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Executive Summary

The AmeriCorps program in the CNMI Public School System aims to provide additional peer-to-peer instruction and mentoring to at-risk students performing at the bottom quartile in standardized tests improve reading scores by 2 or more grade levels to better meet learning goals that 90% of students will be proficient in reading at or above grade level by 2014. Also, provide student members with experience to make career choices in teaching after earning college degree to become teachers.

Rationale and Approach

a. Problem

The Commonwealth of the Northern Mariana Islands (CNMI) community has two compelling needs that AmeriCorps can help address, which include the following:

1. Raising the reading scores of the bottom quartile of the scores of our students as measured on the SAT 10, the STAR Reading Program/BRI, and on PSS standards-based assessments; and
2. Providing service-learning opportunities to talented youth serving as tutors and mentors using a peer-to-peer approach before, during and after school, on Saturdays and during the summer at selected school sites. After graduation from high school these students will use the education scholarship to attain a college degree and return to the CNMI to serve as the next generation of teachers.

The first compelling need is to raise the scores of the number of students in the CNMI attending the Public School System (PSS) that are reading below grade level based on local and national standards on the Stanford Achievement Test (SAT10), STAR reading program, and PSS standards based assessments. The student score data is documented and summarized in the PSS annual report and on the PSS website for each school, grade and student. The need to raise student scores, especially the

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bottom quartile, is documented in the Public School Systems Trends-Across-Time report. Based on these reports, the PSS has three learning goals as follows:

1. That our students are scoring, on average, at the 50th percentile or higher on the Stanford Achievement Test (SAT10) by 2014;
2. 90% of PSS students are reading on grade level by 2014;
3. That 90% of our students are scoring at the proficient level or above on the PSS standards-based assessment by 2014.

For school year 2010, PSS elementary school students, on average, rank at 41stile compared to the 50thile national average levels on the SAT10. In addition, only 48% of students are reading on grade level, and another 48% of students are scoring at the proficient level or above on the PSS standards-based assessment.

Of the 12 Elementary and 4 Junior High Schools in the CNMI Public School System, Only one elementary school has reached the SY2008-09 and 2010 goals. The schools that have not met the learning goals need to improve reading skills and thereby raise student scores among the most at-risk students (those scoring in the bottom quartile), which in almost every instance involves reading two or more grades below level. On average, these schools have 35% of students reading below grade level. In addition, PSS has six schools that are considered "turn-around" schools. These turn-around schools are low performing schools that have significant number of students who fall below the acceptable national levels based on performance in standardized tests such as the SAT10 that are targeted for improvement. On average, the students in these schools score 30% overall from that of better performing schools in the Public School System that meet the national average percentile ranking of 50%.

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The average student in the bottom quartile is reading two or more grades below level by the time he/she enters the ninth grade. This gap must be narrowed to 1-2 grade levels to increase literacy for those students in the bottom quartile. Subsequently, raise the performance levels of PSS students to better meet national performance standards.

The Public School System needs to ensure that students who fall into the bottom quartile get the additional instructional assistance and support they need to improve their performance and scores on standardized tests, and further improve reading skills and strategies to increase vocabulary and English comprehension that will lead to better understanding of other subject content at school. In addition, these students will be able to find success at school and be able to obtain their High School Diploma leading to higher education opportunities including obtaining a college degree and eventually becoming leaders and responsible citizens in their community.

With over 67% of our students eligible for the free breakfast/lunch program, and 98% of them English as a second language learners, there are compelling economic, social and linguistic reasons to provide additional instructional time so that our at-risk students achieve the success they seek in school.

These English as Second Language learners come from diverse ethnic backgrounds who need extra tutorial help through after-school and Saturday programs to build vocabulary and increase English comprehension. We have experienced that some of these English Language Learners do not know fundamental skills like the alphabet at the primary school level. In addition to the language barrier, many of these students experience economic and social distress in their environments at home, or otherwise, that are not conducive to learning. They lack the educational resources and support necessary to find success in school. This includes, but is not limited to, adequate facilities, reading

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materials and instructional and mentoring support that positively influence and contribute to learning. The targeted students to be served are at-risk of falling behind their peers (locally and nationally), performing poorly in school, and are more susceptible to dropping out of school due to not being able to exploit their full academic potential.

There is a need to also develop a local pool of highly qualified teachers. Due to an extreme shortage of teachers in the islands there is compelling need to develop an infrastructure that addresses the loss of teachers through attrition and retirement. Every year PSS must recruit 45-60 teachers as replacements for teachers who retire, or return to the states for economic, family or other reasons. The turnover rate is 11% due to the recruitment of teachers from overseas who eventually return to their point of hire after fulfilling their teaching contracts with PSS. On average, 36 highly qualified teachers from overseas are recruited to fill teaching positions as opposed to only 20-30 local teachers hired each year. In order to reduce the turnover rate, we would prefer to recruit primarily from within the CNMI but the lack of a sufficient pool of college-educated teachers precludes this.

b. Solution: AmeriCorps Member Roles and Responsibilities

Currently, the PSS has 15 number of after school programs that assist students by providing tutoring assistance. These schools have an average of 3 master teachers that administer and facilitate the after school programs. There is one master teacher for every 15 students, on average, serving in after school programs. There is insufficient support to effectively provide more individualized tutoring for students at-risk.

AmeriCorps is a viable solution to assist the Public School System in its effort to improve student

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performance in standardized testing including reading scores at targeted schools serving at-risk populations in elementary and junior high schools. Significantly, to assist students who fall below the bottom quartile to improve reading skills and make at least 1-2 grade level improvement. Ultimately, towards reading on grade level by the time they reach high school. AmeriCorps members can make a huge difference by providing one-on-tutoring and mentoring support to supplement and enhance the Public School's efforts in making significant progress in reading skills for these students that will increase performance in standardized tests to meet local and national standards, and promote a better understanding of all of their academic subjects. With the participation of AmeriCorps members, there will be a greater population of students who will benefit by reading better and improving their scores in standardized tests.

In addition, this will offer talented students (who will serve as AmeriCorps members) the opportunity to consider careers in education and obtain hands-on experience serving as tutors and mentors in supervised during and after school, Saturday, and summer school programs. The education scholarship that AmeriCorps members receive upon graduation from high school further helps these students to achieve their goal of becoming teachers in our CNMI schools.

We will recruit 60 talented senior students to fill reduced half time positions, or, 675 hours for the program year. Each of the members will provide, during and after school tutorials, mentoring and counseling to at-risk students with a special emphasis on students who are scoring in the bottom quartile of their class. The tutorials will focus on reading as the SAT10 and STAR Reading data illustrate that, for most of our students who are scoring in the bottom quadrant of their class, are reading well below grade level. Further, once students are reading on grade level (OGL) or have narrowed the OGL gap, they will begin to feel a sense of success that has been lacking in school. The

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AmeriCorps members will provide during and after school tutorials, mentoring, enrichment and counseling to at-risk students on school campuses using the library, selected classrooms, the cafeteria, or the AmeriCorps designated rooms as centers at up to fourteen school sites. There will be AmeriCorps members, volunteers and at least two classroom teachers providing supervisory services at each of the school sites five days a week. Additionally, the AmeriCorps members will be mentors for the Saturday Reading Programs at the elementary schools. The AmeriCorps service members will also serve as mentors, counselors and reading tutors for the summer programs. No members will engage in prohibited service activities that are clerical, involve fundraising, or any activity that prevent the service member from achieving program goals.

Service members, along with their site supervisors and master teachers, will collaboratively map student progress, identify strengths and weaknesses and resolve problems. Master teachers and site supervisors will provide daily feedback to service members and will assess the progress of participating students in the during and after school, Saturday and summer reading programs, and the growth of our service members as tutors, mentors and counselors. Service members will assist students that participate in the after school reading program to chart their progress in reading vocabulary, reading comprehension, word study skills, thinking skills, listening skills and the number of books read. Portfolios by both service members and students will be developed to provide evidence of progress. Through further authentic assessment measures, all parties will be involved in peer response sessions and interviews where both service members and students make thoughtful responses about their work. Formal reflections will also be an integral part of the self-assessment and improvement process to review past work and reflect on their growth and learning over time. The self-assessment will be the product of monthly meetings and site visits with the mentors, their master teachers, site supervisors and school administrators to discuss problems encountered and devise solutions to any

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problems. Activities of student members are monitored on a monthly basis through site supervisor's reports, emails, and meetings. Reports indicate major accomplishments, concerns, update on students, projects/events, trainings conducted/attended and follow-up steps that need to be taken. Student members will be supported by the Director during regular site visits when Director ascertains their needs and the needs of their respective sites. They will be encouraged to raise concerns, share aspects of what is transpiring at each campus, and give suggestions and advice for improving the Program. Student members will communicate with other peer members through a variety of means, i.e., teleconferencing, internet, faxing, as the geographic area of the program encompasses three islands.

c. AmeriCorps Member Selection, Training, and Supervision

We will recruit and select members as tutors who are juniors/seniors in high school, have excellent cumulative grade point averages, and have a desire to serve as tutors as part of their preparation to pursue careers as teachers. We will provide the appropriate supervision through master teachers and site supervisors, and require that tutors, at the end of their pre-service, demonstrate proficiency on a local academic assessment as required by 34 CFR 200.58. We certify that our curriculum and pre-service and in-service training content are high quality and researched based.

