals and teachers meet to review grade and class level achievement data for students based on 1) STAR Early Literacy, Reading, and Math generated reports, 2) attendance data, 3) Behavior data, and 4) Other data gathered by schools such as parent or community surveys, PTSA initiatives, or similar sources of information. As a result, schools look for research-based and best practices to address their needs and implement with fidelity.

In the SWP, school leaders and teachers must demonstrate how they will meet the instructional needs of our struggling students (those performing at 2 or more grades below level) utilizing the Multi-Tiered Systems of Supports (MTSS), and how they will meet the instructional needs of students performing near, at or above grade level using the Rigor, Relevance and Relationship model (Wallach et al, 2006). In addition, each school uses a portion of their School-wide allocation for software programs such as Achieve3000 (What Works Clearinghouse, 2012), Renaissance Learn products such as Accelerated Reader (What Works Clearinghouse, 2006), online libraries such as Concourse and Safari Montage, and character education programs (Jeynes, 2019) such as Peace Builders, Character Counts, We the People, Virtues Project, and Second Step. Each school on Saipan will receive an allocation of \$682.00 per student, and \$712 for schools on Tinian and Rota. If we divide the per-student allocation by 180 school days, we arrive at \$3.79 per day for Saipan schools and \$3.96 per day for Tinian and Rota schools for supplemental instructional materials.

At the end of each School Year, the PSS Office of Accountability, Research, and Evaluation (ARE) will facilitate a two day workshop for school leadership (principals, vice-principals, counselors, and interested stakeholders) wherein schools conduct their evaluation of the previous school year by reviewing data and evidence compiled throughout the year and conduct a needs assessment for the upcoming school year. SWP proposals are due every summer before the start of the new school year. Once submitted, ARE, the Federal Programs Office (FPO) and the Office of the Commissioner of Education (COE) review the proposals and provide feedback before final approval. Approved SWPs are uploaded to the PSS Office of Accountability, Research, and Evaluation (ARE) website for stakeholder access. Schools may then begin to implement activities requiring funding through the procurement process. All proposed expenditures are cross referenced to the SWP. The Federal Programs Officer provides training to ensure all proposed costs are allocable, allowable, reasonable, necessary, compliant with all laws, are supplemental, and do not supplant local funds. The instructional materials that supplement the Basic Program of Instruction are procured and distributed to the teachers before the beginning of the school year.

The SWP is monitored and evaluated by the Federal Programs Officer, the Research and Evaluation Program Manager from the ARE Office, and the principal of each school throughout the school. Quarterly updates to the SWP to allow schools to make mid-course corrections, and a summative evaluation at the end of each school year measures how many Critical Initiatives were achieved and if the grade level Reading and Math proficiency objectives were met.

There are no connections to other Federal Agencies/Programs.

7. Personnel Needs			
Position Title and Number of Position(s)	Brief Description of Position	Purpose of Position	Type of Position (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem)
Research and Evaluation Program Manager	Under ARE, this position will work closely with the 20 schools for the quarterly 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.	To manage the evaluation of the CNMI PSS programs including the progress made in the SWP.	100% Full time

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
MacBook Pros	For ease of use with Data Dialogues, monitoring progress of the SWP, Assessments Data and SPM (remote desktop access)	\$3,000.00/MacBook Pro x 3 = \$9,000.00	\$ -	\$ 9,000.00
LCD Projector	For presentations of data and SWP planning	\$ 700 x 2 LCD Projector= \$ 1,400	\$ -	\$ 1,400.00
		Equipment Subtotals	\$ -	\$ 10,400.00

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 2022 Carryover Funds & FY 2023 Funds Totals.

The sums of costs will populate in the subtotal row.

5. SUPPLIES			
Supply Type	Itemized Budget – Office Supplies, Repair and Maintenance Supplies, Small Tools and Equipment (e.g., computers, cameras, instructional materials)	FY 2022 Carryover Funds	FY 2023 Funds
Office Supplies for School Improvement work sessions	Papers, pens, chart papers, sticky note pads, markers, folders, binders	\$ -	\$ 5,000.00
Supply Subtotals		\$ 0.00	\$ 5000.00

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<p>Prompts for Contractual Product or Service:</p> <ol style="list-style-type: none"> 1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system <i>(Required)</i>. 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 2022 Carryover Funds & FY 2023 Funds Totals. <p>The sums of costs will populate in the subtotal row.</p>

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2022 Carryover Funds	FY 2023 Funds
SWP Tracker Portal	E-Prove strategies is a web-based tool that guides a school team in charting improvement and managing the continuous improvement process. Powered by COGNIA that oversees the CNMI Accreditation Process. https://www.cognia.org/	\$5,000.00 district set up fee + \$1,200 set up fee per school (22) = \$26,400 + Premium Fee = \$4,900.00.	\$ -	\$ 36,300.00
Contractual Subtotals			\$ -	\$ 36,300.00

Project Narrative

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

1. PROJECT TITLE	Student Competitions (National)		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<ul style="list-style-type: none"> Title V, Part B, Subpart 2 - Rural & Low-Income School Program (Title V-B or RLIS) Allowable use of Funds under Title IV, Part A 		
2b. SEA OR LEA SERVICES	<ul style="list-style-type: none"> LEA 		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	Public: 8,856 Private: 1,690	Public School Students Private School Students
4. NEED(S) for PROJECT	<p>1. Identified Need for this Project</p> <p>“Student competitions are designed to inspire and enlighten, and can create enthusiasm and entice students to try their hardest, helping to maximize their abilities.” (Davidson, 2023). Students in the CNMI PSS practice their skills via online platforms, after school programs, Saturday programs, etc, with teachers and parent coaches who offer critiques that help students to hone in on their skills. Our students hone skills in spelling, Science, technology, engineering, the arts, mathematics, speech & debate, social sciences, etc... through practice in preparation for school level competitions, then district/inter-district regional level competitions, and then to national level competitions. Further, competitions challenge our students to understand how they measure up compared to many stateside student counterparts. Students from the CNMI of 11,500 learn how they compare to, and have opportunities to interact with, the 50,400,000+ other students enrolled in schools in the 50 states through national level competitions. Additionally, competitions provide students with opportunities to showcase their special abilities and receive recognition and acknowledgment for their work (Davis & Rimm, 1998). These competitions can facilitate a learning environment that</p>		

presents gifted students the academic challenge that often is difficult to create in a single classroom or school (Ozturk & Charles, 2008) In addition, student competition provides equitable access to all levels of learners inclusive to high performing students. An article from ASCD showed (Azzam, 2008): “Although the United States' lowest-achieving students made rapid gains from 2000 to 2007, the performance of top students was “languid.” The bottom 10 percent of students have shown solid progress in 4th grade reading and math and 8th grade math since 2000, but the top 10 percent have made minimal gains.” “Sixty percent of teachers indicated that struggling students—not high achievers—are their top priority. Only 23 percent indicated that “academically advanced” students are a top priority.” “Eighty-one percent of teachers named “struggling students” as those most likely to get one-on-one attention from teachers. Only 5 percent named “advanced students” as getting that attention.” “Forty percent of teachers said that programs for high-achieving students are “too often watered down and lacking in rigor” (p. 10).” Overall, student competitions will ultimately enhance student interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling. Students are able to experience this through collaboration with peers, conflict resolution in team settings, and networking with different students at different schools. “There is no doubt that academic competitions can serve as strong motivators for students by providing incentive to study and work hard so they can be ready to compete at a certain level.” (Ozturk & Debelak, 2008). Student competitions will also nurture a healthy self concept, “Children’s emotional health, much like that of adults, is related to the development of their innate potential.” (Ozturk & Debelak, 2008). Student competitions will also teach students how to cope with subjectivity, “Occasions of perceived unfairness in judging can be good opportunities for teaching valuable lessons to students.” (Ozturk & Debelak, 2008). Student competitions also provides a place for soft competitions, “Soft competitions describes a process in which the child is encouraged to engage in the competition with its entire rigor, yet this engagement is under the supervision of a caring adult who guides the child through emotional and psychological challenges,” (Ozturk & Debelak, 2008). Finally, student competitions provide students with role modeling. “In many academic competitions, students have the opportunity to get to know “real-world” scholars and scientists, some of whom are at the top of their career ladders.” (Ozturk & Debelak, 2008).

Prior to the COVID-19 pandemic, in School Year 2018-2019, the CNMI PSS & PNP was able to compete in 12 out of 12 district identified In-Person National Level Competitions which equates to approximately 101 students representing the CNMI. This number represents approximately 1% of the entire student population for both the CNMI PSS & PNP schools. National Level is defined as the individual or team that competes and wins in an islandwide, district, inter-district, or regional competition that will be representing the CNMI at the national level. This number has drastically dwindled in School Year 2019-2020, 2020-2021, and 2021-2022. In School Year 2019-2020, the PSS & PNP was able to compete in only 0 out of 12 district identified in-person national level competitions. Similarly, in School Year 2020-2021, the PSS & PNP was able to compete in only 0 out of 12 district identified in-person national level competitions. With a slight increase in School Year 2021-2022, the PSS & PNP was able to compete in 5 out of 12 district identified in-person national level competitions which equates to approximately 60 students representing the CNMI. This number represents, again, less than 1% of the entire student population of both the CNMI PSS & PNP schools. For School Year 2022-2023, the CNMI PSS has, again, identified a total of 12 National Level Competitions which equates to approximately 101 students in expected participation. The number of competitions that the CNMI PSS & PNP will be competing in is expected to increase in School Year 2022-2023 and beyond as the majority of national level competitions have now switched from virtual to in-person.

