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Executive Summary

CNMI Public School System (PSS) AmeriCorps program will place sixty (60) reduced half-time student members in sixteen (16) elementary and junior high schools across the three (03) major islands of Saipan, Tinian and Rota to provide cross-age peer to peer tutoring and mentoring to at-risk students performing at the bottom quartile in standardized tests in reading. The expected outcome is to improve reading scores for 540 elementary and junior high student beneficiaries in Kindergarten through eighth (8th) grade by 0.5 or more grade levels which in turn will assist schools to better meet PSS learning goals that 59% of students will be proficient in reading at or above grade level by 2015. In addition, the AmeriCorps members will leverage an additional 300 volunteers that will be engaged in literacy activities and service learning projects in one or more of the AmeriCorps focus areas. This program will focus on the Corporation for National Community Service (CNCS) focus area of Education. The program period will begin on September 01, 2014 through August 31, 2015. The CNCS investment of \$405,038 will be matched with \$89,393 of local, state and federal funding and \$-0- in private funding for a total program budget of \$494,431.

Rationale and Approach/Program Design

PROBLEM: The compelling community need that AmeriCorps members are uniquely qualified to address has two components: (1) Raising the reading scores of the bottom quadrant of students reading below their grade level as measured on the Stanford Achievement Test (SAT10), PSS Standards and Benchmarks Assessment (SBA), and the Star Reading Program; 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, they will use their education awards to attain college degrees in the field of education and return home to serve as the next generation of teachers. There is an extreme shortage of teachers in the islands. Teachers are lost through attrition and retirement.

The first compelling need is to raise the scores of students in PSS that are reading below grade level. The student score data is documented and summarized in the PSS annual report and on the PSS website for each school and grade level. The need to raise student scores, especially in the bottom quartile, is documented in the PSS Trends Across Time report. The data on recruitment, retention and renewal of teachers is also documented by PSS and reported annually.

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Based on these reports and to meet the requirements under the No Child Left Behind Act (NCLB), PSS had two learning goals by the end of SY 2013 as follows: 1) that students are scoring, on average, at the 50th percentile or higher on the SAT10; and, 2) that 53% of students are scoring at the proficient level or above on the statewide SBA. PSS learning goals provides an adequate yearly progress (AYP) increment of six (6%) percent per year. (Note: To ensure better alignment between the Common Core State Standards adopted by PSS in SY2013, a change in the state-wide assessment instrument will be implemented from the locally developed PSS Standards and Benchmarks to Smarter Balance Assessment (SBA) effective SY2015.)

The SAT10 and statewide SBA results over the last 3 school years, on average, have shown a clear gap in Reading between the PSS learning goals and the assessment results. These assessments show that students in 3rd through 8th grade are, on average, at the 36%ile and 41% proficiency level, respectively. These students will also realize more substantial and long term gains as they increase their reading proficiency levels to grade level: They will succeed at school, obtain their high school diploma, attain a post-secondary degree and eventually become contributing leaders and responsible citizens in their community.

Another area of great concern is that the average student in the bottom quartile is reading two or more levels below their grade 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 and subsequently raise performance levels to better meet national performance standards. There is a clear need for additional instructional support to accomplish this task.

There are compelling economic and social reasons to provide additional learning time so that our at-risk students achieve the success they seek in school. The 2010 Census shows that 50% of CNMI's population live on income below the poverty level. PSS statistics show that 65% of PSS students meet free meal eligibility for school year 2013-2014 and 33% are English language learners (ELL). Many students experience economic and social distress in their home environment, and/or elsewhere, that are not conducive to learning. They lack the educational resources and support to attain success in school. This includes, but is not limited to: adequate facilities, reading materials, as well as instructional and mentoring support that positively influence and contribute to learning. These students are at-risk of falling behind their peers (locally and nationally) and perform poorly in school.

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There is also a compelling need to provide additional instructional support to classroom teachers overwhelmed by high classroom sizes due to: 1) declining budget allocations from the federal and local levels, and 2) a severe shortage of qualified college educated teachers in the local pool of educators. Less money has resulted in less classroom professionals to teach our students.