We will recruit talented junior/senior students who have expressed an interest in pursuing careers as teachers after they graduate from high school. We will employ of media such as TV, Newspaper and radio. We will also post advertisements online, and at stores, faith and community based organizations, the library, government agencies, the local theater, recreational centers, and other public places that are frequented by both students and parents. We will also ask community partners

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and AmeriCorps members to recruit members through "word of mouth." Finally, we will list our program on the National Recruitment Website at www.americorps.gov and the Public School System Website at www.cnmipss.org.

The requirements are that the members must possess a cumulative grade point average of at least 2.5 on a 4.0 scale, must be at least 17 years of age, be a US citizen or national, have excellent attendance record, write a one to two page essay on "Why I Want to Become a Teacher," must have police and health clearances, provide two references (at least one must be from a teacher), and have parental recommendation and consent to serve as AmeriCorps service members providing after school tutorials, mentoring and counseling.

The service members recruited will reflect the ethnically diverse student population of the CNMI . This includes African-American, Caucasian, Chinese, Chuukese, Filipino, Japanese, Korean, Kosraen, Marshallese, Palauan, Ponapean, Samoan, Yapese, and other Pacific Islanders, as well as the indigenous Carolinian and Chamorro students and multi-ethnic combinations thereof. The largest ethnic group, the Chamorro students, represent approximately 40% of the student population, with Filipino being the next largest group at 31%, followed by seven other ethnic groups representing between 1-5% and a remaining seven other ethnic groups representing less than 1% of our students.

We will reward service members with a \$225/month living allowance, with an education award of \$1,800 after graduation from high school. In addition, the CNMI , from state funds, will provide a college scholarship of up to \$5,000 per year to enable these young educators to acquire a college education and return to the CNMI and serve as the next generation of educators. Some of the scholarships are for the entire CNMI ; others are for specific islands (Rota and Tinian). The

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scholarships can be utilized for most educational institutions of higher learning within and outside of the CNMI. Some can also be utilized for Trades Institutes. The Saipan Higher Education Financial Aid (SHEFA) provides \$2,100/semester or \$4,200/year. The CNMI Scholarship is for \$1,900/semester for \$3,800/year. These are available and disbursed annually at the beginning of each semester on a regular and ongoing basis. However, Rota and Tinian scholarships vary in amounts and duration depending on local taxes collected annually.

We will conduct a four-day pre-service training orientation that will teach our prospective service members the basics on how to teach, and to track reading skills on a daily, weekly, and annual basis. The in-service focuses on the Teaching-Learning Spiral. The orientation includes the AmeriCorps Overview, Getting Things Done, History and Timeline; Member and Volunteer Handbook and Guidelines; Service Learning, Early Reading Memories & Building Relationships with Children; Creating Trust; Child Growth & Development; Guidelines for Tutoring including keeping track (planning, forms/books, logs, records); Importance and Use of Reflection and Portfolio Journals; Brain Research and How We Learn; Multiple Intelligences and Learning Styles; Legal Issues within a classroom and at the school site; Reading and Comprehension Strategies; Reading, Writing and Vocabulary; STAR, Reading First, Fluency and SAT 10 Training; Reading Aloud; Infant/Child CPR; Reading Activities; Behavioral Issues (Strategies for Lower Level Students).

Pre and post proficiency assessments will be administered during the orientation to ensure that the members have a basic foundation of knowledge and skills to implement a successful program.

During the initial orientation and on an ongoing basis members will be trained, guided and supervised on how to support students in developing proficiencies in the following goal areas:

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1. Methods and materials
2. Models of instruction, technology
3. Interpersonal communication skills
4. Professional attitudes and conduct

Further expectations of the members throughout the AmeriCorps program, keeping the above goals in mind, will include:

1. Developing effective teaching skills under the supervision of the master teacher, site supervisor and program director.
2. Developing interpersonal skills responsive to the needs of the students.
3. Developing solutions to student challenges.
4. Working collaboratively with other members, supervisors and professionals.
5. Submitting required documentations.
6. Communicating in a professional manner with students, other members, parents, and professionals.
7. Participating in conferences when needed.
8. Writing reflections or self-evaluations.
9. Participating in peer response sessions and interviews where both service members and students make thoughtful responses about their work.
10. Participate in a more formal setting of reflections that will also be an integral part of the self-assessment and improvement process to review past work and reflect on individual growth and learning over time.
11. Developing a portfolio by both service members and students to provide evidence of progress. This may include plans, samples and examples of member and student work, projects, artifacts, assessments, and other relevant information.

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12. Participation in all AmeriCorps professional development and member activities.
13. Keeping a record of all duties assigned by the supervisor along with the dates assigned and completed. Also including brief evaluations of the activity undertaken.
14. Maintaining an ongoing list of instructional materials found to be of value.
15. Participating in evaluation and testing of students.
16. Respecting the confidentiality of all concerned throughout the experience.
17. Maintaining consistent attendance and dressing in a professional manner.
18. Submitting required performance indicators for accountability purposes.

Regular meetings will be held to address problems, concerns, strategies and techniques for implementation of activities between master teachers, site supervisors, and AmeriCorps members. Video teleconferencing will be available for outer island members to also participate in these meetings.

Periodically island members will be brought together on Saipan to participate in a workshop to enhance their ability to implement their roles as tutors and mentors effectively and efficiently. Examples might be a session on First Aid and Infant and Child "CPR" or Children At-Risk. These activities will provide an opportunity for all members to share their experiences, exchange ideas and interact with one another. The AmeriCorps members will work collaboratively on a service learning project, such as a beach clean-up sponsored by the Department of Environmental Quality, Beautify the CNMI

Various member development workshops are provided throughout the year to enhance the member's ability to implement their role as tutors and mentors effectively and efficiently, in addition to providing opportunities for service learning.

Member development workshops are determined through authentic assessment measures, surveys,

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site supervisors, principals, and administrator's suggestions. Members, including Volunteers, also make suggestions as to what training they feel would enhance their ability to work with students and to provide educational service learning experiences for their students, sites and the community. Several of the sites conduct their own member development activities within their respective sites. Also critical is the support environment. This includes not only the obvious provisions--desks, chairs, dedicated AmeriCorps rooms, computer access, but also supervision and mentoring on a regular basis.

First, the AmeriCorps program operates on campus with site supervisors, and master teachers, providing site supervision and modeling. Second, we are providing a four day pre-service with a pre and post test to ensure that our prospective tutors have the requisite skills to be a tutor, mentor and role model for the younger students who are scoring in the bottom quartile of their class and need this additional one-to-one peer tutoring. Third, we are providing computerized tracking system that enables the student, tutor, master teacher and site supervisor to monitor the reading grade level and month (3.5 meaning reading at the third grade fifth month level) that is needed to measure and track student reading.

We will make the full range of training and professional development programs that we offer to our teachers and paraprofessionals on a monthly basis, available to our AmeriCorps service members. These trainings and professional development opportunities include pre-service and in-service training on the STAR Reading Program, the annual institute on "We the People" taught by trainers from the Center for Civic Education, and a series of seminars offered on our professional development days that are tailored to best practices in education and include effective use of technology (Computers, LCDs, etc.) in the classroom for teacher and student use. Service members will also be included in all professional development activities at the school where they serve as mentors, tutors and counselors

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as well as the school that they attend.

Portfolios will be developed to provide evidence of progress. Through further authentic assessment measures all parties will be involved in peer response sessions and interviews where both service members and students make thoughtful responses about their work. Formal reflections will also be an integral part of the self-assessment and improvement process to review past work and reflect on their growth and learning over time.

We will use positive incentives (living allowances, EAP and CNMI Scholarship) to retain our service members but will also emphasize the unquantifiable socio-emotional benefit of knowing that they helped a child to help themselves with learning to read, so that they can read to learn. That knowledge, often expressed with an excited smile of recognition, is the satisfaction that motivates, rewards and retains tutors who later become classroom teachers. As a final mode of recognition there will be an annual Awards and Recognition Ceremony. All members and stakeholders will be invited to attend this special event. In addition to the awards that will be presented each AmeriCorps members will receive a CD of their activities as a permanent reminder of their service learning experiences and how they have gained valuable insights from the community "classroom" for thinking critically. Ultimately, the AmeriCorps members will benefit from a renewed sense of pride and community spirit that will affect their everyday lives. Service members prior to their exit will also receive training sessions pertaining to Life After AmeriCorps. We will use member surveys to demonstrate satisfaction with the service.

Members will participate in various CNMI service oriented activities, which will develop active citizens. Through these activities members will meet to explore, examine, and discuss the impact of

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ethic of service and civic responsibilities within the island nations. Topics for discussion and speakers will include:

1. Role models, such as community leaders and teachers, and how their goals and expectations regarding civic responsibility have a profound effect on a students' attitude towards civic responsibility.
2. Personal commitment to the service and community.
3. Ability to care about others.
4. Understand that every community has needs that are often unmet and learn how to identify those needs.
5. Have an improved understanding of their role as citizens within the CNMI.
6. Understanding and perception of citizenship itself?