Based on the above, student competitions have been designated as both a need and a priority by CNMI Public School System (PSS). Due to the drastic decrease in student representation at in-person national level competitions, our identified need for the student competitions project is threefold: 1.) the need to increase equitable representation in US recognized national student competitions amongst other US Schools as participation in academic competitions can promote a sense of territory identity and [pride](#). By showcasing the knowledge and skills of students

from US Territories, academic competitions can help to raise awareness of the unique contributions and strength of the CNMI community; 2.) the need to provide challenging learning environments catered to all students inclusive to high performing and/or gifted students; 3.) the need to enhance student interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling.

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

The overall arching activity for this project is to continue to provide and increase student access to US National level student competitions for all students in the CNMI, both Public and PNP. Therefore, in connection with the project activity and the needs of the CNMI PSS & PNP, our theory of action is as follows:

- **Project Need #1:** The need to provide equitable representation in US recognized national student competitions amongst other US Schools. If we provide student access to US national level student competitions, then CNMI students (Public & PNP) will have equitable representation in US recognized national student competitions amongst other US Schools.
- **Project Need #2:** The need to provide facilitated challenging learning environments catered to all students inclusive to high performing and/or gifted students. If we provide & increase student access to US national level student competitions, then CNMI students (Public & PNP) will be provided with facilitated & challenging learning environments catered to all students inclusive to high performing and/or gifted students.
- **Project Need #3:** The need to enhance student interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling. If we provide & increase student access to US national level student competitions, then CNMI students (Public & PNP) will enhance interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling.

Reference:

Davis, G.A., & Rimms, S.B. (1998). Education of the gifted and talented (4th ed.). Needham Heights: Allyn & Bacon
 Azzam, Amy (2009). Special Report / Engaged and On Track (Vol. 65, No. 6)
 Ozturk & Debelak (2008). Affective Benefits from Academic Competitions (Vol. 31, No. 2)

5. GOAL STATEMENT/OBJECTIVES

5a.

Goal Statement:

During the three-year grant cycle, the project's main goal is for the CNMI PSS to provide & increase student access (Public & PNP) to US national level student competitions.

How does the goal meet the project need:

When we provide student access (Public & PNP) to US national level student competitions, then students will have equitable representation in US recognized national student competitions amongst other US Schools; will be provided with facilitated challenging learning environments catered to all students inclusive to high performing and/or gifted students; and will enhance interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling.

5b. Annual Objectives:

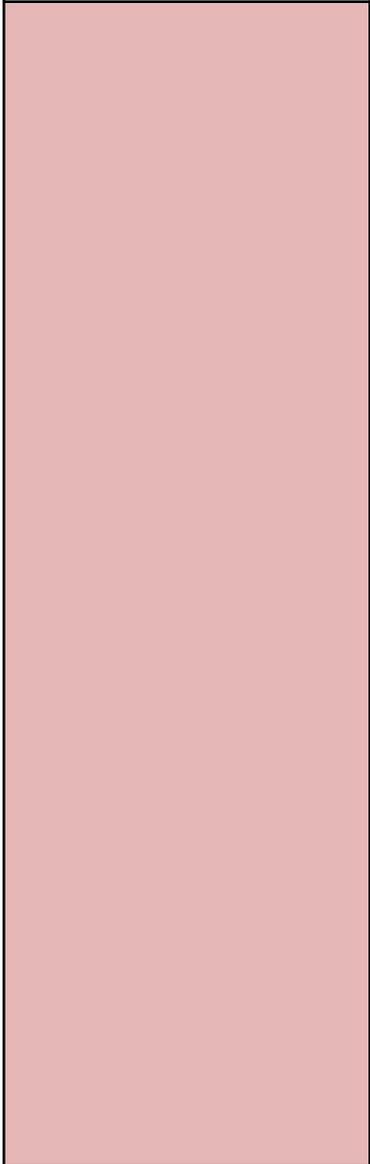
Objective 1 - To increase equitable representation in US recognized national student competitions amongst other US Schools and to provide facilitated challenging learning environments catered to all students inclusive to high performing and/or gifted students.

- By the end of SY 2023-2024, the CNMI PSS will provide access for students (Public & PNP) to compete National Level Competitions to 8 out of 12 district identified national level competitions as measured by official Travel Authorization Forms as approved by the PSS Federal Programs Office.
- By the end of SY 2024-2025, the CNMI PSS will provide access for students (Public & PNP) to compete National Level Competitions to 9 out of 12 district identified national level competitions as measured by official Travel Authorization Forms as approved by the PSS Federal Programs Office.
- By the end of SY 2025-2026, the CNMI PSS will provide access for students (Public & PNP) to compete National Level Competitions to 10 out of 12 district identified national level competitions as measured by official Travel Authorization Forms as approved by the PSS Federal Programs Office.

Objective 2 - To 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.
- By the end of SY 2024-2025, the CNMI PSS will increase the percentage of students (Public & PNP) competing at the national level who “agree” or “strongly agree” to 85% 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.
- By the end of SY 2025-2026, the CNMI PSS will increase the percentage of students (Public & PNP) competing at the national level who “agree” or “strongly agree” to 90% 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.

5c. Means of Evaluating Program Outcomes:



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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: 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	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
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 students inclusive to high performing and/or gifted students.	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 official Travel Authorization Forms as approved by the Commissioner of Education .	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
The CNMI PSS will enhance interpersonal development in terms of	By the end of SY 2023-2024, the CNMI PSS will increase the percentage of students (Public & PNP)	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	0%	0%	80%	80%

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<p>motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling.</p>	<p>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.</p>				<p>SY 2021-2022 : 75%</p>			
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6. PROJECT DESCRIPTION	6a. BASIC PROGRAM OF INSTRUCTION <ul style="list-style-type: none">• The CNMI PSS provides core instructional programs in the area of English, Math, Science, Social Studies, Heritage Language, Physical Education/Health, and other courses to students in grades K-12 enabling them to successfully progress from grade to grade and prepare for graduation, college and career ready. The CNMI PSS also provides local personnel (e.g. school administrators, teachers, counselors) to support and improve academics and socio-emotional learning, including: attendance/truancy, discipline, social concerns and a positive school climate. These personnel interact with students providing challenging curricula that enable students to excel in student competitions.
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6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

- Student competitions in debate, theater, music, drama, art, STEAM, and heritage language use skills first learned in class and thus these student competitions supplement and enhance the core instruction provided by our teachers in the classroom. All core content areas are integrated into the variety of competitions that require skills in language arts, social studies, and STEAM. Roughly 1,700 students participate in the school level competitions, then district/inter-district regional level competitions, and then national competitions. The CNMI PSS sends approximately 108 winning students (private & public) and their teachers/coach/chaperones to represent the CNMI in these competitions. The student selection is based upon their performance as judged by a panel composed of volunteer teachers and community leaders with expertise in the skills required of the competition.
- The travel cost for students (and one adult teacher/chaperone for every ten students competing) from the CNMI to the host competition site in the contiguous United States is what the Student Competition Project funds. Students in the states who have won state competitions and represent their state in these national competitions usually ride a bus or drive to the competition site costing only gasoline bill or public transportation pass. Due to the CNMI's geographical situation thousands of miles away from the mainland United States, our only transportation option is the long-haul flight-usually through international airports and multiple time zones. Some of the national competitions are held on college campuses, venues adjacent to college campuses, or may invite college recruiters to these events.
- The cost of providing certificates and/or trophies for all students who will be representing the CNMI at the National level has also been factored in. Providing certificates and/or trophies to students will provide recognition for students' hard work, serve as an incentive for students to participate in academic competitions and to strive for excellence in their academic pursuits. Overall, trophies/certificates will provide students with a tangible reward for their academic achievements and can motivate them to strive for excellence. It can also provide an opportunity for recognition and pride, which can have a positive impact on their overall academic performance and personal development.
- Below are the 12 district identified competitions, the timeline, the individual responsible, and the number of students expected to represent the CNMI in each competition.
 1. National Scripps Spelling Bee Competition (National Harbor, MD)
 - a. Timeline: 05/30/2024 to 06/01/2024
 - b. Responsible Individual: Asap Ogumoro
 - c. Number of Students Competing: 1
 - d. Number of Chaperones: 1
 2. National Real World Design Challenge (Washington DC)
 - a. Timeline: 04/22/2024
 - b. Responsible Individual: Kevin De Torres
 - c. Number of Students Competing: 6
 - d. Number of Chaperones: 2
 3. National Speech and Debate Association (Phoenix, AZ)
 - a. Timeline: 06/11/2024 to 06/16/2024
 - b. Responsible Individual: Harold Easton
 - c. Number of Students Competing: 16
 - d. Number of Chaperones: 3
 4. National Jr. Speech and Debate Association (Phoenix, AZ)
 - a. Timeline: 6/13/2024 to 06/16/2024
 - b. Responsible Individual: Harold Easton
 - c. Number of Students Competing: 13

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- d. Number of Chaperones: 3
5. Mathleague National Competition - Elementary (College Station, TX)
 - a. Timeline: 06/15/2024
 - b. Responsible Individual: Reo Arriola
 - c. Number of Students Competing: 6
 - d. Number of Chaperones: 2
6. Mathleague National Competition - Middle (Orlando, FL)
 - a. Timeline: 04/13/2024
 - b. Responsible Individual: Reo Arriola
 - c. Number of Students Competing: 4
 - d. Number of Chaperones: 2
7. Mathleague National Competition - High (Kansas City, MI)
 - a. Timeline: 05/18/2024
 - b. Responsible Individual: Reo Arriola
 - c. Number of Students Competing: 4
 - d. Number of Chaperones: 2
8. National High School Mock Trial (Little Rock, AR)
 - a. Timeline: 05/18/2024 - 05/20/2024
 - b. Responsible Individual: Peter Arriola
 - c. Number of Students Competing: 10
 - d. Number of Chaperones: 4
9. National Junior Speech and Debate Association (Phoenix, AZ)
 - a. Timeline: 06/19/2024 to 06/23/2024
 - b. Responsible Individual: Harold Easton
 - c. Number of Students Competing: 23
 - d. Number of Chaperones: 4
10. International Thespian Festival National Competition (Bloomington, IN)
 - a. Timeline: 06/19/2024 to 06/23/2024
 - b. Responsible Individual: Harold Easton
 - c. Number of Students Competing: 7
 - d. Number of Chaperones: 2
11. Intel Science and Engineering Fair National Competition (Dallas, TX)
 - a. Timeline: 05/14/2024 to 05/19/2024
 - b. Responsible Individual: Harold Easton
 - c. Number of Students Competing: 6
 - d. Number of Chaperones: 2
12. Middle School National Championship Tournament (Chicago, IL)
 - a. Timeline: 05/12/2024 to 05/14/2024
 - b. Responsible Individual: Karen Camacho
 - c. Number of Students Competing: 5
 - d. Number of Chaperones: 2

- There is a 6-person student competition coordinating committee composed of teachers, school administrators, and district program managers as stated above. The information on student competitions is transmitted from the committee to the school's principals for widespread dissemination.