There is an extreme shortage of teachers in the islands. Teachers are lost through attrition and retirement. Up to 45-60 teachers need to be recruited as replacements by PSS every year due to the completion of contracts for off-island hires and retirement. Each year, on average, there are 36 off-island hires compared to only 20-30 local hires. In order for PSS to reduce its high turnover rate of eleven (11%) percent, it is critical that PSS higher locally from a sufficient pool of qualified college educated teachers.

SOLUTION: AmeriCorps program members are particularly suited to solve these pressing community needs by: 1) providing tutoring and mentoring services in reading to close the identified gaps between low student performance and proficiency on national SAT10 and statewide assessments to better meet PSS expectations on the two learning goals mentioned; 2) lowering the high student to teacher ratios that to allow for more individualized and quality instructional time; 3) increasing student learning time with after-school and Saturday reading programs; 4) accelerating at-risk students reading at the bottom of the quartile of their grade level to better perform across content areas; and 5) providing talented CNMI high school students with engaging servicing learning opportunities so they can use their education awards to obtain college degrees in the field of education and return home to serve as teachers in the community and thereby building a pool of locally available qualified college educated teachers to meet the severe shortage in the CNMI.

AmeriCorps members are also uniquely qualified to meet these challenges because they are students themselves who come from the same diverse ethnicities and who have conquered the same economic, social and linguistic challenges as the beneficiaries they will tutor. This will allow them to better relate and thus better help disadvantaged at-risk students in tutoring, as a role model to emulate, and as mentors.

MEMBER TRAINING: Member training will consist of all members and volunteers attending:

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1) A three (3) day Pre-Service Orientation (PSO) conducted by the Director, experienced site supervisors, an experienced ELL teacher, AmeriCorps Alum and certified instructors in Child CPR and First Aid. Topics and hand-outs include: 1) History of AmeriCorps; 2) Member Service Agreement, the terms and conditions contained therein, particularly detailed coverage of prohibited activities; 3) Program measures, goals and objectives; 4) Program training and events calendar; 5) Member Time Sheets; 6) First Aid and Child CPR certification; 7) The Alum Experience; 8) Cultural Competencies; 9) General Tutoring Skills (Elementary and Middle School) to include: Early Reading Memories & Building Relationships with Children; Creating Trust; Child Growth & Development; Guidelines for Tutoring, including tracking (planning, forms/books, logs, records, etc.); Multiple Intelligences and Learning Styles; Legal Issues within a classroom and at the school site; Reading and Comprehension Strategies; Reading, Writing and Vocabulary; Reading Activities; Behavioral Issues (Strategies for Lower Level Students); Strategies for ELL students; Mentoring; Service Learning. Online website resources on instructional materials and tutoring strategies compiled by the site supervisors, classroom teachers, and reading specialists will also be provided.

2) On-site training will also be conducted by each site supervisor with the school's leadership team to familiarize members and volunteers with the site's leadership, teachers and staff ; Training on STAR, Reading First, and Fluent; Site and classroom expectations; Member roles relative to the school's efforts in improving learning outcomes to include school, community and parent engagement activities that members are expected to actively engage in alongside with the school community (e.g. monthly PTSA meetings, report card days when tutors need to meet with parents to discuss their tutee's progress, parent literacy nights, etc.); Methods and Materials; Models of Instruction, technology; Interpersonal Communication skills responsive to the needs of tutees; Developing effective teaching skills; and developing solutions to student challenges;

3) Members and volunteers will participate in school based (occurring throughout the school year and statewide professional development trainings (twice a year) and community-based trainings such as that offered by the Mariana Islands Nature Alliance (MINA), a non-profit organization that partners with the Department of Coastal Resource Management on Teacher Camp, a summer program to raise awareness of CNMI educators about coral reefs and the issues affecting them;

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4) All members and volunteers on each island will participate in quarterly member meetings with the director for additional training and service learning activities (MLK Day of Service Projects, How to Complete the FAFSA, Designing a Meaningful Site Service Learning Project) that would include formal reflection time and to provide opportunities for members to share best practices and lessons learned to promote effectiveness in interventions.