Each participating school targets the bottom quartile of the students in each class as well as all students reading below grade level as potential participants in our reading programs offered at each school. The Site Supervisor in collaboration with the homeroom teacher writes to the parent on a letter endorsed by the school principal that advises the parent that their child will benefit from the AmeriCorps program that provides tutoring in reading as well as enrichment activities, and asks the parent's permission for the child to stay after school. A parental consent form, also indicating that it is the parent's responsibility to pick-up their child after the school tutorial sessions, is included along with the letter recommending the child for the tutorials. The parent must sign the consent form and return it to the school. This usually coincides with the first PTA meeting of the new school year and enables the parent to bring the consent form to the PTA meeting. (As students attain the required reading grade level they are transitioned back into the mainstream reading program and new students are recommended by teachers to be a part of the AmeriCorps tutorials).

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For program year 2009-2010, sixty members, not including program volunteers, have logged approximately 27,900 hours of tutoring and service learning to the CNMI community. Members have also tutored over 2,400 students. All AmeriCorps members have graduated from high school.

Site Supervisors have logged over 5,900 hours of working with the AmeriCorps members/volunteers in the areas of training, group support, individual support, co-facilitation and service learning on all three islands.

Student assessment data substantiates the value of improving reading skills of those students in grades 1-8 who are reading in the lower quartile, in some cases the students tutored have improved anywhere from .1 grade levels to a mid-range of 3.5 to as much as 6.1 in the year. On average, students have increased 1.0 grade level in their reading scores for PY 2009-2010. Data is on file.

The following encompasses a small portion of the long list of activities the AmeriCorps program participants during this past year that illustrates the impact of ethic of service and civic responsibilities within the island nations. These activities are related to the Corporation Strategic Initiative.

The projects/events that AmeriCorps members and volunteers have developed and participated include (Education) Academic Challenge, AmeriCorps Recognition, Anti-bullying, Book Drive for WIC, Book Illuminating, CNMI Parent Summit, Family Reading Night, Library Summer Reading, Mother/Father Read, Parade of Books, Parent Literacy, PTA Meetings/Events, Reading with Stars, Saturday Reading, School Summer Camp, Scream-free Kids Club, Teacher Appreciation, Tween Talk, and Young Authors Fair; (Environment) Agriculture Fair, Beach Clean-ups, CNMI Beautification Projects, CNMI Diabetes Coalition Symposium, Island-wide Clean-ups, Marine Protection, and Recycling Projects; (Health) HIV Presentations, March Against Cancer, PSS Health Walks, PSS Walk-

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a-thon, PTA Health Festival, Red Cross Walk-a-thon, Walk for Health, and World AIDS DAY; (Community) Boys/girls Scout, Caroling for the Sick, Chamorrita Cultural Day, Christmas in Marianas Parade, Christmas Tree Decorating, Close-up Program Community Outreach, CNMI Military Care Packages, Coconut Weaving, Dug-out Mural Project, Family Fun Night, Family Leadership Night, Gift Gifting for those in need, Halloween Fashion Show, Karidat Food Drive, Kick-butt (Drug-free) Parade, Paseo Christmas Lighting, Red Cross Drive, Summer Little League, Summer Soccer Program, and Thanksgiving Card for the elderly.

Site Supervisors for the AmeriCorps members are recommended by the Principals, and interviewed by the Director. Site Supervisors must have a degree in education, a strong background in Reading, and commitment to the program. There is a manual developed for Site Supervisors that outlines the policies and procedures of the AmeriCorps program. Site Supervisors have the following expectations in serving the AmeriCorps program:

1. Provide ongoing direct support and supervision of the members and volunteers. These responsibilities include, but not limited to:
 - a. The ability to able to house a minimum of five each AmeriCorps part-time members and volunteers.
 - b. Provide an adequate workspace and computer access for members. Supervise members who provide after school tutorials, mentoring, enrichment and counseling to at-risk students on school campuses using the Library, select classrooms and the cafeterias as the after school learning centers.
 - c. Attendance at CNMI AmeriCorps supervisor and member training sessions, and a Mid-year feedback sessions.
 - d. A general monthly report will be submitted along with timesheets that provides updates on members, volunteers, students, and project/events. Also, a general statement on how things are

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going, what support is needed, accomplishments, and concerns.

e. Review and sign member and volunteer timesheets on a monthly basis. Site Supervisors are responsible to ensure that the timesheets are correct and timely.

f. Each member, volunteer, and site supervisor must complete the CNMI AmeriCorps timesheets of activity hours for each month and send via e-mail to the AmeriCorps Office before the 5th of the month. It is the responsibility of the Site Supervisor to ensure that these timesheets are correct and timely.

g. Provide at least thirty minutes of individual supervision per week with all members and volunteers on their campus. This is required and will assist the members and volunteers in their service duties and assure that they are meeting program expectations and making progress towards the goals of the students.

h. Provide group supervision on a regular basis (at least once every other week). This will also facilitate better communication and teamwork among the members, volunteers and the entire campus team.

i. Provide a comprehensive on-site orientation for members and volunteers to introduce them to the campus and school staff, explain campus policies and procedures. A copy of this orientation agenda must be submitted within two weeks upon completion of the orientation to the CNMI AmeriCorps Director's office.

j. Submit mid-term evaluation for each member. The mid-term evaluations should be discussed with the member during individual supervision so that any necessary modifications can be made.

k. Submit end-of-term evaluation forms for each member. The end-of-term evaluations should be discussed with the member during a campus exit interview. These are due on the members' last day of service and should be given to the member to turn in to the CNMI AmeriCorps Director's staff when they complete their exit paperwork.

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- l. Provide any additional on campus training necessary for the members and volunteers to accomplish their service that is above and beyond the training provided by the CNMI AmeriCorps program.
 - m. Keep ongoing and open communication with the CNMI AmeriCorps staff regarding members' and volunteers' performance, and assuring that members in violation of the terms of their member contract are disciplined in a manner consistent with the Code of Conduct in their contract and PSS Rules and Regulations manual. All disciplinary actions (verbal or written) must be documented, with the documentation sent to the AmeriCorps Director. Before any member is terminated for cause, the CNMI AmeriCorps staff must be notified and sent all supporting documentation. PSS Legal Council must also be advised and apprised of the situation.
 - n. Report any problems or work-related accidents to CNMI AmeriCorps staff immediately.
 - o. Encourage and permit the members the time to attend all CNMI AmeriCorps training sessions. These sessions are mandatory (unless indicated otherwise), and not optional for members.
2. Match the members and volunteers with appropriate students, teachers and staff who meet the tutoring/service learning program criteria. Each of the members will provide after school tutorials, mentoring and counseling to at-risk students with a special emphasis on students who are scoring in the bottom quartile of their class in the area of reading. Provide service-learning opportunities to the members and volunteers at your site.
 3. Assist the members and volunteers in obtaining the pre and post scores on the SAT 10, STAR Reading Program, and standards-based reading assessments for tutored students. These scores will allow us to prove impact and are essential to program evaluation. Reports will be submitted to the CNMI AmeriCorps Director's office. Pre evaluation reports are due at the end of the month that the student is picked up and post reports are due at the end of the school year.
 4. Assist the members and volunteers to ensure the following:
 - a. Each student that participates in the after school reading program will, along with the service

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member and volunteer, chart their progress in reading vocabulary, reading comprehension, word study skills, thinking skills, listening skills and number of books read.

b. Service members and volunteers work collaboratively with the student's teacher on mapping the reading skill level of the child when they enter the after school program and the reading level when the child exits the program at the end of the school year.

c. Service members, volunteers, and master teachers will collaboratively map student progress, identify strengths and weaknesses and resolve problems. Master teachers will provide daily feedback to service members and will assess the progress of participating students in the CNMI AmeriCorps program and the growth of our service members as tutors, mentors and counselors.

d. Portfolios by service members, volunteers and students will be developed to provide evidence of progress. Through further authentic assessment measures all parties will be involved in peer response sessions and interviews where service members, volunteers and students make thoughtful responses about their work. Formal reflections will also be an integral part of the self-assessment and improvement process to review past work and reflect on their growth and learning over time. Portfolios and Reflection Journals are turned in to the CNMI AmeriCorps Director's office by the end of the school year.

Site Supervisors participate in mandatory regular training and professional development opportunities sponsored by the Public School System. Every year, Site Supervisors are expected to participate in 60 hours of professional development training including, but not limited to, Basic Dynamics of Domestic Violence and the Law, Classroom Instruction that Works for English Language Learners, Coping and Dealing with Difficult Parents, Counselor Learning Community, Formative Assessment, Job Coaching 101, Library Training, Multimedia Learning Platforms, Phonological Awareness, Problem Solving and Conflict Resolution, Reading & Literacy for Elementary School, Reading & Literacy for Middle School,

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Response to Intervention, Strengthening Parent Involvement, Team Building, Time Management, Using Purposeful Communities to Build Positive School Cultures & Collaborative Environments, and Using Technology with Classroom Instruction.

