

Quarterly Progress Update Template

Directions: In preparation for the Progress Update, the Consolidated Grantees must provide responses to the questions in Part A for their overall plan, responses to the questions in Part B for **two** application projects, and responses to Part C for any additional follow up needed.

Part A: *In preparation for the Progress Update, Consolidated Grantees must provide information that addresses the questions below on the implementation of all aspects of their **current Fiscal Year approved Consolidated Grant application**. This may include a written response. If there is already a specific system to report on application/project progress, please work with your program officer to determine the best method of providing this information.*

1. What were the Grantee’s key accomplishments this past quarter?
 - **Athletics** - Koblerville Elementary School triumphed to win the Interscholastic Soccer League, which is part of the CNMI PSS interscholastic sports season. This year, CNMI PSS has successfully staged several sporting events for elementary, middle and high school. It was only last School Year that PSS had an athletics program complete programming. “We’re just really pleased with the private schools and the public schools...the amount of Tinian and Rota exposure we’ve had...It’s been a fantastic year for everybody kind of coming back to the sport,” CNMI PSS Athletics Program Director said at last season’s successful closing event. Hopwood Middle School (public school) bagged this year’s girls middle school division title of the Interscholastic Soccer League SY 23-24 by edging Saipan International School (non-public school).
 - **Assessment** - Completed data literacy training on Oct. 2-6, 2023 using the Screener 1 results. Instructional staff used the Multi Tiered Systems of Support (MTSS) framework using their data to identify students who may need tier 2 and tier 3 support in academics.

STAR Assessment Results in STAR Early Literacy, Reading and Math

Assessment Proficiency Report - Early

| Grade | Participation - Rate | Screener 1 Proficiency |
|---------|----------------------|------------------------|
| Grade K | 93% | 36% |
| Grade 1 | 96% | 46% |
| Grade 2 | 68% | 22% |
| Total | 84% | 35% |

Assessment Proficiency Report - Reading

| Grade | Participation Rate | Screener 1 Proficiency |
|----------|--------------------|------------------------|
| Grade 2 | 89% | 44% |
| Grade 3 | 93% | 41% |
| Grade 4 | 96% | 36% |
| Grade 5 | 97% | 38% |
| Grade 6 | 96% | 33% |
| Grade 7 | 96% | 29% |
| Grade 8 | 98% | 28% |
| Grade 9 | 83% | 26% |
| Grade 10 | 87% | 34% |
| Grade 11 | 95% | 41% |
| Grade 12 | 86% | 39% |
| Total | 92% | 35% |

Assessment Proficiency Report - Math

| Grade | Participation Rate | Screener 1 Proficiency |
|----------|--------------------|------------------------|
| Grade 1 | 96% | 78% |
| Grade 2 | 97% | 39% |
| Grade 3 | 95% | 53% |
| Grade 4 | 97% | 38% |
| Grade 5 | 97% | 44% |
| Grade 6 | 97% | 33% |
| Grade 7 | 91% | 31% |
| Grade 8 | 97% | 29% |
| Grade 9 | 94% | 35% |
| Grade 10 | 94% | 53% |
| Grade 11 | 85% | 54% |
| Total | 95% | 44% |

Five-Year Trend Assessment Data for Fall: *Also attached*  **CNMI Assessment Data-Fall 2024.pdf**

- **Class-Size Reduction (CSR) Teachers** - all FTEs were filled.
- **Community & Family Engagement** - Held Parent Advisory Council (PAC) 1st Quarter meeting on October 30, 2023 to discuss school make-up days, FEMA projects, Infinite Campus Parent Portal, Accreditation Updates, Graduate requirements, Vaping bill, local budget allocations, PAC elections, and upcoming work sessions.