5) All members, volunteers and site supervisors will attend the "Life After AmeriCorps" training and Recognition Ceremony held towards the end of the program year to prepare members for the transition between the end of the member's service term and the beginning of a new chapter in the AmeriCorps Experience. Life After AmeriCorps Training will focus on College and Career Readiness, Accessing the Education Award, Continuing Your Service and youth related issues like Youth Risky Behaviors. Site service learning project presentations and recognition will also be given on this day. Members and volunteers will be rewarded with a certificate authenticating the member's successful completion of AmeriCorps service. PSS and CNMI leaders, the media, AmeriCorps projects donors, and school leadership will be invited to honor our members and all those who contributed to a successful program year.

MEMBER SUPERVISION: Each school principal designates a school-based Site Supervisor (SS) that manages all site level program activities and ensures member tutoring activities in the classroom are in alignment with each school's comprehensive school turnaround plans. The SS will serve as the facilitator between the AmeriCorps student member's activities, the classroom teachers and school staff, the beneficiary's parents and the community outside of the school. They will spearhead tutee recruiting efforts using multiple media (flyers, posters, school newsletters, press releases, mass-emails to parents, as available, etc.) and events (PTSA meetings, school-wide meetings, bulletin boards etc.) to raise school teachers'/staff's, parents' and the general community's awareness of the program and benefits to participation.

The SS will manage all aspects of the school's AmeriCorps tutoring activities to include but is not limited to: 1) member on-site training, school-wide and statewide professional development trainings; 2) in collaboration with school leadership and classroom teachers, match tutors with the tutee's needs, 3) Facilitates in a positive and supportive rapport between the teacher, member and tutee; 5) coordinates and assists in the evaluation process of each student's needs to provide and ensure the

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most effective instruction and services; 6) implement, monitor, and provide periodic STAR Reading data collection on each tutee's performance and confers with the classroom teacher and tutor to use findings to inform and direct tutoring strategies and activities that best meets the tutee's needs and is in alignment with the tutees classroom curriculum; 7) Implement, monitor and provide periodic data collection (e.g. tutee sign in log sheets, classroom teacher reports, online reflections journals and portfolios) for continuous program improvement; and 8) assist members in developing engaging learning experiences through collaborative and hands-on academic activities. (Note: All AmeriCorps school based site supervisors must undergo the same background checks as adult members prior to the start of service date and with all other supervising requirements contained in 45 CFR SS 2522.900-2522.950).

COMMITMENT TO AMERICORPS IDENTITY: Program participants will know they are AmeriCorps members because the Program provides all members with AmeriCorps t-shirts, a collared shirt and an AmeriCorps picture ID (AmeriCorps Gear) that have the AmeriCorps logo conspicuously visible and identifies them as AmeriCorps participants. The student members are required to wear their AmeriCorps gear any time they perform their service at school or out in the community.

At the school level, there is prominent signage at the front of every school site and at the AmeriCorps "classroom" door stating "AmeriCorps Serves Here." When members are serving at an off-campus AmeriCorps event the AmeriCorps banner with the enlarged logo will be displayed at a prominent place where it is easily visible to the public. AmeriCorps members will receive, as a part of their Pre-Service Orientation, training on public speaking.

The Pre-Service Orientation will also have post-PSO questionnaires that will assess the level of knowledge gained by the AmeriCorps member relative to the materials that will be covered in the PSO. All members, beginning with the events scheduled at the PSO, are given ample opportunity to practice their public speaking skills and through their thoughtful responses in their Reflections Journal, be able to share their AmeriCorps experience to members of the community. AmeriCorps alumni are also a critical component of our trainings in that they are incorporated within the training modules to conduct training activities related to their service experience.

Organizational Capability

ORGANIZATIONAL BACKGROUND AND STAFFING: The Public School System (PSS) is both the

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Local Education Agency (LEA) and the State Education Agency (SEA). PSS has managed the AmeriCorps Program since 2006. The program is embedded within PSS and is considered a Special Program under the Office of Instructional Services/Curriculum, Instruction and Assessments (OIS/CIA). The director is supervised by the Associate Commissioner for Instructional Services, who reports to the Commissioner of Education, who in turn to the State Board of Education. OIS/CIA is responsible for curriculum, instruction and assessment development and activities, affording the program exceptional access and support to system-wide resources and databases.