	<ul style="list-style-type: none"> ● During after school programs & Saturday programs during the school year, anywhere from 700 to 1,700 students will be participating in practice sessions as these students hone skills in preparation for the rounds of competitions leading to the state level, regional level, and finally, the national level competitions. The CNMI PSS has parent, teacher, and community volunteers who provide support for these practice sessions serving as coaches, timekeepers, and judges. The parents, teachers, and community members that volunteer their time and effort during these student competitions view their work as a generational obligation that is an integral part of the CNMIs culture. ● The 3-year overarching goal of our student competitions is three fold: <ul style="list-style-type: none"> ○ 1.) To increase equitable representation in US recognized national student competitions amongst other US Schools. ○ 2.) To provide challenging learning environments catered to all students inclusive to high performing and/or gifted students. ○ 3.) To enhance student interpersonal development in terms of motivation, nurturing a healthy self concept, coping with subjectivity, soft competition, and role modeling. Students are able to experience this through collaboration with peers, conflict resolution in team settings, and networking with different students at different schools.
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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)

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Equipment Subtotals			\$ -	\$ -

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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Student Awards	Certificate, Medals, Trophies for students who win at the regional to rep. at the national	\$ -	\$ 3,100.00
Venue Rental	Student Competition Venue to conduct regional comp. for national representation	\$ -	\$ 5,000.00
Supply Subtotals		\$ 0.00	\$ 8100.00

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<p>Prompts for Contractual Product or Service:</p> <ol style="list-style-type: none"> 1. Include all costs specifically incurred with actions that the applicant takes in conjunction with an established internal procurement system (<i>Required</i>). 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 2022 Carryover Funds & FY 2023 Funds Totals. <p>The sums of costs will populate in the subtotal row.</p>

6. CONTRACTUAL – (PURCHASED SERVICES)				
Contractual Product or Service	Purpose of Product or Service	Itemized Budget – Contractual/Professional Services; Communication Services; Advertising and Promotion; Printing and Binding; Training/Professional Development, Etc.	FY 2022 Carryover Funds	FY 2023 Funds
Contractual Subtotals			\$ -	\$ -

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Other Subtotals			\$ -	\$ -

Equitable Services: Breakdown of Consolidated Grant Project Costs by Public & Non-Public Schools		
	Student Enrollment (Month/Day/Year)	Dollar Amount
Insular Area Public School System	8,856	\$ 473,014.00
Non-Public School	1,690	\$ 75,786.00
ACS	114	\$ 5,112.18
BSM	38	\$ 1,704.06
EIS	85	\$ 3,811.71
GHIS	65	\$ 2,914.84
GCA	238	\$ 10,672.80
GMS	106	\$ 4,753.43
IMS	9	\$ 403.59
MCS	516	\$ 23,139.35
NMIS	101	\$ 4,529.21
SCS	91	\$ 4,080.78
SIS	262	\$ 11,749.05
St. Joseph	3	\$ 134.53
SDA	62	\$ 2,780.31
Total	1690	\$ 75,785.85

Shared -
winning PSS
or PNP team
to represent
the CNMI

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](#)

1. PROJECT TITLE	Technology		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	Consolidating Under Title V, Part B- Subpart 2: Rural and Low-Income Schools (RLIS) Program and ESSA Title IV-A Section 4109 (a) (1) (D) (2) B Effective use of Technology Project’s Connection to Allowable Uses of Funds: A. Title I, Part A Improving Basic Programs Operated by LEAs B. Title II, Part A Supporting Effective Instruction C. Title IV, Part A Student Support and Academic Enrichment Grants		
2b. SEA OR LEA SERVICES	LEA		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES	
	Grade Level(s)	Number of Students	Participant Type(s)
	K-12	8,856	Students Teachers School Administrators
			Students: 8,856 Teachers: 463 School Administrators: 45
4. NEED(S) for PROJECT	<p>Identified Need for This Project</p> <p>The CNMI Public School System’s vision is to be a “provider of quality education, empowering all individuals to be innovative thinkers and learners” (CNMI PSS, n.d.) To achieve its mission, the CNMI PSS has adopted six strategic priorities: 1) Student Success, 2) Accountable High Performing Systems. 3) High Performing Personnel, 4) Effective and Efficient Operations, 5) Safe and Caring Schools, and 6) Communications and Community Relations. While infrastructure and instructional technology play an integral role in each of these priorities, technology is especially critical in supporting activities connected to student success, high performing personnel, and effective and efficient operations.</p>		

There is a continued need to provide training on the effective use of technology for teachers, staff, and school and district administrators. Recent district-wide classroom observation data (reporting period of August 2022 - Feb 2023) for the CNMI PSS indicates an average of 2.40 on a scale of 4.0 for the Digital Learning Environment (DLE) component of the Effective Learning Environments Observation Tool (ELEOT). This data indicates that on average, student and teacher use of digital tools and technology to 1) gather, evaluate, and/or use information for learning, 2) conduct research, solve problems, and/or create original works for learning, and 3) communicate and/or work collaboratively for learning ranges from *somewhat evident* to *evident* (CNMI PSS, 2023). Smaldino et al. (2019) discusses eight research-based practices to support effective instruction with technology integration that includes 1) assess prior knowledge 2) consider individual differences 3) state objectives 4) develop metacognitive skills 5) provide social interaction 6) incorporate realistic contexts 7) engage students in relevant practice and 8) offer frequent, timely, and constructive feedback. Guided by these research-based guidelines, there is a need for the CNMI PSS to improve teacher and student use of technology as measured by the DLE.

The CNMI PSS is also committed to providing equitable access to online courses that includes college preparatory courses, career exploration, and core subject areas. In particular, the Student Portal program offers high school coursework and middle school enrichment courses to both public and private school students across the islands of Rota, Tinian, and Saipan. The program enrolls an average of 2,566 students annually, as indicated by Student Portal enrollment data from the past three years. In regards to online course quality, according to SY 21-22 End of Course Student Portal Evaluation Data, 83% of students rate the quality of online courses as “Very good” to “Excellent” for the course they were enrolled in. Simonson et al., (2019) posits that instructional design, community of learners, instructional materials, and assessing student learning are vital factors that support student retention in online learning. Key instructional components such as learner engagement, instructional scaffolding, activating prior learning experiences, facilitative teaching, linking application and problem solving, establishing a collaborative and respectful learning community, and providing opportunities for self reflection on the learning experience are training needs for distance education teachers and support service providers (Simonson et al., 2019) . Enrollment trend data and course evaluation data indicates a continued need to offer and expand distance education courses, support services, and improved instructional online course design.

In response to the need to provide students opportunities for academic enrichment and an array of additional services, including access to technology education and STEM programs, the CNMI PSS is committed to maintaining the continued operations of the Instructional on the islands of Saipan, Tinian, and Rota. According to a recent CNMI PSS Parent Survey (2021), 11.7% of parents report that their child(ren) do not have access to technology outside of school. Additionally, only 50.9% of families reported having access to reliable Internet access at home. These numbers indicate that a large number of PSS students and families need access to technology resources outside of the regular classroom to support academic enrichment and core learning experiences.

The Professional Portal provides learning opportunities for educators from both private and public institutions. In the past three years, 1,105 educators have enrolled in portal courses, 79% of whom participated for the purpose of fulfilling certification needs while 21% joined for enrichment and professional development. There are currently 46 certification courses offered that address early head start, K-12 grade level and subject specific teaching, and counseling certification requirements. Enrollment data for the Professional Portal Program indicates the continued need for educator access to high quality training courses offered via digital platforms to improve instructional practices. In addition to the Professional Portal courses, the Educational Technology Training Program is a year-long training program designed to bridge the gap between teachers’ knowledge and current technological skills essential for all 21st-century educators. The program has graduated 1,070 educators from both private and public schools throughout the CNMI since 2012. An average of 115 participants are admitted annually, with an average completion rate of 92%. According to course evaluation surveys, 90% of participants rated the quality of teaching in the program as “Very good” to “Excellent.” Ed Tech data indicates a continued high interest and need for CNMI PSS educators to enrich their instructional practices on various topics related to instructional technology integration. There is a need to also provide instructional technology coaching to teachers across the district as evidenced by the ELEOT DLE score of 2.40 out of 4.0. According to White et al., (2015), the goal of instructional technology coaching is to increase teacher ability through scaffolding and skill building to improve overall teacher effectiveness in instructional technology integration. The traditional practice of offering professional development solely during teacher breaks such as the summer or weekends is seen as ineffective as it does not provide opportunities for educators to implement new content and strategies in classroom practice. Integrating

coaches within the framework of professional development allows for teachers to learn new content, observe expert instruction or be observed, reflect on progress, and practice within authentic classroom environments (Craig-Hare, 2013).