- **College, Career and Life Readiness -**
 - Merchant Marine, Entrepreneurship, and Teacher Academy programs continuing with new cohorts established. Da'ok Academy (alternative education) - planning to include internships for students from last year. Eight new Teacher Academy students are taking Dual Enrollment courses at NMC SOE (students were from Teacher Academy Summer Program cohort). Nurse Assistant Summer Program students took their CNA exams (currently awaiting results).
 - Currently working on a proposal to provide professional development and training for PSS schools on developing and implementing school-level career pathways and to improve CTE instruction and programs;
 - Preparation underway to begin an Information Technology certification program for high school students;
 - Student Recruitment and placement are on-going for both Public and Private school trainees on all islands. Company outreach and visits are ongoing. The Fall 2023 Cooperative Education Job Fair was held on September 20, 2023 with over 100+ participants.
 - A total of 26 AP courses are available in PSS high schools (on-ground and online formats).
 - 36 public school students have showcased exceptional college-level proficiency by excelling in multiple Advanced Placement Exams.
 - 23 students garnered the AP Scholar awards
 - 9 students garnered the AP Scholar with Honor award
 - 4 students garnered the AP Scholar with Distinction award
 - 1 student garnered the AP International Diploma: Angel Ren (MHS)
 - 5 students garnered the AP Seminar and Research Certificate:
 - Non-public school, Saipan International School (SIS), has been named to the Advanced Placement Program School Honor Roll, earning Gold distinction. Schools can earn this recognition annually based on criteria that reflect a commitment to increasing college-going culture, providing opportunities for students to earn college credit, and maximizing college readiness. SIS had 80% of seniors who took at least one AP exam during high school, 50% of seniors scoring a three or higher on at least one AP exam, and 15% of seniors who took five or more AP exams. Saipan International School offers 15 Advanced Placement courses, the highest number in the CNMI.
 - **K-2 Early Literacy** - Completed data literacy training on Oct. 2-6, 2023 using the Screener 1 results. Instructional staff were able to use the Multi-tiered Systems of Support (MTSS) framework using their data to identify students who may need tier 2 and tier 3 support in academics. School and central office-level collaboration on instructional coherence with Early Warning System and MTSS ongoing.
 - **Professional Development** - Phase 2 Professional Learning and Instructional Coaching is set for all public schools from October 30 through December 15, 2023. Link to PD Schedule: [HMH - Inperson Training HQIM PD Schedule](#) .
 - **Schoolwide Program** - All Schoolwide Improvement Plans have been reviewed and approved for SY 23-24 implementation.
 - **Mental Health** - Implemented a Needs Assessment to inform the project's rollout this SY 23-24. Private School MTSS Mental Health Convening is scheduled for December 6th.
 - **State Administration** - Quarter 1 monitoring completed. Consolidated Grant Stakeholder Convening is scheduled for December 2023.
 - **Student Competition** - Student Competitions Committee, composed of Coaches and Advisors, formed.

- **Technology** - Completed 1st Quarter of Student Portal Program Fall 2023 online courses (42 courses, 778 students). Ed Tech Program Cohort 12 - 144 current participants (biggest cohort to date).

2. What were the Grantee’s key challenges this past quarter?

On the project side,

- **Athletics** - The MHS Gymnasium facility is utilized for nearly all indoor sports for the whole school year. It needs critical repair of flooring, walls, and equipment to withstand rainy season weather conditions and the influx of programs set to begin in SY23-24. If and/or when repairs are scheduled to begin, the Athletics program will need to secure other venues in order to continue successfully run indoor programs.
- **Assessment, K-2 Literacy, Schoolwide Improvement** - Continuing to improve student achievement by evaluating policies and practices to ensure that they are improving student outcomes and informing the allocation of resources.

3. Is the Grantee on track to meet the objectives and timelines associated with the activities outlined in the approved application? If not, what strategies is the Grantee employing in order to meet its goals?

Collectively, CNMI PSS is on-track to meet all the objectives and timelines outlined in the approved Consolidated Grant application.

4. How can the Department help the Grantee meet its goals?

Continue to provide guidance to help us succeed in meeting our CG objectives.

We appreciate the Department’s guidance and responsiveness to our inquiries and questions.

5. Review drawdown report (*Department provided information*)

6. Have there been any changes in key personnel?

Commissioner of Education , Dr. Alfred Ada, resigned his post in September 2023. An Interim Commissioner of Education was appointed. Interviews have been conducted with the State Board of Education voting to enter into negotiations as of November 13, 2023.

Part B: *In preparation for the Progress Update, Consolidated Grantees must submit written responses to the following questions for **two** projects (selected by the Insular Areas Team). All responses in this section should be tailored to the goals, implementation, and evaluation strategies associated with these projects.*

Project:¹ Athletics

Project Goal:

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.

¹ All highlighted fields will be pre-populated by the Department program officer for two projects prior to Grantee completion.

Project Objectives:

Objective #1: To meet 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 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 20% by the end of the sports season as measured by a pre & post student survey.

1. What is the extent of the Grantee's progress toward meeting the project objectives and performance measures and implementing the activities that are included in its approved application for this project?

Objective #1: On track - Pre-survey administered during first quarter of SY 23-24.

Objective #2: On track - Pre-survey administered during first quarter of SY 23-24.