The program utilizes all PSS administrative support systems -- from the Office of Instruction and Assessments for instructional, assessment support and expertise, to Procurement & Supply in obtaining necessary program materials and supplies, to the Fiscal and Budget Office which manages program fiscal matters to include fiscal oversight and retention and management of financial records. AmeriCorps is fully supported by the PSS Central leadership as well as school-based leaders. The Director attends monthly Principal and Program Manager's meetings where statewide and school based leadership collaborate on mutual priorities. It is the best venue to obtain practically instantaneous vertical and horizontal communication on program needs and challenges.

The AmeriCorps Director was hired on February 12, 2012 to replace the outgoing Director who managed the program for two years prior to her relocating outside of the CNMI. The Director has a strong and solid management background with over 22 years of experience in various management positions. She has received training in Financial Grants Management, the Start-Up Institute, Strategies for Successful AmeriCorps Managements, Update on Grant Management and Audit Findings, AmeriCorps Allowable Activities, National Service Criminal History Checks, Performance Measures, Programmatic and Fiscal Monitoring, Using Evidence to Strengthen Program Design, Performance Measurement Institute, Evaluations 101, Prohibited Activities, Evaluation Plans and Reports, Supporting Diversity and Disability Inclusion in an AmeriCorps Program, New Grantee Progress Reporting, NSCHC Alternate Search Procedure (ASP), and attended Grantee Meetings in Washington DC. She has also received training under the PSS in Grants Writing Workshop, Classroom Instruction that Works (CITW) and the Pacific Educational Conference. The program has established Standard Operating Procedures used to guide daily activities. The Director often collaborates with her Guam counterpart who has extensive experience in running an AmeriCorps Program. She also has bi-weekly teleconference calls with the CNMI Program Officer in Washington,

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D.C. to discuss programmatic issues as they arise and she receives timely guidance.

The replacement Administrative Assistant was hired in January 2014. The Director is training her in program document management so she can manage the administrative needs of the program. She has over thirteen years of administrative experience. The Administrative Assistant provides administrative support to program activities and assists the Director in the day to day management of program operations.

There are currently 15 Primary Site Supervisors (SS) and 7 Alternate Supervisors serving at all our school sites. Alternate SS fill in when the primary SS is absent for that day or, in some sites, they have alternating work schedules with their assigned members. All SS have at least one PSS certification/endorsement as a Highly Qualified Teacher (HQT), Highly Qualified Administrator (HQA) or Highly Qualified Counselor (HQC). One SS has all three (3) certifications. Ten (10) SS are considered professionals with 10-21 years of teaching experience, ten (10) have standard certifications with 5-9 years as educators, with two (2) having only 3-4 years of teaching experience. Of the twenty-two (22) SS, five (5) have served with the program for 6+ years, nine (9) have at least one year of experience and seven (7) have been with the program for less than a year. If you combine all twenty-two (22) SS' years of educational experience, the combined years of experience would be over 217 years.

All Site Supervisors are recommended by their respective school principal, interviewed by the Director and selected based on: a degree in education, a strong background in reading, and commitment to the program. There is a Site Supervisor's Manual in place with all aspects of the AmeriCorps program, grant requirements, etc. They are also required to sign the CNMI PSS AmeriCorps Site Supervisor Expectations for CNMI AmeriCorps Site Supervisors that delineates their roles and responsibilities as an AmeriCorps Site Supervisor.

COMPLIANCE AND ACCOUNTABILITY: The program will provide training to all program participants at every level on what is and is not allowable, particularly in the area of prohibited activities for members and Site Supervisors beginning at the Pre-Service Orientations. Second, the program will provide consistent periodic monitoring through detailed review of submitted monthly reports, time sheets and activities listed on both reports. The director will give timely feedback to

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members, volunteers and site supervisors on submissions, when necessary, to ensure timely corrective action. Third, consistent and periodic site monitoring visits where the director can have informal chats with members is also an effective means of monitoring to ensure compliance. Fourth, PSS has a Federal Programs Financial Analyst within the Federal Programs Office to ensure that program fiscal expenditures are in line with the budget. Between the Analyst and the Director, AmeriCorps funds are regularly monitored. Lastly, the director will provide daily support and guidance to Site Supervisors.