K-12 schools are experiencing a significant increase in cyberattacks and malware. Online predators purposely target school computer systems, which slows device access, steals personal information, and causes systems to be inaccessible (SchoolSafety, n.d). Education is particularly attractive to criminals because of the vast amount of valuable data it holds: student and staff information, supplier information, alumni databases, and financial and assessment data. To maintain and improve student and educator access to web-based content, the CNMI PSS requires upgrades to the Firewall to provide network protection and filter out unwanted content that is not intended for educational purposes for students and staff. The Firewall will also provide the PSS Network with a way to safeguard against malicious cyber-attacks and threats against data security. Additionally, through installing device monitoring and security software on district devices, PSS issued devices could easily be tracked and staff could be provided with remote technical support. A total of 262 tickets were created on the Mojo Helpdesk from October 2022 to February 2023, which indicates the continued need for data safety and security.

School-level access to multimedia equipment is an integral resource that teachers and students use in their daily instruction. According to Smaldino et al. (2019), multimedia access in schools enhances the basic program of instruction by allowing educators to integrate video, audio, simulations, interactive websites, and other multimodal forms of instruction in their lesson plans. Multimedia equipment also supports inclusive learning environments for English Language Learners and students with special needs. Access to high quality multimedia equipment and resources are used for interactive visual aids and to support accessibility to enhance student learning experiences in the classroom. According to a recent CNMI PSS Teacher Technology Survey (2021), 26% of teachers report that they do not perceive their classrooms to be equipped for 21st century learning. Additionally 16% of teachers reported “Strongly Agree” to the statement that more access is needed to technology to integrate into their instruction. There is a continued need to provide access to quality printing, scanning, and multimedia equipment for CNMI PSS teachers and students.

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

To address the needs of the CNMI PSS in the areas of instructional and infrastructure technology, the following activities will be implemented: 1) Improved Digital Learning Environment Project; 2) Student Portal Online Programs (Distance Education Courses for Students); 3) High Performing Personnel Online Programs (Distance Education Courses for Personnel); 4) Instructional Technology & Distance Education Centers; 5) Infrastructure Technology & Network Support Project; 6) Device Management & Data Security Project; and 7) Multimedia Media Equipment & Digital Resource Project.

The Improved Digital Learning Environment activity will aim to improve teacher skills to effectively utilize technology to support rigorous and relevant learning for all students to empower college and career readiness in a technology-driven, global society. This project activity will continue to equip classrooms throughout the CNMI with the educational technology resources to support the growing reliance on the online activities and digital curricula as well as to ensure equity in access.

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

The Instructional Technology & Distance Education Center Project will aim to improve student access to technology tools and devices that can be used on a daily basis to support learning across the islands of Saipan, Tinian, and Rota. The center will be located in a high school on each of these islands and provide a way for students to use technology for their course assignments and projects. Additionally, one teacher aide will be assigned at each of the three locations and provide on-site support and technical assistance as needed by students. The availability of a physical

space will provide a way for students to continue their learning outside of the classroom and complete their assignments to be successful in their high school courses.

The High Performing Personnel Programs aims to provide professional learning and certification opportunities for educators to promote higher-level practices that leverage technology as a medium of learning. The virtual platform course offerings include BOE Certification and Licensure courses as well as course options for professional growth and advancement. This activity ensures the retention of highly qualified personnel by leveraging technology based learning management systems to deliver required professional development to simulate continual growth and advancement for professionals. In addition, courses specific to the Educational Technology Training program will focus on the use of technology resources to promote effective, pedagogically sound, tech-based practices that support student learning. The activity empowers teachers to integrate a range of educational technology in evidence-based ways that promote higher levels of engagement.

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

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

References

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CNMI PSS. (2021). Teacher technology survey. Retrieved March 01, 2023 from https://docs.google.com/forms/d/19QOChIKxLeBm5EJLtN5sCUvGSCSq_A18WnuCUqMWvvE/edit#responses

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Smaldino, S. E., Lowther, D. L., Russell, J. D., & Mims, C. (2019). Instructional technology and media for learning (12th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

5. GOAL STATEMENT/OBJECTIVES

5a.

Goal Statement:

During the three-year grant cycle, this project’s main goal is to improve the instructional technology, distance education, and informational technology infrastructure of the CNMI Public School System through providing teacher professional development on technology integration and secure practices, equitable access to quality online courses and technology resources for students and staff, and enhanced distance education student support services.

How the goal will meet the project need:

This goal will meet the project needs by providing CNMI PSS teachers, leaders, and staff access to training, equipment, and digital resources that will support the effective integration of and safe usage of technology and digital resources to support teaching, learning, and school administration support of technology. The goal also supports the equitable access of core content, CTE courses, and advanced coursework for students on the islands of Saipan, Tinian, and Rota.

5b. Annual Objectives:

Annual Objective 1 (Improved Digital Learning Environment Project): Promote instructional technology use in the classroom by providing training to teachers, principals, and other school leaders on various technology programs and resources to support equity and access to technology for all students.

- a. By the end of SY 2023-2024, the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment Observation Tool Digital Learning Environment (ELEOT) from a rating of 2.40 to 2.45.
- 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 Observation Tool Digital Learning Environment (ELEOT) from a rating of 2.45 to 2.5.
- c. By the end of SY 2025-2026, the CNMI PSS will increase its digital learning environment score as measured by the Effective Learning Environment Observation (ELEOT) classroom observation tool from a rating of 2.5 to 2.55.

Annual Objective 2 (High Quality Student Portal Online Courses & Support Services): Provide high quality online courses through the Student Portal Program for students to complete high-quality coursework in core curricular, elective, and AP courses to advance their learning and complete high school credit requirements.

- a. By the end of SY 2023-2024, 86% of students will indicate the quality of instruction as “Very good” or “Excellent” as measured by the course evaluation survey.
- 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.
- c. By the end of SY 2025-2026, 88% of students will indicate the quality of instruction as “Very good” or “Excellent” as measured by the course evaluation survey

Annual Objective 3 (High Performing Personnel Online Programs): Provide high quality online certification courses to advance professional growth and support teachers, counselors, and administrators in completing certification coursework and enhance their skills.

- a. By the end of SY 2023-2024, 91% of participants will indicate the quality of instruction as “Very good” or “Excellent” as measured by the Professional Portal/EdTech/Leading with Technology Program evaluation survey.
- 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 Portal/EdTech/Leading with Technology Program evaluation survey.
- c. By the end of SY 2025-2026, 93% of participants will indicate the quality of instruction as “Very good” or “Excellent” as measured by the Professional Portal/EdTech/Leading with Technology Program evaluation survey.

Annual Objective 4 (Instructional Technology & Distance Education Center Project): Provide student support services through access to a satellite location with digital resources and technology equipment.

- a. By the end of SY 2023-2024, Instructional Technology & Distance Education Center Use Survey will indicate 70% overall satisfaction rating as measured by user experience survey.
- 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.
- c. By the end of SY 2025-2026, Instructional Technology & Distance Education Center Use Survey will indicate 74% overall satisfaction rating as measured by user experience survey.

Annual Objective 5 (Infrastructure Technology & Network Support Project): Provide students, teachers, and administrators access to improved network infrastructure support through troubleshooting processes and staff development of practices for data management and security.

- a. 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.
- b. By the end of SY 2024-2025, CNMI PSS will maintain an uptime in network services of at least 91% as measured by the Mojo Network System data logs.
- c. By the end of SY 2025-2026, CNMI PSS will maintain an uptime in network services of at least 92% as measured by the Mojo Network System data logs.

Annual Objective 6 (Device Management & Data Security Project): Provide teachers, staff, school, and district administrators with device management systems to effectively monitor, troubleshoot, respond to, support, and protect endpoint devices.

- d. By the end of SY 2023-2024, CNMI PSS will secure 3200 endpoint devices (12.8% of district devices) to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job completion activity logs.
- e. By the end of SY 2024-2025, CNMI PSS will secure 3400 (13.6% of district devices) endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job completion activity logs.
- f. By the end of SY 2025-2026, CNMI PSS will secure 3600 (14.4% of district devices) endpoint devices to ensure protection against Malware, Ransomware, and other cyber threats as measured by IT job completion activity logs.

Annual Objective 7 (Multimedia Equipment & Digital Resource Project): Provide CNMI PSS schools access to multimedia equipment and digital technology resources to support document sharing, digital storage, and digital subscriptions that support 21st-century learning

- a. By the end of SY 2023-2024, CNMI PSS will decrease reported downtime of school-level multimedia equipment by 3% as measured by Helpdesk system data reports.
- 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.
- c. By the end of SY 2025-2026, CNMI PSS will decrease reported downtime of school-level multimedia equipment by 5% as measured by Helpdesk system data reports.