On a monthly basis, the program Director conducts site visits to monitor site activities and provide support to site supervisors. During the visit, the Program Director observes all areas of the site including Site Supervisor adherence to program expectations, support and supervision of members and volunteers, adequacy of facilities, and makes recommendations for improvement. Program Director provides needed direction, support and responds to and addresses any concerns or questions of Supervisors at each site. Program Director also regularly communicates with Site Supervisors via telephone and email; and any questions or concerns raised are usually addressed within 1-2 business day of receiving such concerns. In addition, Site Supervisors attend a quarterly meeting to discuss and update on program matters as well as share positive aspects of what is transpiring at each campus and to make suggestions, recommendations and advice to better improve the Program.

d. Outcome: Performance Measures

The program will enroll 60 AmeriCorps members, each serving 675 hours at one of 14 different locations on three islands to tutor students who are reading at the bottom quartile; and of whom these AmeriCorps members will be provided with real-world teaching experience toward becoming the next generation of teachers in the CNMI.

The student member will be assigned a Site Supervisor and will be additionally supported by master teachers at their site location.

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The overall change within the 3-year grant cycle expected results include:

1. Students will increase their reading levels.

First Year: 80% of students tutored will increase their reading level by at least .5;

Second Year: 80% of students tutored will increase their reading level by at least .5;

Third Year: 80% of students tutored will increase their reading level by at least .5;

2. Mentoring, tutoring and counseling will result in more students being successful, resulting in measurable student learning gains.

First Year: 700 students will be tutored.

Second Year: 700 students will be tutored.

Third Year: 700 students will be tutored.

3. Students will learn how to utilize the dictionary.

First Year: 80% of students tutored will learn how to use the dictionary.

Second Year: 80% of students tutored will learn how to use the dictionary.

Third Year: 80% of students tutored will learn how to use the dictionary.

Database tracking, SAT Scores, computerized STAR Reading Program and other school wide reading assessments are utilized. Members chart student reading progress in vocabulary reading, comprehension, word study skills, thinking and listening skills. Master teachers and site supervisors

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map student progress, and identify strengths and weaknesses and resolve problems. Teachers provide daily feedback to service members. Portfolio will be developed to provide evidence of progress. A tracking system has been put in place to monitor and track all members, master teachers, site supervisors, students tutored, service learning activities, hours performed, and other required program data to ensure performance and compliance. Authentic assessment measures have been utilized to assess growth. SAT10's are not administered to students below the 4th. Schools use different reading assessments for students below the 4th grade level: STAR Reading and BRI depending on the school site, and not all are administered on a regular basis. Director, Site Supervisors and teachers link baselines that reflect PSS learning goals and benchmarks for each goals to construct accurate, measurable outputs and outcomes. Student assessment data thus far substantiates the emphasis of improving reading skills of those students in grades 1-8 who are reading in the lower quadrant, in some cases the students tutored have improved as much as three to six grade levels. Data is on file.

Service members, site supervisors and master teachers will collaboratively map student progress, identify strengths and weaknesses and develop a plan to resolve problems. Site supervisors/master teachers will provide daily feedback to service members and will assess the progress of participating students in the reading program, Saturday and summer reading programs, plus the growth of our service members as tutors, mentors and counselors through monthly evaluations. Each student that participates in the reading program will, along with the service member, chart their progress in reading vocabulary, reading comprehension, word study skills, thinking skills, listening skills and number of books read. A thorough tracking system with an appropriate database will be put in place to monitor and track all members, master teachers, site supervisors, students tutored, service learning activities, community involvement, etc. to ensure program performance and compliance. Digital pictures will also be taken to document activities, and utilized for self-assessment and improvement

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purposes.

All performance outcomes including statistics and program activities will be reported on the Public School System's annual report and available online at www.cnmipss.org. In addition, the Program's annual report will be submitted to the grantor agency every year in compliance to requirements.

e. Volunteer Generation

The CNMI AmeriCorps program meets three of the Corporation Strategic Initiatives--mobilizing more volunteers, ensuring a brighter future for all of America's youth and engaging students in numerous community activities. Members and volunteers have touched many lives within the islands as evidenced by teachers, parents, students and community member testimonials.

In two years we have gone from zero volunteers to a total of 4,300 for both years.

Our community volunteers are integral to the Program and have grown by the hundreds and thousands each year to support AmeriCorps. The program will recruit volunteers consistent with the methods in recruiting members. We will recruit community volunteers who are retired administrators, teachers, parents, and other citizens to help mentor and to assist principals, master teachers, and AmeriCorps members. We will go to schools, Parent Teacher Association meetings, and community organization meetings to tell everyone about the AmeriCorps program and to recruit student members and volunteers to serve the program. We will use all forms of media such as TV, Newspaper and radio. We will also post advertisements online, and at stores, faith and community based organizations, the library, government agencies, the local theater, recreational centers, and other public places that are frequented by both students and parents. We will also ask community

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partners and AmeriCorps members to recruit members through "word of mouth". Finally, we will list our program on the National Recruitment Website at www.americorps.gov and the Public School System Website at www.cnmipss.org.

The role of members relative to the volunteers is interchangeable. Volunteers receive training alongside the members for all aspects of the program. They collaborate and work together, tutoring students at the school sites or working on community-based projects.

Volunteers are recognized on an on-going basis through newspaper articles and pictures, TV coverage, letters of appreciation and final annual awards ceremony.

f. Partnership and Collaboration

Within the Public School System, the community is supported by members of the Parent Teachers Association each of whom has civic and business partners that contribute to the success of the after school programs at each school. These members come from various backgrounds in different industries with expertise and skills that benefit the AmeriCorps program and the entire community served. These include but are not limited to administrators, community leaders (both private and public), educators, homemakers, and retirees. Many parents and teachers devote significant time and energy to volunteer and assist the efforts of AmeriCorps in all program activities. They are involved in serving as speakers, tutors or mentors, and often chaperone events and offer tours and field opportunities. They provide career awareness information including "shadow" and training or employment opportunities for student members of AmeriCorps. These community volunteers also provide access to equipment or facilities. They also sponsor various AmeriCorps activities including

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contributing to the award ceremony.

The CNMI government is also playing a crucial role in supporting students through a designated tax for new schools and additional classrooms needed in addressing our rapidly growing student population in the Public School System; and which also provides a public assistance offering such as shelter during public disasters and to support and house programs including AmeriCorps. Other government agencies that we have partnered with include Rota Ecotourism, Luta Marine Educational Center, Commonwealth Health Center, Division of Environmental Quality, Coastal Resource Management, Division of Fish & Wildlife, CNMI Aging Office and Community and Cultural Affairs.

Other organizations are also an important factor in the success of the AmeriCorps program. The Chamber of Commerce's education committee links members and volunteers to the business community. The Joeten-Kiyu Public Library to reading resources and programs such as the Motherhead/Father. The Mariana Island Nature Alliance to involve members in protecting and saving the environment. And various clubs such as the American Red Cross and March Against Cancer that include members to respond to community causes.

Students will gain valuable insights from the community "classroom" for thinking critically. Students in collaboration with stakeholders will identify potential projects that address community issues. By discussing local conditions, interests, identifying existing and needed resources, and developing clear strategies; AmeriCorps members will have a clearer understanding of how best to achieve desired collective goals.

The PSS has a demonstrated track record working with parents, teachers and community leaders to

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organize support for a host of worthy projects at the school level on all islands. We anticipate that parents, community leaders and civic organizations will continue to support these school-based tutorial projects.

Volunteers are recognized on an on-going basis through newspaper articles and pictures, TV coverage, letters of appreciation and the final annual awards ceremony.

g. Sustainability

AmeriCorps members through organized activities will help stakeholders to identify concerns, create and put into action strategies for change, and cultivate the social capital needed to forge equal partnerships between the community and decision makers. This works well by involving all in shaping policies, decisions and systems that affect the CNMI community.

Because corporations and governments will be the beneficiaries of the AmeriCorps work within the CNMI they will, and already have, helped to ensure long-term financial sustainability. The CNMI government has allocated state funds to provide a college scholarship of up to \$5,000/year to enable students to acquire a college education, ultimately returning to the CNMI to serve as educators, employers and employees.

Additionally, corporations, organizations, and the CNMI government will strengthen the nonprofit sector by providing a variety of resources. This includes volunteer training, human resources, company resources and skills training. We have developed a strong business and educational partnership between various island agencies and organizations, i.e., Saipan Chamber of Commerce,

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Joeten Kiyu Library (Motherread/Fatheread), Mayors offices on all three islands, and the AmeriCorps members and volunteers.

The Public School System under the Curriculum, Instruction, and Assessment division has instituted service learning in the curriculum to promote civic responsibility amongst students and youths.

The students benefit from the following:

- * An exposure to the talents and resources within the community.
- * More appreciation for the value of learning while serving the community.
- * More appreciation for service commitment to the community through joint participatory activities on various service learning projects. One of the projects was the Parade of Books, where students, teachers, parents, community members dressed as their favorite book character with a parade down Beach Road.
- * Greater motivation and academic achievement.
- * Opportunities to evaluate and identify career goals.
- * Renewed sense of pride and community spirit that will affect everyday lives.