There was a compliance issue on travel. All travel expenditures requires prior written approval from the Program Officer who is now provided a breakdown of travel expenditures and she is always copied on all correspondence activities with the Grants Officer. The Director has consistently and fully complied with all programmatic and fiscal requirements requested by the grant, the Program Officer and the Grants Officer.

PSS and program management will provide due diligence on all programmatic and fiscal activities. Upon identification of any risk and/or non-compliance issues, members, volunteers and site supervisors have been directed to contact the Director immediately, who then informs her PSS Supervisor, the Associate Commissioner of Instructional Services (ACIS), and the Program Officer. Immediate corrective action will be taken to stop or mitigate further risk or non-compliance. The Director and her immediate supervisor will then work with the Program Officer and/or Grants Officer to develop necessary corrective actions to ensure it does not happen again. Under all circumstances, the Program Officer will be notified immediately of any possible risk or non-compliance issues. The CNMI PSS AmeriCorps Program has no sub-grantees.

Past Performance for Current Grantees and Former Grantees: In the prior Program Year 2012-2013, we almost met our performance measure of tutoring 693 of the 700 student count target, a ninety-nine percent (99%) match. However, we did not meet the performance measure that 70% of the students tutored would result in a 1 grade level increase in their reading. After careful review of the data and SS reports, the Director noted that: 1) there was an increase in student participants in the second half of the school year particularly in the junior high school level, likely due to mid-year grades being posted and students realizing that they needed to seek more help in order to do better before the school year ends; and 2) a good number of the tutees were in Kindergarten through 3rd grade. The pre-assessment scores for this group of tutees were very low. This group of beginning readers

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traditionally struggle to transition from learning to read to reading to learn. An increase of 1 grade level or more in this group is a challenge because of their age and their very limited attention span.

The corrective actions take were: 1) for junior high school site supervisors to encourage school staff to refer their students performing at the bottom quadrant in the beginning of the school year and not to wait until mid year when students are already significantly further behind in their classes than necessary; 2) Site supervisors in the elementary level will monitor participant and tutor progress more diligently, using the on-progress chart utilized by the tutor and tutee, so timely corrective actions can be made to ensure on-track progress; 3) Additional tutor support from the site supervisor and classroom teacher to adjust tutoring strategies or provide additional tutor training is necessary; and 4) More frequent collaboration between school leaders, site supervisors, tutors, classroom teachers, and parents will also be necessary so that with everyone's concerted effort the tutees can receive the support needed to successfully make progress.

In the previous program year, the Director was not able to conduct the needed number of periodic site monitoring visits because she was the only body in the program. It was more efficient, but not as effective, to monitor site and member progress via daily teleconferences and e-mail correspondences and detailed reviews of the monthly (time sheets, site reports) and assessment reports. An administrative assistant was hired in June 2013 but she left the program for better economic opportunities at another agency in early October 2014. A new administrative assistant was hired in January 2014. The administrative assistant is responsible for all clerical administrative duties and the director is responsible for program management tasks and decision-making. *Please see the Compliance and Accountability Section for a further discussion on programmatic compliance issues encountered in the last full program year and the corrective actions taken to address them.

Continuous Improvement: Data collection will occur as follows: 1) Star Reading results will be provided to the Director in the beginning, mid-term and end term of the school year, school based site supervisors will collect the following data for timely transmittal to the Director: student listing of students referred for tutoring to include student name, age, grade level, referral source, latest assessment results indicating gains or otherwise and member assigned to each beneficiary. Data collected at each point shall drive the instructional content and strategy along with the teacher recommended activities to support classroom instruction; 2) monthly reports showing member hours,

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program activities, issues and challenges, as well as success stories to share; 3) Site supervisors will facilitate all aspects of the school's AmeriCorps program including constant communication and collaboration with each beneficiary's: a) classroom teacher and school leader to ensure that the tutorial instruction is in alignment with daily classroom instruction and school expectations; b) parental awareness and involvement in every stage of the student's learning process and progress; and c) community awareness of program features, goals and objectives and to ensure that members and beneficiaries are provided varied and engaging activities by participating in community based projects that provide a service learning experience tied with specific learning objectives taught in the classroom. Site supervisors will also be responsible for ensuring that members participate in on- and off-site member trainings and professional development opportunities.