5c. Means of Evaluating Program Outcomes:

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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: Technology

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 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
Improved Digital Learning Environment Project	By the end of SY 2023-2024: Increase classroom instructional-tech score as measured by the Effective Learning Environment Observation Tool Digital Learning Environment (ELEOT) from a rating of 2.4 to 2.45.	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

<p>High Quality Student Portal Online Courses & Support Services</p>	<p>By the end of SY 2023-2024: 86% of students will indicate the quality of instruction as “Very good” or “Excellent” as measured by the course evaluation survey.</p>	<p>Course evaluation survey</p>	<p>Percentage of students who self-report as “Very good” to “Excellent” regarding the course quality</p>	<p>Yes</p>	<p>83% of students rate “Very good” to “Excellent” on the course evaluation survey</p>	<p>84% of students rate “Very good” to “Excellent” on the course evaluation survey</p>	<p>Course evaluation data is not collected at this time.</p>	<p>85% of students rate “Very good” to “Excellent” on the course evaluation survey</p>	<p>86% of students rate “Very good” to “Excellent” on the course evaluation survey</p>
<p>High Performing Personnel Online Programs</p>	<p>By the end of SY 2023-2024, 91% of participants will indicate the quality of instruction as “Very good” or “Excellent” as measured by the Professional Portal/EdTech/Leading with Technology Program evaluation survey.</p>	<p>Course evaluation survey</p>	<p>Percentage of participants who self-report as “Very good” to “Excellent” regarding the course quality</p>	<p>Yes</p>	<p>90% of participants “Very good” to “Excellent” on the course evaluation survey</p>	<p>90% of participants rate “Very good” to “Excellent” on the course evaluation survey</p>	<p>90.5% of participants rate “Very good” to “Excellent” on the course evaluation survey</p>	<p>91% of participants rate “Very good” to “Excellent” on the course evaluation survey</p>	<p>Course evaluation data is not collected at this time.</p>
<p>Instructional Technology & Distance Education Center Project</p>	<p>By the end of SY 2023-2024, Instructional Technology & Distance Education Center User Survey will indicate 70% overall satisfaction rating as measured by users’ perception survey.</p>	<p>User experience survey</p>	<p>Percentage of students who report “Satisfied” on the user experience survey</p>	<p>Yes</p>	<p>Baseline data will be collected in SY 23-24.</p>	<p>67% of participants rate “Satisfied” on the user experience survey</p>	<p>68% of participants rate “Satisfied” on the user experience survey</p>	<p>69% of participants rate “Satisfied” on the user experience survey</p>	<p>70% of participants rate “Satisfied” on the user experience survey</p>
<p>Infrastructure Technology & Network Support Project</p>	<p>By the end of SY 2023-2024, CNMI PSS will maintain an uptime in network services of at least</p>	<p>Mojo Network System data logs</p>	<p>Maintained uptime percentage of network services</p>	<p>Yes</p>	<p>The average uptime for CNMI PSS network health is 85%</p>	<p>Maintain 87% of uptime in network</p>	<p>Maintain 88% of uptime in network</p>	<p>Maintain 89% of uptime in network</p>	<p>Maintain 90% of uptime in network</p>

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<p>Device Management & Data Security Project</p>	<p>90% as measured by the Mojo Network System data logs. 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.</p>	<p>IT job completion activity logs</p>	<p>Number of devices that are secured by IT</p>	<p>Yes</p>	<p>Out of an approximate 20,000 district devices,</p>	<p>3050 devices are secured</p>	<p>3100 devices are secured</p>	<p>3150 devices are secured</p>	<p>3200 devices are secured</p>
<p>Multimedia Equipment & Digital Resource Project</p>	<p>By the end of SY 2023-2024, CNMI PSS will decrease reported downtime of school-level multimedia equipment by 3% as measured by Helpdesk system data reports.</p>	<p>Helpdesk system data reports</p>	<p>Percentage of Helpdesk system data reports that indicate issues with multimedia equipment</p>	<p>Yes</p>	<p>Baseline data will be collected in SY 23-24.</p>	<p>A decrease of 2% in reported downtime</p>	<p>A decrease of 2.5% in reported downtime</p>	<p>A decrease of 2.75% in reported downtime</p>	<p>A decrease of 3% in reported downtime</p>

6. PROJECT DESCRIPTION	6a. BASIC PROGRAM OF INSTRUCTION <ol style="list-style-type: none">Description of Basic Program of Instruction: The CNMI PSS provides core instructional programs in the areas of English, Math, Science, Social Studies, Indigenous Heritage Language Studies, Physical Education/Health and other elective courses to students in grades K-12, enabling them to successfully progress from grade to grade and prepare for graduation, college and career readiness. CNMI PSS also provides local personnel (e.g. school administrators, teachers, counselors) to support and improve academics and social-emotional learning, including: attendance/truancy, discipline, social concerns and a positive school climate. In the area of technology, the CNMI Public School System has a set of technology standards & benchmarks to guide learning related to technology skills in the classroom from K-12.How the Basic Program of Instruction is related to the project need: To be able to teach the basic program of instruction, teachers needs access to high quality training on topics related to instructional technology, research-based 21st century classroom strategies, maintained network access and support services, and continued connections to multimedia devices and digital resources to support instruction and student engagement in learning.
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6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

1. Ways the supplemental project will support the basic program of instruction:

To support the CNMI PSS Goals for technology, this project will focus on the following activities:

- Improved Digital Learning Environment Project
- High Quality Student Portal Online Programs & Support Services (Distance Education Courses for Students)
- High Performing Personnel Online Programs (Distance Education Courses for Personnel)
- Infrastructure Technology & Network Support Project
- Device Management & Data Security Project
- Multimedia Media Equipment & Digital Resource Project

The following supplemental projects, including implementation, monitoring and evaluation, will be overseen by the following CNMI PSS personnel: the Interim Director of Instructional Technology & Distance Education - ITDE (project lead), the Director of Infrastructure Technology -IT (project co-lead). Project support will be provided by the following PSS personnel: ITDE Coach, ITDE Enrollment & Data Specialist, ITDE Teacher Aides, ITDE Administrative Officer, IT Admin Officer, and IT Network Specialists.

2. Why the Supplemental Project is Necessary to Meet Project Need and Goal: This supplemental project is necessary because it provides 1) high quality technology trainings for teachers, staff, and administrators 2) online courses for advance coursework, CTE courses, and core content courses across the three islands of Saipan, Tinian, and Rota, 3) online programs to promote high performing PSS personnel 4) improved infrastructure and network services 5) enhanced device management and data security processes, and 6) provides continued access to multimedia devices and digital resources to be used in classroom instruction.

3. Major Activities to Accomplish Project Goal During Three-Year Implementation Cycle

Project 1: Improved Digital Learning Environment Project

The CNMI PSS will achieve an increase in the district-wide digital learning environment score through several activities 1) expansion of school-level trainings in instructional technology integration 2) 21st Century Classroom Summer Conference for teachers 3) 21st Century Classroom digital resources 4) expansion of K-12 Digital Learning Day activities and 5) maintained access to a district-wide learning management system. Funding for this activity will support materials needed for school-level instructional technology training, training costs for the 21st century classroom summer conference, technology equipment and digital resources to support K-12 Digital Learning Day activities, subscription costs for a district-wide learning management system, and training for procured digital subscriptions (Nearpod, Brainpop, Ebsco) that promote student engagement and research-based practices. These combined activities will promote instructional technology use in the classroom by providing training to teachers, principals, and other school leaders on various technology programs and resources to support equity and access to technology for all students and will meet the following timelines:

Improved Digital Learning Environment Project Year 1 Timeline

Activity	Person(s) Responsible	Timeline	Resources Needed
Procure renewal of District-Wide Learning Management System	ITDE Director ITDE Administrative Officer	August 2023	Funding for Learning Management System renewal (subscription services)
Procure Digital Learning Day Educational Resources and 21st Century Classroom Teacher Resources	ITDE Director ITDE Administrative Officer	September 2023	Funding for Digital Learning Day Educational Resources and 21st Century Classroom Teacher Resources
Instructional Technology PD Request Form provided to School Principals via email communication	ITDE Director	September 2023	
Facilitation of School-Level Instructional Technology PDs	ITDE Director ITDE Coach ITDE Enrollment & Data Specialist	September 2023-May 2024	Funding for professional development supplies
Collection of workshop evaluation data collection & improvement planning	ITDE Director ITDE Enrollment & Data Specialist ITDE Coach	December 2023 (For PDs provided in Fall Semester)	
Participation in the National Future of Education Technology Conference (Ed Tech Admin and EdTech Coach Track). The Ed Tech Admin Track will provide administrators with professional development focused on operational strategies, building district leadership pipelines, future trends in transforming teaching & learning, and Ed Tech strategic implementation & planning initiatives The Ed Tech Coach Track will provide coaches with professional development focused on coaching teachers in the integration of	ITDE Director ITDe Coach	January 2024	Travel cost for attendance to the National Future of Education Technology Conference (Ed Tech Admin and EdTech Coach Track)

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technology enhanced learning experiences, communication skills and coaching techniques, and modeling the use of differentiated instructional strategies.			
Broadcast & Implement Digital Learning Day Activities	ITDE Dire	January 2024-February 2024	
Procure resources and PD contract for 21st Century Classroom Summer Conference	ITDE Director ITDE Administrative Officer	January 2024	Funding for PD resources and contracted services
Collection of workshop evaluation data collection & improvement planning	ITDE Director ITDE Enrollment & Data Specialist ITDE Coach	May 2024 (For PDs provided in Spring Semester)	
Participation in an Educational Technology Training Conference (International Society for Technology in Education Conference). The conference will provide training on topics relevant to instructional technology including online & blended learning, instructional design and delivery, digital literacy, computer science and computation thinking, and digital equity and inclusion.	ITDE Director ITDE Coach ITDE Enrollment & Data Specialist ITDE Administrative Officer Ed Tech Teacher Representatives (2)	June 2024	Travel cost for attendance to the International Society for Technology in Education (ISTE) Conference
Registration, execution, and training evaluation of 21st Century Classroom Summer Conference	ITDE Director ITDE Coach ITDE Enrollment & Data Specialist ITDE Administrative Officer	June 2024	

Project 2: High Quality Student Portal Online Courses & Support Services

The CNMI PSS aims to provide equitable learning opportunities for students on the islands of Saipan, Tinian, and Rota. The Student Portal provides high school students from all three islands the opportunity to enroll in quality online, credit-bearing courses for learning enrichment. This is due in large part to limited options for core content and enrichment courses available at schools in Tinian and Rota. Specifically, Tinian currently has a shortage of high school social studies teachers, while RHI has a need for a chemistry teacher. However, through online courses, the CNMI PSS has been able to overcome barriers that may limit access to students from Tinian and Rota. Additionally, the limited number of Advanced Placement (AP) and elective courses in each school propelled the Student Portal Program to offer these courses for students in all three islands. To support the Student Portal Program, PSS aims to conduct the following activities: (1) Conduct outreach to students on all three islands to promote online learning enrichment; (2) Expand course options, including advanced placement and career and technical education offerings that are not readily available on school sites; (3) Revamp of courses to reflect best online facilitation practices that are researched-based and promote engagement and integrate the most up-to-date technology tools; (4) Engage online course instructors regularly to ensure collaboration and the integration of cultural relevance and best practices; and (5) Regularly review student evaluation data to improve online practices.