The Public School System is additionally committed to the sustainability of the program due to several factors, i.e., assessment data substantiating reading growth of those students tutored by AmeriCorps members and volunteers, created a cadre of future educators, use of resources and facilities, and extending after school hours at designated sites for AmeriCorps program to serve students.

Organizational Capability

a. Organizational Background

Primary Contact:

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Rita A. Sablan, Ed.D.

Commissioner of Education

P.O. Box 501370

Saipan, MP 96950

Secondary Contact:

Tim Thornburgh

Federal Programs

P.O. Box 501370

Saipan, MP 96950

The Public School System's source of funding comes from two sources, Local and Federal. Local funding accounts for 48% of total funding; Federal accounts for 52% of total funding. The proposed AmeriCorps project represents 5% of total budget.

The AmeriCorps Program Director reports to the Federal Programs Officer. Both Director and Federal Program Officer report to the Commissioner of Education. The Commissioner of Education Reports to the Board of Education who is a representative body elected by the CNMI citizens to make policy and procedural decisions on Education. The administrative officer staff and Site Supervisors report to the Program Director. Student Members and Community Volunteers report to the Site Supervisors of the AmeriCorps program.

The CNMI Public School System has a demonstrated track record on performing annual financial audits. The annual independent audits are posted at our website at www.psscni.org. The PSS

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quarterly reports, both financial and programmatic, are also posted on our website.

The evidence of the competence of the CNMI Public School System Board of Education, School Administrators and staff is the seven-year track record of increasing student-learning gains. Timely audits further underscore the systemic ability to achieve goals and make most appropriate use of limited public funds. The PSS also demonstrated the capability to galvanize private sector participation in projects that provide direct benefits to the students enrolled in our schools.

The Program Director is required to submit quarterly and annual reports that demonstrate a listing accomplishment and reports on the progress made on the goals of the Program. These reports are included in the School Systems annual report. In addition, schools are including AmeriCorps in their accreditation reports to the stateside accreditation body of Western Association of Schools and Colleges (WASC).

Aside from inclusion of AmeriCorps in annual reports, PSS includes AmeriCorps program in their website and involves the Program in PSS school-wide activities.

The Program director is required to attend all meetings and professional development training to represent the program and share concerns to be addressed to the Public School System's leadership and management team on a monthly basis. Some of the program concerns that have been raised that the Public School System has addressed and supported include the use of facilities, equipment, and educational resources including technology, and extending after-school and library hours to accommodate students of the program.

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In addition, all fiscal management, payroll and procurement are centrally performed functions through the PSS Grant's Officer's Office, which helps to alleviate budgetary issues. There are three PSS employees under the Grants Officer who are dedicated to perform administrative duties aligned with fiscal management.

b. Staffing

Our AmeriCorps program will have two dedicated staff working full-time; a Program Director and Administrative Assistant.

Program Director

The Program Director must have a minimum of a Bachelors of Arts degree in Education, Business Administration, Public Administration or other related field, plus five (5) years work related experience. The current Program Director holds a B.A. in Family and Consumer Science is two courses away from obtaining a M.Ed.; and has worked for over 12 years at an institution of higher education including managing the Educational Talent Search program serving at-risk students in secondary education.

Nature of Work

Administers the AmeriCorps Program and supervises its activities. Coordinates the development and implementation of the AmeriCorps Program as specified in the proposal. Provides updates to both PSS Federal Programs Officer and National Corporation on program and activities.

Roles

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Coordinates the development and implementation of the Family Youth Learning Resources Centers at the proposed sites as stated in the proposal. Develops programs to assist our at-risk student population. Develop partnership and broad based support with business and civic organization that will provide after-school tutorial and mentoring by adult volunteers and students. Supervises adult volunteers and student mentors designated to the Family Youth Learning Resource Center. Develops a standard operating procedure to enroll students who are economically and educationally disadvantage. Develops an assessment tool to use pre-test and post-test to gauge learning gains. Supervises the overall operation of the program at each of the designated sites. Develops information brochures, advertisements, and promotes the program through various media. Makes presentations to partners and other broad based supporters about the program. Provides staff development to adult volunteers and student mentors. Develops interagency agreements and coordinates with all departments of the government and private sectors identify and supervise the student mentors and volunteers. Develops an evaluation and monitoring device to gauge the progress of the program in reaching the needs of the students and its community. Facilitate the needs assessment of student mentors and adult volunteers. Maintains complete records of all training activities. Facilitates planning and scheduling of program implementation, site observations, evaluation, and monitoring. Collects and compiles data and other pertinent information that will benefit the evaluation report of the program. Prepares the program's annual budget as reflected on the grant proposal. Facilitates purchase requisition for program need implementation. Facilitates accountability procedures on program materials, including inventories at each site. Coordinates preparation of program's annual plan commitments. Identifies other funding sources to facilitate program needs. Prepares annual report for the source of funding as required. Communicates regularly with school principals to discuss program implementation at their respective sites. Communicates with other program staff to align program requirements with student learning expectations. Conducts regular meeting with student

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mentors and adult volunteers. Attends Curriculum and Instruction meetings.

Administrative Assistant

Graduation from a U.S. accredited college or university with a BA degree plus zero (0) years related work experience or AA degree plus three (3) years related work experience or graduation from High School plus five (5) years work related experience.

Roles

Plans, organizes, and directs the administrative activities of the AmeriCorps program. Directs personnel, finance, budget, purchasing, supply and other office management operations. Reviews, develops and establishes office methods and procedures. Prepares various statistical data and financial reports. Reviews monthly statements of Program expenditures for adherence to budgetary limitations and overall programs of the agency. Performs a variety of public relations duties. Prepares news releases for the Program. Speaks before community groups to explain program and engender public interest and participation. Performs liaison with other departments and the public. Conducts administrative research on specialized problems.

The Program Director will participate in programmatic orientation and training hosted by the Corporation. This will include participation in effective management of building a high quality AmeriCorps Program and New Director's training that includes topics on fiscal management. In addition, the Public School System offers regular professional development opportunities including, but not limited to, administrative, educational, fiscal, and technical areas in which both the Program Director and Administrative Assistant will participate. The knowledge and skill gained from these trainings will be used to also provide training to Site Supervisors, Student Members and Volunteers of

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AmeriCorps that the Program Director will facilitate.

c. Multi-State Applicants Only (N/A)

d. Multi-Site Applicants Only (N/A)

e. Current Grantees Only

Enrollment:

Our AmeriCorps program filled 100% of slots received during our last full year of program operation for Program Year 2009-2010.

Retention:

Our AmeriCorps program retention rate for Program Year 2009-2010 is 88.3%. We will continue to ensure the highest level of retention rate by working closely with student members to establish scheduling that is workable and attainable. In addition, the program Director will closely monitor and track student timesheets on a monthly basis to determine hour deficiencies and notify Site Supervisors of any concerns in student hours so that they are addressed immediately; and, better ensure that student members stay in the program, complete their hours and receive awards.

Cost per MYS:

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The Corporation's cost per member service year is computed as follows: 60 reduced half time (675 hours) service members = 22.86 MSY divided into \$340,186 = \$14,881 per MSY.

f. Special Circumstances

Cost Effectiveness and Budget Adequacy

a. Cost Effectiveness and Budget Adequacy

Corporation Cost per Member Service Year (MSY):

The Corporation's cost per member service year is computed as follows: 60 reduced half time (675 hours) service members = 22.86 MSY divided into \$340,186 = \$14,881 per MSY.

Diverse Non-Federal Support:

U.S Territories: In compliance with P.L. 96-205, as amended (48 U.S.C. 146a(d) CNCS shall waive any requirement for local matching funds under \$200,000 (including in-kind contributions to American Samoa, Guam, the Virgin Islands, and the Northern Marianas Islands. However, the Public School System provides some in-kind contribution in local investment in collaboration with the Corporation.

Investment is made in the program through commitment of the Public School System, educators from the school administrators to teachers, and other school personnel. Currently, members work with four to five volunteer school staff members on a daily basis. The Public School System is additionally committed to the sustainability of the program per several factors, i.e. assessment data substantiating reading growth of those students tutored by AmeriCorps members and volunteers, created a cadre of future educators through the teacher academy program, training and professional

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development opportunities, technology resources, and the use of two school classrooms at specified locations to remain open after 4 p.m. for AmeriCorps members, Site Supervisors and those being tutored, when all other classrooms need to shut down power after that time due to high energy costs.

Proposed funding for grantee share for the current budget under consideration is 28%.

The community is committed to supporting our program, e.g., Parent Teachers Association and civic and business partners that contribute to the success of the after school programs.

The CNMI government is also playing a crucial role in supporting, through a designated tax for individuals to be utilized to support the students at school sites.