All site supervisors will attend quarterly site supervisor meetings with the Director to enhance coordination and improve program operations and effectiveness. Site supervisors, in coordination with members and volunteers, will develop for each beneficiary a daily logbook containing relevant information from the classroom teacher regarding class topics covered for the day, homework assignments, areas where the student needs additional help, useful instructional strategies, behavior or discipline issues and any other comments. The same information from the tutor to the classroom teacher will also be prepared by the tutor (and initialed by the site supervisor) at the end of every tutorial session in response to the classroom teacher's earlier log entry. This will ensure that there is strong collaboration on the instructional support services provided, tutorial services are consistent with the classroom activities and learning goals for the day, and the information/data contained in the logbook will also be a basis to target services (in conjunction with other assessment data collected) and to drive continuous improvement decision-making.

The Director will also conduct no less than one quarterly site monitoring visit to each site to assess program activities and to ensure that program and performance measure objectives are within allowable progressive parameters as set forth in and consistent with the grant application, partnership agreement and applicable AmeriCorps statutes and provisions.

Additional monitoring to ensure members do not engage in prohibited activities will be done during the site monitoring visit conversations with members at the site, portfolio and reflection journal reviews, when members drop in to the AmeriCorps office to pick up their monthly stipends and

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through constant communication with site supervisors and members, such as e-mail or telephone.

Cost Effectiveness and Budget Adequacy

Budget Adequacy: The non-CNCS funding is \$89,393 for Site Supervisors' stipends at all 16 school sites where AmeriCorps members serve. The funding will be in cash and in-kind and the source will be from local, state and federal source commitments.

Section I.A. Personnel: \$151,040 (CNCS \$68,000 + Grantee \$83,040). Program Director @ \$50,000 per annum; Administrative Assistant @\$18,000 per annum; Site Supervisors (SS)-\$30/day x 4 days x 44 weeks=\$5,280 x10 mos x 15 SS = \$83,040--Grantee Share (CNMI Govt, private school revenues & federal); Summer SS: \$30/day x 4 days x 8 wks x 4 SS =\$3,840--Grantee Share (CNMI Govt, school revenues and federal)--CNCS Share=\$0.

Section I.B. Fringe Benefits: \$32,575 (CNCS \$26,223 + Grantee \$6,353). The Personnel Fringe Benefits included the Director and Admin. Assistant's FICA and insurance share to \$26,223 as follows: a) Director FICA: \$50,000 x 7.65% =\$3,825 + Medical Insurance Employer Share@ \$740/bw x 50% x26 pay periods = \$9,620, + Life Insurance Employer Share of \$780 (((\$50,000 x 2)/1000 x .60 x 50% x 26 pay periods); \$3,825 +\$9,620 + \$780 = \$14,225; b) Admin. Assistant FICA: \$18,000 x 7.65% = \$1,377 + Health Insurance Employer Share @ \$740/bw x50% x 26 pay periods = \$9,620; Retirement at \$720, \$18,000 x 4%; Life Insurance Employer Share of \$281 ((\$18,000 x 2)/1000 x .60 x 50% x 26 pay periods); \$1,377 + \$9,620 + \$720 + 281 = \$11,998. The Grantee share of SS fringe benefits are: \$83,040 x 7.65% = \$6,353 for FICA.