2. What methods, tools, and processes are the Grantee using to evaluate project outcomes and the quality of implementation of the activities described for this project?

For this project, quantitative methods were used to determine the associations between sports participation and sense of belonging for groups of student athletes. Sense of belonging is a student's feeling of value and their sense of connectedness to members of their campus environment, which includes fellow students, faculty, student affairs professionals, and administrators (Strayhorn, 2012).

3. How is the SEA providing technical assistance to its LEAs/Project Leads and participating non-public schools (if applicable)?

Technical assistance to LEAs/Project Leads take a variety of forms, including written guidance, presentations, and responding to individual phone calls and emails, and other types of support.

Technical assistance is provided to support identifying, implementing and using funds to pay for evidence-based practices that improve student outcomes, program performance, and activities that are necessary and reasonable for meeting the particular federal program goals.

Reviewing purchase orders and requests, and applying the "necessary and reasonable" standard to activities supported with CG funds.

FPO periodically monitors and reviews the Athletics project's implementation on a quarterly basis.

4. How is the SEA monitoring its LEAs/Project Leads, and participating non-public schools (if applicable), for high-quality implementation, and proper fiscal expenditures?

PSS uses a comprehensive tracking system sheet that includes all Consolidated Grant-funded Projects' objectives, activities, performance measures and benchmark targets. The tracking tool helps keep activities in check and ensure effective monitoring practices. Within the tool, the Gantt chart identifies and aligns checkpoints in the year to ensure that activities are monitored accordingly.

5. What is the status of the tools, resources, and materials procured for this project? How are they incorporated into the project?

All expenditures are cross-referenced to the approved Consolidated Grant Budget Narrative.

6. If the Grantee is not on track to meet the project objectives, performance measures, timelines and quality of implementation related to this project as outlined in its approved application, why not, and what strategies is the Grantee employing in order to meet these objectives, timelines, and performance measures?

The project is on-track to meet objectives, performance measures, and timelines as outlined in the approved Consolidated Grant application.

7. What are the obstacles and/or risks that could impact the Grantee's ability to meet its goals and performance measures related to this project?

There are several factors that are likely to impact the Athletics project's ability to meet its goals and performance measures. Shortage of facilities, especially those in our sister islands of Rota and Tinian, creates a huge burden that leads to inadequate service delivery. On the island of Saipan, we are also limited by indoor space/venue to hold these sports competitions.

Project:² College, Career and Life Readiness

Project Goal:

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.

Project Objectives:

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.

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

² All highlighted fields will be pre-populated by the Department program officer for two projects prior to Grantee completion.

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.

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.

Objective #4 (Cooperative Education):

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.

Objective # 5 (Career & Technical Education):

By the end of SY 23-24, professional development and training will be provided to high schools to develop and implement one career pathway.

8. What is the extent of the Grantee’s progress toward meeting the project objectives and performance measures and implementing the activities that are included in its approved application for this project?

Objective #1 (AP Exam Preparation): On Track

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.

- In August 2023 communication with school administrators on AP course offerings for SY 23-24 was sent out. AP coordinators for each school site have been identified. A survey for AP course interest will be shared with students for course offering planning purposes. In September 2023, the AP Project team gathered information on AP course offerings from school administrators and AP coordinators. A total of 26 AP courses are available in PSS high schools (on-ground and online formats). The AP Coordinators communicated with AP teachers to add students to the College Board online AP Classroom, granting them access to valuable resources and practice tests to enhance their preparation for AP exams. The AP Student survey will be administered in May 2024 to measure students’ self-reported level of preparedness with AP exam preparation.

Objective #2 (Pre AP/AP Teacher Training): On Track

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.

- The project team will conduct a survey to gauge the interest of AP teachers in attending workshops and the AP conference. The survey will be distributed in December 2023. This initiative aims to equip our educators with the latest tools and strategies and enhance their ability to deliver effective instruction to our students enrolled in AP courses. Additionally, an AP Data Dialogue is scheduled for January 2024 to gather AP coordinators, administrators, AP teachers, and other stakeholders to discuss AP trend data for the district and strategies for improving equity, access, and student outcomes in AP and Pre AP courses. A PD evaluation will be administered for the Data Dialogue and Summer PDs attended by Pre AP and AP teachers.

Objective #3 (AP Coordinator Training): On Track

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.