Community organizations are including AmeriCorps in their for activities by contacting AmeriCorps to provide service to the community.

b. Current Grantees Only

c. Special Circumstances

The comparatively small size of our program (60 reduced half time service members) and remote location (half-way around the world from Washington D.C.), may result in a higher cost per member service year than many programs in the contiguous states, and that we encompass three major islands. In addition, the program will also have a higher cost of living allowance. The focus of the local culture is family and patriarchal. Students are expected to share the expenses of the household

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such as food, personal expenses, utilities, meals at school, and savings for college. Some examples of actual expenditures include: Gas for traveling to and from school sites at approximately 16 miles per day x 5 days = 80 miles/wk x 4 weeks = 320 miles per month, approximately 20 miles per gallon, with gas price at \$4.12/gal = \$84.40 month. Living expenses especially commodities on island are significantly greater due to its remote geographic location. On average, \$100 is contributed to food and other household expenses; and the remainder is for personal expenses or savings for college for the month. However, the program should be measured by the student learning gains, decrease in the attendance attrition rate, and the commitment to community service. Examples of this include: Increased numbers of volunteers serving in the community. Since the inception of the program three years ago we have gone from zero volunteers to a total of 4,399 that have served AmeriCorps to date. The island communities have embraced AmeriCorps. We've been informed that being an AmeriCorps member has become a "status" symbol. In addition, the AmeriCorps Junior and Senior student members serve as role models to students as young as 6th grade who now want to volunteer to tutor children in the lower grades.

Sixty members, not including other volunteers, have logged approximately 28,000 combined hours of tutorial and mentoring services 2,438 students for the program year 2009-2010 in 14 designated sites at all three islands elementary and junior high schools. All student members graduated from High School.

Based on the student assessment data, reading scores for students reading in the lower quartile indicated improvement in grade levels. Eighty-three percent of at-risk students tutored in grades 1-8 improved their reading scores from .1 grade levels to a mid-range of 3.5 to as much as 6.1 within the school year. On average, students have increased 1.0 grade level in their reading scores for School

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Year 2009-2010. Data is on file.

Schools are including AmeriCorps in their accreditation reports to the stateside accreditation body of WASC. The teams of individuals who visit the islands for accreditation purposes have commented to principals, teachers and staff how impressed they were with the fact that AmeriCorps was at their schools, and how effective the members and volunteers have been in raising the reading levels of students who are reading below grade level, and with their service learning activities.

We feel that the major accomplishment during the grant years was creating an awareness of service learning, and how to implement in the K-12 curriculum within the three major inhabited island communities (Saipan, Tinian and Rota) in the CNMI. AmeriCorps members and Site Supervisors have served in the schools as tutors, mentors and role models, (raising the reading levels of the students tutored in some cases to as much as four grade levels), and being actively engaged in community activities. Their efforts have made a huge impact.

d. Budget Adequacy

Section I.

A. Personnel: \$291,202 (CNCS \$159,277 + CNMI \$131,925)

Program Director with annual salary of \$50,000--CNCS Share = \$50,000; Grantee Share \$0

Site Supervisors - \$30/day x 4 days 44 weeks = \$5,280/10 months x 14 Site Supervisors = \$73,920--

Grantee Share (CNMI Govt and Private school revenues); CNCS Share \$0

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Summer Site Supervisors - $\$30/\text{day} \times 4 \text{ days} \times 8 \text{ weeks} = \$4,800$ --Grantee Share (CNMI Govt and Private School revenues); CNCS Share \$0

Program Administrative Assistant Annual Salary of \$15,000--Grantee Share; CNCS Share \$0

Subtotal \$158,720: CNCS Share \$50,000; Grantee Share \$108,720.

B. Fringe Benefits: \$37,205 (CNCS \$14,000 + CNMI \$23,205)

FICA, WCI, Annual Leave, Retirement, Health Insurance at 28% of Program Director's annual salary--\$14,000 CNCS Share.

FICA, WCI, Annual Leave, Retirement, Health Insurance at 28% of Program Administrative Officer annual salary--\$8,400 Grantee Share (CNMI Govt and Private School revenues).

Site Supervisors \$600 stipend/mo--Public School System adds 1.45% Medicare=\$8.70; 4%

Insurance=\$24.00; 11% Retirement=\$66 Total of \$98.70/\$600--14 Site Supervisors x 10 mo x

$\$98.70 = \$13,818$ --5 Site Supervisor Summer x 2 mo x $\$98.70 = \978 . Total one year $\$13,818 + 987 =$

\$14,805 Grantee Share.

C. Staff Travel: \$25,660

Interisland Travel to Tinian and Rota. Tinian, \$100 RT airfare, car rental @ \$50/day x 2 days = \$100, 2 days per diem at \$150/day = \$500 x 6 visits = \$3,000; Rota, \$200 RT airfare, car rental @ \$50/day x 2 days = \$100, 2 days per diem @150/day = \$600 x 6 visits = \$3,600. Total \$6,600.

Corporation sponsored TA with airfare roundtrip Saipan to DC per trip includes \$3,400 airfare, 5 days per diem @ \$265, \$200 ground transportation x 2 times a year = \$9,850. Mileage allowance

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computed at .485 cents per mile for approximately 6,000 miles/year = \$2,910 allowance for three islands for site visits, meetings, presentations, central office, training, service learning for staff. Off island to Saipan--Pre-service & Inservice Rota to Saipan--\$200 x 2 Site Supervisors = \$400 Tinian to Saipan \$100 RT airfare x 3 Site Supervisors = \$300 per diem \$175/day x 5 Site Supervisors = \$875 (\$1,575); Staff Professional Development Site Supervisors Rota to Saipan \$200 RT airfare x 2 Site Supervisors = \$400; Tinian to Saipan--\$100 x 3 Site Supervisors = \$300 RT, Per diem \$175/day x 5 Site Supervisors = \$875 x 3 trips, 2 days each due to flight schedules = \$4,725. Total \$25,660.

D. Member Travel: \$24,150

Intra-island travel - Members from Rota and Tinian traveling to Saipan twice a year. 15 members from Rota x \$200 RT airfare x 2 visits/year = \$6,000. Intra-island travel with 20 members from Tinian x \$100 RT airfare x 2 visits/year = \$4,000, traveling to Saipan from Tinian and Rota = \$10,000. Pre-service and in-service trainings Rota to Saipan \$200 x 15 members = \$3,000 RT airfare; Tinian to Saipan = \$100 x 20 members = \$2,000 RT airfare; Rota and Tinian Food & Lodging \$60/35 = \$2,100 on Saipan x 4 days = 8,400; Saipan 25 members x \$30 = \$750 = \$14,150.

E. Equipment: \$0

F. Supplies: \$14,267

Computer Software \$1,200

Member Service Gear--60 members x \$77.78 = \$4,666.80. This includes two shirts plus shipping for

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each as they're working 5-7 days/week. AmeriCorps paraphernalia, banners, hats, pins, award certificates plus shipping for 60 members plus staff, site supervisors--80 x \$15 = \$1,200. Office supplies for 14 Site Supervisors, Director and Administrative Officer \$600/mo x 12 = \$7,200. Total \$14,267.

G. Contractual: \$0

H. Staff Training: \$1,800

Pre-Service & InService Saipan 9 Site Supervisors x \$50 x 4 days per diem costs = (\$1,800).

I. Member Training: \$14,100

Annual Award & Recognition Ceremony--Life After AmeriCorps Training--60 members plus site supervisors, leadership team, staff, certificates--95 individuals x \$40 = \$3,600. This also includes the CD that is made from the ceremony. Infant/Child CPR 60 members x \$25 fee = \$1,500; Four-day orientation room rental and services for 80 people at \$2,250/day = \$9,000.

J. Evaluation: \$1,500

Continuous improvement model of evaluation utilizing both process and outcome data on our 60 members and, most importantly, the student learning gains achieved by the students who are mentored. Computation is \$300/day x 5 days = \$1,500.

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K. Other Program Operating Costs: \$13,800

Background checks and health clearances--60 Members x 15 each = \$900; Liability Insurance--60 Members x \$80--Program Specific = \$4,800; Office Space Rental, utilities, Telephone, Water, Internet--\$500/mo x 12 months = \$6,000; Medical Health Clearances 60 members x \$35 each = \$2,100. ($\$900 + \$4,800 + \$6,000 + \$2,100 = \$13,800$).

Section II. Member Costs: \$174,960

A. Living Allowance: \$162,000

$\$225/\text{mo}$ times 60 reduced half time (675) members times 12 months = \$162,000

B. Member Support Costs: \$12,960

FICA and WCI at 7.65% of living allowance \$162,000 for 60 members = \$12,393 ADD for 60 members $.35 \times \$162,000 = \567 ($\$12,393 + \$567 = \$12,960$)

Administrative/Indirect Costs

Corporate Fixed Percentage

$.0178\%$ of \$334,237 = \$5,949

Total Budget \$472,111 (\$340,186 CNCS Share + \$131,925 Grantee Share)

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Evaluation Summary or Plan

Service members, Site Supervisors and Master Teachers will collaboratively map student progress, identify strengths and weaknesses and resolve problems. Master Teachers and Site Supervisors will provide daily feedback to service members and will assess the progress of participating students in the after school, Saturday and summer reading program; and, the growth of our service members as tutors, mentors and counselors.