To support this activity, funding will be used for online teacher differential, online teacher training, eCounselor differential and online training costs. eCounselors provide services by addressing students' academic, social, and emotional developmental needs and communicating with students who are in need of support. The activity also requires access to a secure Learning Management System, online course quality assurance technical support, and a webinar subscription for synchronous communication between online students and eTeachers. To expand course offerings, especially in Advanced Placement and CTE subjects, funding will support course development by identified PSS online teachers. Additionally, the Instructional Technology Statillies are needed to ensure increased equity and access to the outlying islands of Tinian and Rota as well as ensure direct and immediate technology and technical support are readily available.

Student Portal Program Activities

Activity	Person(s) Responsible	Timeline (Fall Semester)	Timeline (Spring Semester)	Timeline (Summer Semester)
Registration	ITDE Enrollment & Data Specialist	August 2023	December 2023 to January 2024	April to May 2024
Online Mid-Term Student Outreach & Support Activities (Commutes to Rota & Tinian, Saipan school visits)	ITDE Director ITDE Coach ITDE Admin Officer ITDE Enrollment & Data Specialist	October 2023	March 2024	July 2024
Course facilitation	Online Teachers	September to December 2023	January to April 2024	May to July 2024
Academic Intervention and online support services	Online Counselors ITDE Teacher Aides	Provided throughout the term	Provided throughout the term	Provided throughout the term
Course evaluation data collection & improvement planning	ITDE Director ITDE Enrollment & Data Specialist ITDE Coach	December 2023	April 2024	July 2024

Project 3: High Performing Personnel Online Programs

The CNMI PSS aims to develop and deliver online programs that will help teachers, counselors, administrators, and other staff enhance their skills, knowledge, and abilities to become high-performing personnel. This activity aims to support the district by providing professional learning opportunities specifically in educational technology and online certification courses to improve teacher performance. To support educators in completing certification coursework through Ed Tech and Professional Portal offerings, the CNMI PSS will focus on the following activities as follows: 1) Expand available certification coursework to address all the Board of Education required courses for all certified personnel across multiple subject specific endorsements; 2) Review and refine courses to reflect research-based online facilitation practices; 3) Engage online certification personnel in professional development to ensure that the instructional framework accounts for best practices that support andragogy and is sensitive to the cultural norms of the professional community we serve; and 4) Regularly examine participant evaluation data to improve online instructional practices.

The intent of the High Performing Personnel Online Programs is to provide a framework for teachers to learn research-based practices, current trends, strategies, and pertinent content from expert peers within the district. Through the Professional Portal Program, Ed Tech Technology training program, and Leadership Training Program, participants are provided an intensive coursework focused on instructional technology integration for teaching, leading, and learning. To support this activity, the funding will be used for Ed Tech Program participant resources, certification and Ed Tech Instructor differentials, eTeacher training and teaching resources, and subscription to the Learning Management System. Additionally, Ed Tech instructors, trainers, and program administrators will attend technology conferences to learn about the latest educational technology tools.

Ed Tech Program Year 1 Timeline

Activity	Person(s) Responsible	Timeline
Registration	ITDE Enrollment Specialist	September 2023
Procurement of program resources and supplies	ITDE Administrative Officer	September 2023
Course facilitation	Ed Tech Instructors	October 2023 to May 2024
Course evaluation data collection & improvement planning	ITDE Director ITDE Enrollment & Data Specialist ITDE Coach	At the end of each course

School Leadership With Technology Program Year 1 Timeline

Activity	Person(s) Responsible	Timeline
Registration	ITDE Enrollment Specialist	July 2023 - August 2023
Procurement of program resources and supplies	ITDE Administrative Officer	September 2023
Course facilitation	ALP Instructors	October 2023 to July 2024
Course evaluation data collection & improvement planning	ITDE Director ITDE Enrollment & Data Specialist ITDE Coach	At the end of each course

Professional Portal Program Year 1 Timeline

Activity	Person(s) Responsible	Timeline (Spring Semester)	Timeline (Summer Semester)
Registration	ITDE Enrollment Specialist	January - February 2024	May 2024
Course facilitation	Professional Portal Instructors	February - April 2024	June - July 2024
Course evaluation data collection	ITDE Director ITDE Enrollment & Data Specialist ITDE Coach	April 2024	July 2024

Project 4: Instructional Technology & Distance Education Centers

The CNMI PSS aims to provide students with technology resources and devices to support student learning in schools. The community center will be located at one high school in the islands of Saipan, Tinian, and Rota. Laptops, iPads, desktop computers, headphones, and other resources will provide students with easy access to a vast amount of information that can help them with their assignments and projects. These resources will also help to increase student engagement by offering interactive learning experiences and expose them to learning about a variety of different technology tools. The community centers will be managed by a teacher aide on each of the three islands and they will provide students with support on device usage and technical assistance. As technology becomes increasingly important, providing students with access to technology devices and teaching them how to use them effectively can improve students' academic success and help them learn skills to be successful in college or a career pathway.

Instructional Technology & Distance Education Centers Year 1 Timeline

Activity	Person(s) Responsible	Timeline
Instructional Technology & Distance Education Centers open for student and teacher use	ITDE Teacher Aides	September 2023
User data collection on center use	ITDE Teacher Aides	Throughout Fall 2023 and Spring 2024 semester
Evaluation of survey data and action planning for center improvements	ITDE Director ITDE Teacher Aides	May 2024

Project 5: Infrastructure Technology & Network Support Project

To improve the CNMI PSS Infrastructure Technology & Network Support, the State Infrastructure Technology department (SIT) aims to use network monitoring to provide staff with a centralized dashboard to monitor the CNMI PSS network Infrastructure health and performance. The Director of Infrastructure Technology will be the lead for this project. Additionally, SIT will upgrade CNMI PSS Firewall Hardware and Software to provide network protection from the internet to the PSS Network Infrastructure. This includes filtering out unwanted content (Adult, Gaming, Political, etc.) that are not intended for educational purposes. This activity is an additional layer of protection against malicious cyber-attacks to the PSS Network.

Infrastructure Technology & Network Support Project Year 1 Timeline

Activity	Person(s) Responsible	Timeline
Mojo Helpdesk Network Health Status monitoring	IT Director IT Network Specialists	Monthly reporting (July 2023-June 2024)
Upgrade of Firewall for increased network protection	IT Director IT Network Specialists	June 2024

Project 6: Device Management & Data Security Project

To improve the CNMI PSS device management and data security project, SIT aims to install Endpoint Device monitoring and security software on 3200 district devices. The program will be used to track PSS issued devices to provide remote support, administer device lock, and/or wipe the data in the event the device is lost or stolen. The Endpoint software helps in securing endpoints or entry points devices such as desktops, laptops, and mobile devices from being accessed by unauthorized individuals, such as online predators. The amount and complexity of cyberattacks has increased, and so has the need for our district to use advanced security solutions to safeguard against them. This activity will also include training for the SIT Director and a Network Specialist representative to attend the National Future of Education Technology conference track for IT administrators.

Activity	Person(s) Responsible	Timeline	Resources Needed
Procurement of Asset Device Management System	SIT Director SIT Administrative Officer	End of Dec 2023	Asset Device Management System
Installation of Device Management System on 3200 devices	SIT Director IT Network Specialists	End of September 2024	Asset Device Management System
Participation in the National Future of Education Technology Conference. The IT Conference Track will provide training on cybersecurity with sessions on technical solutions, cyber insurance, policy/procedure and awareness.	SIT Director IT Network Specialist Representative	End of January 2023	Travel cost for attendance to the National Future of Education Technology Conference (IT Admin Track)
Participation in the Statewide Longitudinal Data System Pacific Entities Training to receive training and technical assistance on topics of data policies, data processes, data quality, data security, and data sharing.	SIT Director	End of May 2024	Travel cost for attendance to the Statewide Longitudinal Data System Pacific Entities Training.

Project 7: Multimedia Equipment & Digital Resource Project

The Multimedia Equipment activity provides technological resources and access to multimedia equipment such as networked printers, scanners, and other electronic sharing to support 21st-century learning. Teachers having access to multimedia equipment provides options for learning material as well as allows for document sharing and digital storage. The funding for this activity will support the procurement of networked computers, scanners, printers, and subscriptions to supplemental digital resources. Digital resources that will be procured include district-wide subscriptions to the Blackboard Learning Management System, Nearpod, Brainpop, Screencastomatic, Jotform, Ebsco Research Database, and eDynamics Platform.