Section I.C.1. Staff Travel: \$29,900 (CNCS \$29,900 + Grantee \$-0-). Director inter-island travels to Tinian and Rota to conduct site monitoring, risk assessment and determine if program progress is on track. ROTA: \$250 RT Airfare x 8 visits=\$2,000; \$110 per diem x 24 days (3 days @ 8 visits) = \$2,640, \$55 Car Rental x 24 days (3 days @ 8 visits) = \$1,320. ROTA Total = \$5,960; TINIAN: \$100 RT Airfare x 8 visits=\$800; \$110 per diem x 16 days (2 days @ 8 visits) = \$1,760, \$55 Car Rental x 16 days (2 days @ 8 visits) = \$880; TINIAN Total = \$3,440. TOTAL = \$5,960 + \$3,440 = \$9,400.

Corporation sponsored Travel Authorization (TA) for the Director with roundtrip airfare from Saipan to Washington DC per trip includes \$3,200 airfare, 6 days per diem @ \$265, \$40/day x 6 days = \$240 ground transportation, \$310 Registration Fee per travel x 2 times a year = (\$6,400 + \$3,180 + \$480+ 620) \$10,680. Rota & Tinian SS Travel to Saipan for Pre-Service, In-Service Trainings & Meetings: Rota to SPN: \$250 RT Airfare x 3 pax (2 SS + 1 male chaperon) x 2 visits = \$1,500, Per Diem @ \$110 per day x 6 days x 3 pax (2 SS + 1 male chaperon) = \$1,980, Car Rental @ \$110 per day x 6 days x 2 vans = \$1,320; Rota Total: (\$1,500 + \$1,980 + 1,320) \$4,800; Tinian to SPN: \$100 RT Airfare x 3

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pax (2 SS + 1 male chaperon) x 2 visits = \$600, Per Diem @ \$110 per day x 6 days x 3 pax (2 SS + 1 male chaperon) = \$1,980, Car Rental @ \$110 per day x 6 days x 2 vans = \$1,320; Tinian Total: (\$600 + \$1,980 + 1,320) \$3,900. Total Rota and Tinian SS Travel: \$4,800 + \$3,900 = \$8,700. Mileage allowance for the use of privately owned vehicles (POV) is computed at .56 cents per mile for approximately 2,000 miles/year = \$1,120. The Saipan allowance is 1,500 miles while Tinian and Rota accounts for the remaining 500 miles. Mileage reimbursement will be allowed for mileage expenses accrued due to site visits, meetings, presentations, submission of timesheets/reports, training, and service learning for staff & SS. TOTAL STAFF Travel: \$9,400 + \$10,680 + \$8,700 + \$1,120 = \$29,900.

Section I.C.2. Member Travel: \$151,040 (CNCS \$17,800 + Grantee \$-0-). Intra-island Travel - Members from Rota and Tinian traveling to Saipan for the Pre-Service Orientation and the Life After AmeriCorps/Recognition Ceremony. Rota: 10 members x \$250 RT airfare x 2 visits/year = \$5,000, Stipends for 10 members @ \$50 per day x 6 days = \$3,000; Lodging for 2 Rooms x \$200 per day x 6 days = \$2,400. Rota Total: \$5,000 + \$3,000 + \$ 2,400 = \$ 10,400. Tinian: 10 members x \$100 RT airfare x 2 visits/year = \$2,000 RT air fare; Stipends for 10 members @ \$50 per day x 6 days = \$3,000; Lodging for 2 Rooms x \$200 per day x 6 days = \$2,400. Tinian Total: \$2,000 + \$3,000 + \$2,400 = \$ 7,400. Tinian and Rota Member Travel: \$10,400 + \$7,400 = \$17,800.

Section I.D. Equipment: There is no equipment request.

Section I.E. Supplies: \$16,920 (CNCS \$16,920 + Grantee \$-0-). Member Service Gear--AmeriCorps Shirts: \$12 per T-Shirt x 5 per SM (for work 5-7 days/week) x 60 SM = \$3,600, \$12 per T-Shirt x 2 per staff x 30 staff (28 SS + 2 Director/Admin Asst) = \$720, Total T-Shirts - \$3,600 + \$720 = \$4,320; \$20 per Collared Shirt x 90 (60 SM + 28 SS + 2 Director + Admin Asst) = \$1,800, Total: \$4,320 + \$1,800 = \$6,120; AmeriCorps paraphernalia, banners, hats, pins, sashes, award certificates plus shipping: Graduation Embroidered Sashes: \$ 30 x 57 members = \$1,720; AmeriCorps banners, hats, pins, etc.: \$15 each x 90 (60-SM, 28-SS & 2-Director/Admin Asst) = \$1,350; Total = \$6,120 + \$1,650 + \$1,350 = \$9,120. Office supplies for 16 Site Supervisors, Director + Admin Asst, \$650/mo x 12 = \$7,800; Total \$9,120 + \$7,800 = \$16,920.