Each student that participates in the during and after school reading program will, along with the service member, chart their progress in reading vocabulary, reading comprehension, word study skills, thinking skills, listening skills and in the number of books read.

Portfolios will be developed to provide evidence of progress. Through further authentic assessment measures all parties will be involved in peer responses sessions and interviews where both service members and students make thoughtful responses about their work. Formal reflections will also be an integral part of the self-assessment and improvement process to review past work and reflect on their growth and learning over time.

A thorough tracking system with an appropriate database will be put in place to monitor and track all members, master teachers, site supervisors, students tutored, service learning activities, community involvement, etc. to ensure program performance and compliance. Digital pictures will also be taken to document program activities, and be utilized for self-assessment and improvement purposes.

Each service member will provide, on average, two to three hours of during/after school tutorials, mentoring and/or counseling to individual students, Monday through Friday, and mentoring,

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enrichment and encouragement to the children attending the Saturday Reading Programs at our schools. Pre and post tests (Computerized tests using Star Reading Program and other school wide assessment tools) will be used to gauge student-learning gains. The student learning goal per the after school program is to raise the reading levels of students scoring in the bottom quartile of each class. A systematic, organized database will be developed and utilized on a regular basis to track and document these activities to ensure performance and compliance.

Database tracking, SAT scores, computerized STAR Reading Program and other school wide reading assessments tools will be utilized.

Activities will be monitored on a monthly basis through site supervisor's reports, emails, and meetings on all three islands. Site Supervisor's report will consist of: major accomplishments, concerns/venting, update on students, projects/events, trainings conducted/attended and follow up steps that need to be taken. The Director will review these reports on a regular basis and discuss with site supervisors to ensure continuous improvement. The Director will conduct site visits on a regular basis to ascertain the needs of site supervisors, members and volunteers, discussing positive aspects of what is transpiring at each campus and giving suggestions an advice for improvement.

Amendment Justification

N/A.

Clarification Summary

Section I Item 1:

The amount paid to Supervisors is a fixed monthly cost of \$600 or \$30 per day paid under a contract agreement and come from PSS local fund account. The hours of time spent spent for Supervisors devoted to AmeriCorps approximates 15 - 20% and can fluctuate depending on need and activities of

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the Program.

PSS will pay 50% of Administrative Assistant's salary of \$15,000 plus fringe benefits to devote 50% of work devoted entirely to AmeriCorps. Our program will have an Administrative Assistant for 20 hours/biweekly which will be a part-time position. The system will not allow me to enter the 50% figure to reflect this arrangement.

Section I Item 9:

The contractual services are initially for services performed towards the compliance on program evaluation systems and reporting. This item is not applicable to the Program for PY2011-2012; and will include this in the next continuation of grant proposal if funded.

14. Please describe how members will be trained to provide the tutoring, mentoring and counseling activities. Specifically, please demonstrate how you will provide specialized high-quality and research-based, member pre-service and in-service training consistent with the activities the member will perform. We will conduct a pre-service and in-service training that are research-based and are best-practices in education facilitated by highly qualified experts and professionals in education and related fields. The training will teach our student members the basics on how to teach, how to track Reading Skills, how to maintain confidentiality, and how to mentor and counsel students. Student members will also be taught about service learning and what AmeriCorps program is all about. In addition, members will learn about the policies and procedures of AmeriCorps and the Public School System, program requirements and expectations including reflection journals and portfolios, and other training opportunities. The Public School Systems also provides a variety of professional development opportunities for teachers and staff that student members and volunteers are encouraged to

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participate regularly. The topics offered on a regular basis include, but not limited to: Adult/Child CPR & First Aid, AmeriCorps 411, Basic Dynamics of Domestic Violence and the Law, Classroom Instruction that Works for Reading, Closing Reading Gaps, Community Response Training, Coping and Dealing with Difficult Parents, Counselor Learning Community, Disaster Preparedness, FERPA and Confidentiality, Formative Assessment, Job Coaching 101, Lesson Plan and Curriculum Planning, Managing Assessment Results for Instruction and Benchmarks, Motivating Students Who Don't Care: Successful Techniques for Educators, Portfolio, Problem Solving and Conflict Resolution, Project Teacher Mentor, Reaching All Students to the 3 C's of Counseling, Response to Intervention, School Crisis Response, Sexual Harassment, Strategies that Build Literacy, Strengthening Parent Involvement, Teacher Training, Team Building, Time Management, Using Purposeful Communities to Build Positive School Cultures & Collaborative Environments, and Using Technology in the Classroom.

15. Please explain why Fringe Benefits are not provided for Summer Site Supervisors. Site Supervisor fringe benefits is reflected in the budget in Section I. The breakdown is as follows at \$600/month: \$8.70 (1.45% medicare) + \$24 (4% Insurance) + \$66 (11% Retirement) = \$98.70 x 5 Site Supervisors x 2 months = \$978.

16. Please describe the volunteer roles and explain how the roles of members and volunteers are not duplicative and that members are not replacing volunteers. Our community volunteers are integral to the program. The Public School System is supported by members of the Parent Teacher's Association (PTA). This organization of parents have business and civic partners that contribute to the success of the after school programs at each school. PTA members come from various backgrounds in different industries with expertise and skills that benefit the AmeriCorps program and the entire community

Narratives

served. These include but are not limited to administrators, alumni members, community leaders (both private and public), educators, homemakers, and retirees. Many volunteers devote significant time and energy to volunteer and assist the efforts of AmeriCorps in program activities. They help serve as motivational speakers, trainers, presenters, tutors and mentors, and often chaperone events and offer tours and field trip opportunities. They provide career awareness information including "shadow" and training or employment opportunities for students members. Volunteers also provide access to equipment, facilities or other resources that promote learning. They also sponsor various AmeriCorps activities including contributing to the award ceremony.

17. Please describe how the program intends to track its impact on the identified need to create a pipeline of qualified applicants for teaching vacancies. Specifically, how will the program track whether or not the members pursue a college degree in education or start a career in education. AmeriCorps program will recruit members who have the desire to pursue teaching careers. We will partner with the CNMI Teacher Academy programs at Public System and Northern Marianas College in meeting the goals of the CNMI to recruit future teachers. The program will also utilize Web 2.0 tools such as facebook to form cohorts of student members in each program year to create a dialogue between the Program and alumni members in obtaining and providing information. The Public School System will advertise openings on an annual basis for positions to fill vacated positions in the range of 45-60 teachers per year that are loss through attrition and retirement.

18. Please describe how the program will ensure that the members, currently juniors and seniors in high school, are able to successfully complete the reduced half-time term of service. We will start with proper recruitment practices that carefully screens students by reviewing applications, checking references and conducting interviews to determine eligibility and commitment to the program, and

Narratives

evaluate extra-curricular activities. Director and Site Supervisor will communicate the importance of meeting the reduced half-time term of service including conditions affecting the successful obtainment of educational awards. The Director will communicate average monthly hours required to successfully complete hours at the end of term to site supervisors. Site supervisors will discuss and develop workable schedules with student members; and discuss attendance requirements.

Throughout the program, the Site Supervisor works with student members on attendance issues. A database system will be implement to carefully track and monitor student hours on a monthly basis. The Director will provide regular hours updates noting any concerns on hours deficiency and to immediately alert site supervisor of such concerns. Site supervisor follows program guidelines to address deficiencies. Equally important is to empower student members to love their involvement with AmeriCorps by providing fun yet educational service learning activities that promote a positive and enjoyable environment. This could include creative tutoring techniques, training and professional development opportunities, field trips, and assisting the community in a variety of humanitarian efforts. We will come up with activities that support and foster positive service learning experiences of our student members so that they feel they belong and are a valuable contributing members of AmeriCorps.

26. Please describe the process used to determine that 80% of students tutored increasing their reading level by .5 is an appropriate and reasonable target for the outcome of the program. Please provide an explanation for what .5 indicates with respect to the increase in reading level. Initially, the program aimed to increase its efforts by 10% in the next program cycle given that in PY2010 70% of students tutored were able to increase reading levels by .5 (meaning 1/2 a grade level) or more grade levels. However, to be consistent with learning goals of the Public School System in increasing reading level by at least 1 or more grade level(s), we are proposing amended performance measures to reflect that

Narratives

the program outcome is that 70% of students tutored will make 1 or more grade level improvement. This is a reasonable goal given that, students tutored in grades 1-8 who are reading in the lower quadrant in some cases improved anywhere from .1 grade levels to a mid-range of 3.5 to as much as 6.1 in a nine month period. With increased efforts, the program will make more of an impact in better meeting the Public Schools learning goals; and ultimately lead to student success in school.

CNMI AmeriCorps expects to adopt National Performance Measures in the future.

Continuation Changes

N/A.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None c
- Geographic Focus - Rural
- Geographic Focus - Urban
- Encore Program

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Environmental Stewardship |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services | |
| <i>Selected for National Measure</i> <input type="checkbox"/> | |

Grand Total of all MSYs entered for all Priority Areas 22.86

Service Categories

Afterschool Programs Primary Secondary

To raise student reading scores, especially in the bottom quadrant.