Infrastructure Technology & Network Support Project Year 1 Timeline

Activity	Person(s) Responsible	Timeline
Needs Assessment of Multimedia Equipment & digital resources	IT Director ITDE Director	October 2023
Procurement of identified multimedia equipment & digital resources	IT Director ITDE Director	November 2023 - May 2024
Usage data reports and action planning for project improvement	IT Director ITDE Director	July 2024

Assurance Statement: The activities listed above have no connections to other Federal Agencies/Programs. The technology narrative outlines goals, objectives, and activities listed above will be used to supplement the basic program of instruction.

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)

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Infrastructure Tech Toolkit (IT)	Infrastructure Technology Toolkit for network maintenance	IT Tools and accessories (Cable, RJ45, keystone jack, Wifi and networking equipment) = \$20,000	\$ -	\$ 20,000.00
Infrastructure Tech UPS Back Up Power Supply (IT)	UPS back-up power supply to ensure protection of devices and network	UPS Back Up Supply for Surge Protection (\$1000 x 20 school sites) = \$20,000	\$ -	\$ 20,000.00
		Equipment Subtotals	\$ -	\$ 40,000.00

Equitable Services: Breakdown of Consolidated Grant Project Costs by Public & Non-Public Schools		
	Student Enrollment (Month/Day/Year)	Dollar Amount
Insular Area Public School System	8,856	\$ 1,991,608.00
Non-Public School	1,690	\$ 319,095.00
ACS	114	\$ 21,524.75
BSM	38	\$ 7,174.92
EIS	85	\$ 16,049.16
GHIS	65	\$ 12,272.88
GCA	238	\$ 44,937.64
GMS	106	\$ 20,014.24
IMS	9	\$ 1,699.32
MCS	516	\$ 97,427.82
NMIS	101	\$ 19,070.17
SCS	91	\$ 17,182.04
SIS	262	\$ 49,469.16
St. Joseph	3	\$ 566.44
SDA	62	\$ 11,706.44
Total	1690	\$ 319,094.98

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](#)

1. PROJECT TITLE	Private, Non-Public (PNP) Schools			
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	<p>ESEA Title I – IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A – Improving Basic Programs Operated by Local Education Agencies.</p> <p>ESEA Title II – PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A – Supporting Effective Instruction</p> <p>ESEA Title III – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A – English Language Acquisition, Language Enhancement, And Academic Achievement Act.</p> <p>ESEA Title IV – 21st Century Schools. Part A – Student Support and Academic Enrichment Grants. Subpart 1 – Student Support and Academic Enrichment Grants.</p> <p>TITLE V PART B – RURAL EDUCATION INITIATIVE, Subpart 2 – Rural and Low-Income School Program (RLIS)</p>			
2b. SEA OR LEA SERVICES	LEA			
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES	3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES		
	Grade Level(s)	Number of Students	Participant Type(s)	Number of Participants
	Grades K-6	945	Teachers Teacher Aide	86 19
	Grades 7-12	745	Teachers Teacher Aide	46 6

4. NEED(S) for PROJECT	<p>13 Private, Non-Public (PNP) Schools are participating in Federal education programs and initiatives: Agape, Brilliant Star Montessori, Eucon International, Golden Harvest, Grace Christian Academy, Green Meadow, Isla Montessori, Mount Carmel, Northern Marianas International, Saipan Community, Saipan International, St. Joseph, and Seventh Day Adventist.</p> <p>Each participating school submitted an Intent to Participate to the CNMI PSS Federal Programs Office (FPO) indicating their intention to continue to receive equitable services for eligible students and teachers. Each request was supported by a needs assessment and evidence to support requests. Throughout the monthly meetings and One-to-One consultations, notations are made to see what are the various needs of individual schools as well as what are common needs being requested across the boards of all the schools. The Equitable Services department under the Federal Programs Office will continue to consult with participating PNPs to assess specific student and instructor needs, monitor progress toward project implementation, and evaluate effectiveness of projects, services, and benefits provided.</p> <p>By the end of the three-year Consolidated Grant cycle, the Private, Non-Public (PNP) Schools will have achieved the following overarching goals:</p> <ol style="list-style-type: none"> 1) Provide instructors with supplemental instructional resources and technology equipment support to aid and improve student learning and achievement. By the end of each year, all PNP schools shall have a listing of all supplemental materials purchased and conduct a survey on its usage and effectiveness of the materials to determine the continuity of purchasing the material for the future years. 2) Provide opportunities for students and staff to have access to mental health services and a well-rounded education, which include opportunities to benefit from and participate in student competitions, career and college counseling/guidance, college preparation. A baseline count of the number of students and staff that have gained access to these supports and services shall be collected and will have an increase of 5% participation rate for each year. 3) Provide professional development opportunities for PNP teachers and school administrators. A feedback survey shall be conducted at the beginning of each school year to determine the professional development needs for each school. A professional development plan shall be developed with a timeline to ensure that PD needs are addressed and made available through various opportunities.
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5. GOAL STATEMENT/OBJECTIVES

5a. Goal Statement:
<p>Goal:</p> <p>During the three-year grant cycle, under the Private, Non-Public (PNP) School project, the CNMI PSS' main goal is to 1) provide instructors with supplemental instructional resources and technology equipment support to aid and improve student learning and achievement; 2) provide opportunities for students to have access to mental health services and a well-rounded education, which include opportunities to benefit from and participate in student competitions, career and college counseling/guidance, college preparation; and 3) provide professional development opportunities for PNP teachers and school administrators that will lead to increased student learning.</p> <p>PNPs use different assessment tools to assess student achievement in Reading and Math. FPO will provide students and instructors opportunities to participate in activities equitable to the ones provided to public school students and teachers. To meet their specific needs, participating private schools will receive the necessary tools, supplementary resources and professional development training needed to enhance their teaching skills and practices. Instructors will have access to professional development training opportunities that will help them improve their instructional practices and facilitate student learning, such as Science of Teaching, Science of Reading and Science of Math. Participating teachers will also avail to the Teacher Mentoring Program, Aspiring Leaders Program, Instructional Coaching Initiative, and</p>

EdTech Leadership opportunities offered to public school instructors. Students will be supported with supplemental learning and technology resources to aid in their learning.

Private, Non-Public High Schools have indicated a need to expand access to mental health services for students. This includes opportunities to benefit from training and services that address the physical, social, and emotional well-being needs of students. Therefore additional support in this area will be provided to PNPs.

In addition, PNPs have also expressed during the monthly meetings and one-to-one consultations a need to continue activities that support a well-rounded education for students, which include opportunities to benefit from and participate in student competitions, career and college counseling/guidance, college preparatory courses (Advanced Placement), and career technical education, cooperative education. Access to and use of technology to improve academic achievement and growth, address digital literacy, etc. was

5b. Annual Objectives:

Goal 1: Provide instructors with supplemental instructional resources and technological equipment support to aid and improve student learning and achievement.

Component 1: 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 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.

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.

Component 2: Technology Application and Equipment Support

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.

Year 2: 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.

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.

Goal 2: Provide opportunities for students to have access to mental health services and well-rounded opportunities to prepare them for college and career.

Component 3: Mental Health Support

Year 1: Baseline data will be established and identified by PNP staff to increase their ability to deliver evidence-based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre & post survey of professional development training.

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 & post survey of professional development training.

Year 3: 40% 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 & post survey of professional development training.

Component 4: 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 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.

Component 5: 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%.

Year 3: Increase percentage of PNP students participating in well-rounded activities, including statewide and national level student competitions by 15%.

Goal 3: Provide professional development opportunities for PNP teachers and school administrators.

Component 6: Professional Development

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 that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth.

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.

5c. Means of Evaluating Program Outcomes:

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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: 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	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
Component 1: 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 student achievement in Reading and Math by at least 3%	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>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>								
<p>Component 2: Technology Application and Equipment Support</p>	<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: 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>Web-based survey</p>	<p>Percentage of teachers indicating overall satisfaction rating</p>	<p>Yes</p>	<p>Baseline data will be collected and provided at the beginning of the school year</p>	<p>Survey to be administered for baseline data</p>	<p>-</p>	<p>At least 50% (end of SY 2023-2024)</p>	<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.								
Component 3: Mental Health Support	Year 1: Baseline data will be established and identified by the PNP staff to increase their ability to deliver evidence-based interventions within a comprehensive integrated multi-tiered system of support, as measured by pre & post survey of professional development training. 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 & post survey of	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 assessment will be administered to help more accurately determine baseline data.	100% Participating PNPs will complete a Trauma-Informed Multi-tiered System of Support Climate survey needs assessment	-	20% of identified educators will demonstrate increased ability to deliver evidence-based interventions.	-

	<p>professional development training. Year 3: 40% 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 & post survey of professional development training.</p>								
<p>Component 4: College and Career Readiness (AP, CTE, and Co-op)</p>	<p>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</p>	<p>Web-based survey Attendance Sheets Class roster</p>	<p>Percentage of participating PNP high school students indicating exposure or participating in at least one (1) activity in Cooperative Education, CTE, and or AP</p>	<p>Yes</p>	<p>Baseline data will be collected and provided at the beginning of the school year</p>	<p>At least 25% of Participating PNPs</p>	<p>At least 30% of Participating PNPs</p>	<p>At least 35% of Participating PNPs</p>	<p>-</p>

	<p>work-based 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.</p>								
<p>Component 5: Student Competitions</p>	<p>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%. Year 3: Increase percentage of PNP students participating in well-rounded activities, including</p>	<p>Event Roster</p>	<p>Percentage of PNP students participating in well-rounded activities and student competitions</p>	<p>Yes</p>	<p>Baseline data will be collected and provided at the beginning of the school year</p>	<p>-</p>	<p>-</p>	<p>-</p>	<p>At least 5% increase in PNP student participation in well-rounded activities and student competitions</p>

	statewide and national level student competitions by 15%.								
Component 6: Professional Development	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 that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth. Year 3: At least 60% of teachers and administrators participating in a Professional Development activity, Teacher Mentoring and/or Aspiring Leaders	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%	

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	Program will self-report that the activity has enhanced and improved their content knowledge, teaching skills, and professional growth.							
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6. PROJECT DESCRIPTION	6a. BASIC PROGRAM OF INSTRUCTION <u>Description of Basic Program of Instruction</u> Private, Non-Public (PNP) Schools offer core instruction in the areas of Reading, Mathematics, Language Arts, Social Studies, Science, Advanced Placement, Physical Education in grades K-12. <u>Relationship between Basic Program of Instruction and Project Need</u> The applicable projects are meant to supplement core instruction and ensure that equitable services are provided to participating PNPs.
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6b. SUPPLEMENTAL PROJECT AND MANAGEMENT

The CNMI Public School System provides assurances that Consolidated Grant funds will supplement and not supplant state and local funds.