- The first quarter meeting with AP Coordinators from all PSS high schools was conducted on Sept. 19 2023. Topics discussed during the meeting include the following: 1) Important dates for the school year; 2) Setting up and giving students access to the AP classroom; 3) AP Manual and where to access it; 4) AP virtual workshops and trainings; 5) Applying to be a Students with Disabilities (SSD) Coordinator to request appropriate accommodations; 6) AP Coordinator and AP teacher resources; and 7) Feedback and challenges from last school year's AP exam administration. AP Coordinators were sent a follow-up email to remind them of their tasks and provide access to the meeting slides and resources. The second quarter meeting is scheduled for December 12, 2023 to discuss exam ordering, the upcoming AP Data Dialogue (scheduled tentatively for January 2024), and tools and resources from the College Board Forum Conference. A survey instrument will be administered to AP coordinators to measure improvement in practices as a result of attending workshops to support AP coordinators.

Objective #4 (Cooperative Education): On track

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.

- Student Recruitment and placement are on-going for both Public and Private school trainees on all islands. Company outreach and visits are ongoing.

Objective # 5 (Career & Technical Education): On track

By the end of SY 23-24, professional development and training will be provided to high schools to develop and implement one career pathway.

- Currently working on a proposal to provide professional development and training for schools on developing and implementing school-level career pathways and to improve CTE instruction and programs.

9. What methods, tools, and processes are the Grantee using to evaluate project outcomes and the quality of implementation of the activities described for this project?

Advanced Placement -

Outcomes will be measured through surveys that will be administered to AP students, AP Teachers, and AP coordinators. These instruments intend to measure participants' level of agreement with statements regarding the AP program that pertain to exam preparation for students, changes in instructional practices for AP teachers as a result of attending professional development, and changes in coordinator practices for AP coordinators as a result of attending professional development.

Cooperative Education -

Outcomes will be measured by the number of student participants in work-based learning.

Career Technical Education -

Outcomes will be measured and tracked by accounting for the number of schools that implement at least one career pathway, and the number of students who complete the programs with certifications and/or credentials.

10. How is the SEA providing technical assistance to its LEAs/Project Leads and participating non-public schools (if applicable)?

Technical assistance to LEAs/Project Leads take a variety of forms, including written guidance, presentations, and responding to individual phone calls and emails, and other types of support.

Technical assistance is provided to support identifying, implementing and using funds to pay for evidence-based practices that improve student outcomes, program performance, and activities that are necessary and reasonable for meeting the particular federal program goals.

Reviewing purchase orders and requests, and applying the “necessary and reasonable” standard to activities supported with CG funds.

FPO periodically monitors and reviews the College, Career and Life Readiness project’s implementation on a quarterly basis.

11. How is the SEA monitoring its LEAs/Project Leads, and participating non-public schools (if applicable), for high-quality implementation, and proper fiscal expenditures?

PSS uses a comprehensive tracking system sheet that includes all Consolidated Grant-funded Projects’ objectives, activities, performance measures and benchmark targets. The tracking tool helps keep activities in check and ensure effective monitoring practices. Within the tool, the Gantt chart identifies and aligns checkpoints in the year to ensure that activities are monitored accordingly.

12. What is the status of the tools, resources, and materials procured for this project? How are they incorporated into the project?

All expenditures are cross-referenced to the approved Consolidated Grant Budget Narrative.

13. If the Grantee is not on track to meet the project objectives, performance measures, timelines and quality of implementation related to this project as outlined in its approved application, why not, and what strategies is the Grantee employing in order to meet these objectives, timelines, and performance measures?

The project is on-track to meet objectives, performance measures, and timelines as outlined in the approved Consolidated Grant application.

14. What are the obstacles and/or risks that could impact the Grantee’s ability to meet its goals and performance measures related to this project?

Advanced Placement -

Access to limited AP/Pre AP teacher and AP Coordinator training opportunities within the CNMI. These challenges can be mitigated by providing AP teachers and coordinators with quality professional development (virtual or attendance at Annual AP Conference, AP Summer Institutes) to support their instructional practices and support services for students. In addition, building the capacity of the AP district support services can allow for more effective support of AP programs and courses at the school-level.

Career Technical Education -

Scheduling career pathway programs into the high school schedule, so students can access these programs during the regular school day. The goal is to develop and implement career pathways at the school level so these pathways can be implemented during the school day (as opposed to only after school or weekends).

Part C: Other Follow-up Needed. *There may be projects that require additional time to discuss and follow-up on their status/ progress. In preparation for the Progress Update, Consolidated Grantees must submit written responses to the following questions. Follow up questions will depend on the specific follow up needed.*

Areas for follow-up:

1. *Questions to be designed based on the specific follow up needed.*