Service Category: Afterschool Programs

Measure Category: Not Applicable

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Enroll 60 AmeriCorps members (180 over 3 years), each serving 675 hours at one of 14 different locations on three islands with the CNMI to tutor students who are reading at the bottom quadrant. There will be at least one supervisor per site and numerous other volunteers, i.e. master teachers, depending on the number of students in each school that the member is tutoring. Service members, site supervisors and master teachers will collaboratively map student progress, identify strengths and weaknesses and resolve problems. Master teachers and site supervisors will provide daily feedback to service members and will assess the progress of participating students in the after school, Saturday and summer reading program, and the growth of our service tutors, mentors, and counselors.

Briefly describe how you will achieve this result (Max 4,000 chars.)

Each student that participates in the during and after school reading program will, along with service member, chart their progress in reading vocabulary, reading comprehension, word study skills, thinking skills, listening skills and number of books read.

Portfolios will be developed to provide evidence of progress. Through further authentic assessment measures all parties will be involved in peer response sessions and interviews where both service members and students make thoughtful responses about their work. Formal reflections will also be an integral part of the self-assessment and improvement process to review past work and reflect on their growth and learning over time.

A thorough tracking system with an appropriate database will be put in place to monitor and track all members, master teachers, site supervisors, students tutored, service learning activities, community involvement, etc. to ensure program performance and compliance. Digital pictures will also be taken to document program activities, and utilized for self-assessment and improvement purposes.

Each service member will provide, on average, two to three hours of during and after school tutorials, mentoring and/or counseling to individual students, Monday through Friday, and mentoring, enrichment and encouragement to the children attending the Saturday reading programs. Pre and post tests (computerized tests using Star Reading Programs and other school wide assessment tools) will be used to gauge student-learning gains. A systematic, organized database will be developed and utilized on a regular basis to track and document activities to ensure performance and compliance.

Database tracking, SAT scores, computerized STAR reading programs and other school wide reading assessments tools will be utilized.

Activities will be monitored on a monthly basis through site supervisor's reports, emails, and meetings within all three islands. Site Supervisor's report will consist of: major accomplishments,

Briefly describe how you will achieve this result (Max 4,000 chars.)

concerns/venting, update on students, projects/events, trainings conducted/attended and follow up steps that need to be taken. The Director will review these reports on a regular basis and discuss with site supervisors for continuous improvement. The Director will conduct site visits on a regular basis to ascertain needs of the site supervisors, members and volunteers, discussing positive aspects of what is transpiring at each campus and giving suggestions and advice for improvement.

Results

Result: End Outcome

Students tutored improve their reading by 1 or more grade levels at the end of the program year.

Indicator: participants

Target: 70% of students tutored will increase their reading proficiency 1 or more grade level(s) at the end of the program year.

Target Value: 70%

Instruments: Database tracking, SAT 10 scores, computerized STAR Reading Program, BRI, authentic assessment measures, and other school wide assessment tools for students tutored. Members will chart student reading progress in vocabulary, reading comprehension, word study skills, thinking skills, listening skills and number of books read. Site Supervisors, service members and master teachers will map student progress, identify strength and weaknesses and resolve problems.

PM Statement: 70% of students tutored will increase their reading proficiency 1 or more grade level(s) at the end of the program year.

Prev. Yrs. Data:

Result: Output

Participants are tutored and mentored resulting in measurable student learning gains.

Indicator: student beneficiaries

Target: 700 students will be tutored each program year.

Target Value: 700

Instruments: Participant sign-up attendance sheet, Site supervisor monthly report and database tracking system.

PM Statement: Mentoring, tutoring and counseling will result in at least 700 students being tutored on an annual basis, resulting in measurable student learning gains.

Prev. Yrs. Data:

Result: Output

Student members will tutor and mentor participants each program year at 22.86 MSY and complete 675 service hours.

Indicator: serving students

Target: 60 student members will provide tutoring and mentoring to participants two to three hours, Monday to Saturday.

Target Value: 60

Instruments: Timesheets, Portfolio, Reflection Journals.

Result: Output

PM Statement: 60 student members will serve participants by providing tutoring, counseling and mentoring, two to three hours, Monday to Saturday. They will complete 675 service hours at 22.86 MSY.

Prev. Yrs. Data:

Result: End Outcome

20% of student members will become teachers in the CNMI.

Indicator: serving students

Target: 20% of student members will prepare for teaching careers after obtaining a college degree and return to the CNMI to teach.

Target Value: 20%

Instruments: Web 2.0 technology (facebook).

PM Statement: Provide student members with teaching experience to make career choices after earning college degree to serve as the next generation of teachers. 20% of student members will return to become teachers in the CNMI.

Prev. Yrs. Data:

National Performance Measures

Priority Area: Education

Performance Measure Title: AmeriCorps student members.

Service Category: Afterschool Programs

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

Enroll 60 AmeriCorps members to serve 675 hours in 14 school sites on 3 islands in the CNMI to tutor students who are reading at the bottom quadrant. There will be at least one Site Supervisor per site and numerous other volunteers (master teachers) dependent on the number of students being served at each school. Service members, site supervisors and master teachers will map student progress to identify strength and weaknesses targeting areas of concerns to resolve challenges. Master teachers and site supervisors will provide daily feedback to service members including tracking their growth, as well as, assess the progress of participating students in the after school, Saturday and summer reading program. Service members will chart student participant's progress in reading vocabulary, comprehension, word study skills, thinking skills and number of books read. The progress and outcome will also be tracked through the administration of pre and post tests. Through further authentic assessment measures all parties will be involved in peer response sessions and interviews where both service members and beneficiary students make thoughtful responses about their work and experience in the Program. Formal reflections will also be an integral part of the self-assessment and improvement process to review past work and reflect on their growth and learning over time. A database tracking system will be put in place to monitor and track all members, master teachers, site supervisors, students tutored, service learning activities, community involvement, etc. Digital pictures will also be taken to document program activities. Each service member will provide an average of 2-3 hours of during and after-school tutorials to individual students, Monday through Friday, and mentoring, enrichment and encouragement to participants at the Saturday reading programs. Each benefiting student will receive at least 3 hours per week of group or one-on-one customized tutoring in reading for approximately 120 hours total of reading instruction at the end of the program year. Pre and post tests (computerized using Star Reading Programs and other school wide assessment tools) will be used to gauge student-learning gains. A systematic, organized database will be developed and utilized on a regular basis to track and document activities to ensure performance and compliance. Database tracking, SAT scores, computerized STAR reading programs and other school wide reading assessment tools will be utilized. Activities will be monitored on a monthly basis through site supervisor's reports, emails and meetings within all three islands. Site

National Performance Measures

Briefly describe how you will achieve this result (Max 4,000 chars.)

supervisor's report will consist of major accomplishments, concerns, update on students, project/events, trainings conducted/attended, and follow up on steps that need to be taken. The Director will review these reports on a regular basis and discuss with site supervisors for continuous improvement. The Director will conduct site visits on a regular basis to ascertain needs of the site supervisors, members and volunteers, discussing positive aspects of what is transpiring at each campus and giving suggestions and advice for improvement. The focus of which to ensure that the quality services of our CNMI AmeriCorps results in at least 70% of our benefiting at-risk students improving their reading proficiency levels by 1 grade or more at the end of the program year.

Result: Output

Result.

70% of participating at-risk students will complete at least 3 hours per week or approximately 120 hours per year of tutoring in reading.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target :Participating at-risk students who place below reading proficiency grade levels at the start of the program year.

Target Value: 700

Instruments: Database tracking, monthly reports, participant sign-up attendance sheets, participant hours log sheet, student reading charts, and progress mapping.

PM Statement: 70% of all at-risk students who place below reading proficiency grade levels will complete at least 3 hours per week or 120 hours per year of tutoring in reading.

Result: Intermediate Outcome

Result.

70% of participating at-risk students tutored and complete the program will increase reading proficiency level to 1 or more grade level by the end of the program year.

Indicator: (PRIORITY) ED5: Students with improved academic performance.

Target :Participating at-risk students who were below reading proficiency grade levels at the start of the program year, and who have completed the program.

Target Value: 490

Instruments: STAR reading program, BRI, SAT10 scores, database tracking, participant sign-up attendance sheets, student reading progress charts, progress mapping, and other school-wide authentic assessment tools for students tutored.

PM Statement: 70% of at-risk students who placed below reading proficiency grade level will improve their reading scores 1 or more grade level at the completion of the program year.

Result: Output

Result.

National Performance Measures

Result.

At least 1,000 at-risk students participating in the program will be tutored to increase reading proficiency level to 1 or more grade level by the end of the program year.

Indicator: ED1: Students who start in an AC ED program.

Target :At-risk students who place below reading proficiency grade level based on standardized tests.

Target Value: 1000

Instruments: Database tracking, monthly reports, participant sign-up attendance sheets, student reading charts, and progress mapping.

PM Statement: At least 1,000 at-risk students participating in the program will be tutored to increase reading proficiency level to 1 or more grade level at the end of the program year.

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Federally Approved Indirect Cost Agreement	Sent
Labor Union Concurrence	Not Applicable