The Consolidated Grant-funded projects that will be implemented are supplemental to the Basic Program of Instruction offered at PNPs.

- a. Improving student achievement in Reading and Math through supplemental instructional resources and technological equipment support.
- b. Providing access to mental health services by supporting PNP instructors through professional development training.
- c. Providing well-rounded education opportunities for PNP students through physical health activities, student competitions, Advanced Placement, career technical education and co-operative education.
- d. Providing evidence-based professional development opportunities for PNP teachers and administrators.

During the three-year grant cycle, under the Private, Non-Public (PNP) School project, the CNMI PSS' main goal is to 1) provide instructors with supplemental instructional resources and technology equipment support to aid and improve student learning and achievement; 2) provide opportunities for students to have access to mental health services and a well-rounded education, which include opportunities to benefit from and participate in student competitions, career and college counseling/guidance, college preparation; and 3) provide professional development opportunities for PNP teachers and school administrators that will lead to increased student learning. The proposed supplemental projects are necessary to meet the PNP's specific needs.

Major activities to be implemented assessments at PNPs: supplemental instructional materials to aid in the delivery of instruction; trauma-informed MTSS Climate survey to inform support for PNPs; interscholastic athletic and student competitions; college and career supports through access to Advanced Placement, Career Technical and Cooperative Education; Professional Development and instructional supports to support teaching and learning in the classroom.

A Private School Coordinator will be hired to help support the program to conduct data collection to ensure all component requirements are met.

There is no connection to any other Federal Agency program.

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)
Private School Coordinator	Tasked with supporting the Project Lead through the overall implementation, design, and monitoring of all PNP project activities, data compilation, review, and reporting expenditures with guidance from the State Administration.	Supports all PNP projects through implementing activities, measuring goals and objectives, data collection, analysis, and reporting procedures.	FTE (100%)

BUDGET NARRATIVE

The “Budget Narrative” must demonstrate alignment with the corresponding “Project Narrative.” Show a clear alignment to the proposed budget

1. PROJECT TITLE: Private, Non-Public School				
BUDGET SUMMARY PAGE				
BUDGET CATEGORIES	INDIRECT COSTS	FY 2022 CARRYOVER FUNDS SUBTOTALS	FY 2023 FUNDS SUBTOTALS	TOTALS
2. Personnel Salaries, Wages, & Fringe Benefits	\$ 4,482.59	\$ -	\$ 117,963.00	\$ 122,445.59
3. Travel	\$ 7,493.30	\$ -	\$ 197,192.00	\$ 204,685.30
4. Equipment	\$ 2,864.23	\$ -	\$ 75,374.39	\$ 78,238.62
5. Supplies	\$ 4,488.37	\$ -	\$ 118,114.92	\$ 122,603.29
6. Contractual (Purchased Services)	\$ 19,409.77	\$ -	\$ 510,783.50	\$ 530,193.27
7. Other	\$ 7,882.80	\$ -	\$ 207,442.13	\$ 215,324.93
Indirect Cost Rate:	Subtotals	\$ 46,621.06	\$ -	\$ 1,226,869.94
3.80%			Grand Total:	\$ 1,273,491.00

Itemized Indirect Cost Categories and Calculations

Please break down each budget category and corresponding amount that the Insular Area includes in column G (row 15) above to show what is

NOTE: All budget costs must be allowable – i.e., they must be necessary and reasonable, allocable to the program, and adequately documented (2 CFR

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Equipment is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-
Prompts for Equipment:
 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 2022 Carryover Funds	FY 2023 Funds
[Technology] Interactive Smartboard	Supplemental technology tools to enhance classroom instruction	Interactive Smartboard, inclusive of warranties and servicing agreements for STEM. \$4,500.00 x 5 = \$22,500	\$ -	\$ 22,500.00
[Technology] Infrastructure Tech Toolkit (IT)	Infrastructure Technology Toolkit for network maintenance	IT Tools and accessories (Cable, RJ45, keystone jack, Wifi and networking equipment) = \$20,000	\$ -	\$ 20,000.00
[Technology] Computer Lab for Coding	Desktop computers for Digital Literacy Computer Lab	30 Desktop computers x \$1,095.81 = \$32,874.39	\$ -	\$ 32,874.39
		Equipment Subtotals	\$-	\$75,374.39

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](#)

1. PROJECT TITLE	K-5 Literacy and Numeracy Project		
2a. FEDERAL TITLE PROGRAM & ALLOWABLE USE(S) OF FUNDS	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.		
2b. SEA OR LEA SERVICES	State-level (SEA) and Local level (LEA).		
3. POPULATION and NUMBERS to RECEIVE SERVICES	3a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES		3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES
	Grade Level(s)	Number of Students	Participant Type(s)
	K-5	3631	List participants other than students (e.g., Teachers, administrators, other staff, and parents) School Administrators Teachers
			Breakdown By Type 18 200
4. NEED(S) for PROJECT	<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 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.

There is a need for teachers to integrate reading literacy skills into teaching and learning in the classrooms. 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 achievements 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 (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%
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Annual Objective # 5 (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 Outcomes:	

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 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
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>

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	<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

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<p>Increasing district benchmark in the Grades 3-5 STAR Reading assessment.</p>	<p>By 2024, the academic achievement in Reading will increase by 3% as measured by STAR Reading</p>	<p>Renaissance STAR Reading</p>	<p>District benchmark scores</p>		<p>SY21-22 Screener 3 (Outcomes) <u>STAR Reading:</u> Grade 3: 37% Grade 4: 44% Grade 5: 38%</p>	<p>SY23-24 Screener 1 <u>STAR Reading:</u> Grade 3: 38% Grade 4: 45% Grade 5: 39%</p>	<p>SY23-24 Screener 2 <u>STAR Reading:</u> Grade 3: 39% Grade 4: 46% Grade 5: 40%</p>	<p>SY23-24 Screener 3 (Outcomes) <u>STAR Reading:</u> Grade 3: 40% Grade 4: 47% Grade 5: 41%</p>	<p>SY23-24 Screener 3 (Outcomes) <u>STAR Reading:</u> Grade 3: 40% Grade 4: 47% Grade 5: 41%</p>
<p>Increasing district benchmark in Grade 3-5 STAR Math assessment.</p>	<p>By 2024, the academic achievement in Math will increase by 3% as measured by STAR Math</p>	<p>Renaissance STAR Math</p>	<p>District benchmark scores</p>		<p><u>STAR Math:</u> Grade 3: 44% Grade 4: 49% Grade 5: 42%</p>	<p><u>STAR Math:</u> Grade 3: 45% Grade 4: 50% Grade 5: 43%</p>	<p><u>STAR Math:</u> Grade 3: 46% Grade 4: 51% Grade 5: 44%</p>	<p><u>STAR Math:</u> Grade 3: 47% Grade 4: 52% Grade 5: 45%</p>	<p><u>STAR Math:</u> Grade 3: 47% Grade 4: 52% Grade 5: 45%</p>

<p>6. PROJECT DESCRIPTION</p>	<p>6a. BASIC PROGRAM OF INSTRUCTION</p> <p>The Basic program of Instruction at the elementary level includes instruction in Reading, Math, and Science, Social Studies, Heritage Language, Computers, Physical Education, and Health. The 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:

Activity	Rationale	Participants	Timeline	Duration	Location	Person/Department Responsible
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 Loste 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	CNMI Note: Will need for commutes to Rota and Tinian	OCI-Jackie Quitugua Accountability, Research & Evaluation (ARE)-Rizalina Liwag

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					System progress monitoring training		Student & Support Services (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 are 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-M arch 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-Washing ton 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	School admin, counselors, teachers, and interventionists.	October 2023-May 2024	Once a month every Half Day Monday	Schools	School principals

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		during the parent conference meetings.					
	Conduct the surveys for the ff: 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	To oversee the ELA and Reading programs for the CNMI Public School System. Coordinate the high quality instructional materials training in ELA/Reading,	Full time: 100%

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	academic success in Early Literacy and 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 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%

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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 2022 Carryover Funds & FY 2023 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 2022 Carryover Funds	FY 2023 Funds
Computers	For online monitoring and progress monitoring	\$ 3000 x 3 computers= \$ 9000	\$ -	\$ 9,000.00
		Equipment Subtotals	\$ -	\$ 9,000.00