Section I.F. Contractual & Consultant Services: There is no request for the section.

Section I.G.1. Training: \$16,650 (CNCS \$16,650 + Grantee \$-0-). Staff training: Site Supervisor Pre-Service Orientation Training: \$35 x 30 (28 SS + 2 Director/Admin Asst) x 1 day = \$1,050.

Section I.G.2. Member Training: \$15,600 (CNCS \$15,600 + Grantee \$-0-). Pre-Service Orientation Training for Members, SS & Director/Admin Asst: 60 SM x 20 SS/Staff x 3 days = \$8,400; Annual

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Award & Recognition Ceremony--Life After AmeriCorps Training--60 members plus site supervisors, leadership team, staff, certificates--120 individuals x \$35 = \$4,200. This includes conference room rental, PA system, podium, projectors, screens, TV, setup, chart paper & stand, cleanup, internet services, and power- backup, etc. Infant/child CPR Training for 60 SM x \$50 pp = \$3,000; Total Member Training: \$8,400 + \$4,200 + \$3,000 = \$15,600.

Section I.H. Evaluation: No external evaluator required. An internal evaluation will be done by the Program Director and the Evaluation Plan will be submitted via e-mail to americorpsgrants@cns.gov.

Section I.I. Other Program Operating Costs: \$11,035 (CNCS \$11,035 + Grantee \$0). Conduct background and FBI checks for 80 persons (60 Members + 20 SS/staff) prior to start of service or work: \$68/person x 80 persons = \$5,440; Health Clearances for 60 Members: 40/person x 60 SM = \$2,400; Communication Costs for Telephone & Data: \$185/month x 12 months = \$2,220; Pouch Fees from RTA/TIN to SPN/RTN for Submission of Applications, Timesheets, Reports, Stipend Checks, minimum charge of 1lb per pouch: SPN/Tinian & Tinian/SPN - \$12.50/lb x 30 lbs = \$375, SPN/Rota & Rota/SPN - \$20/lb x 30 lbs = \$600, Total Pouch Costs: \$375 + \$600=\$975. Total is \$5,440 + \$2,400 + \$2,220 + \$975 = \$11,035.

Section II. Member Costs: \$193,770 (CNCS \$193,770 + Grantee \$-0-). Section II.A. Living Allowance: \$180,000 (CNCS \$180,000 + Grantee \$-0-). Member living Allowances were increased by \$25 per month from \$225/mo to \$250/mo to defray members' high fuel costs and the high cost of living in Saipan. The focus of the local culture is family and students are expected to share the expenses of the household such as food, personal expenses, utilities, gas, meals at school, and savings for college. On average, \$100-\$150 is contributed to food and other household expenses, and the remainder is for personal expenses or savings for college for the month. 60 reduced half time (675) members x 12 mos = \$180,000.

Section II.B. Member Support Costs: \$18,270 (CNCS \$18,270 + Grantee \$-0-). FICA at 7.65% of living allowance \$180,000 for 60 members = \$13,770; Liability Insurance for 60 Members: \$75/person x 60 SM = \$4,500; Total Member Support Costs: \$13,770 + \$4,500 = \$18,270.

Section III. Administrative/Indirect Costs.

Section III.A. Corporation Fixed Percentage: .0526% of \$384,799 = \$20,240.

Total Budget: \$494,431 (\$405,038 CNCS Share + \$89,393 Grantee Share).

Evaluation Summary or Plan

Evaluation Plan document submitted via e-mail to americorpsgrants@cns.gov.

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Clarification Summary

RESPONSE to Item A.1: Based on our meeting of 04/30/14 with our Grants Officer, she had already made the change directly in e-grants.gov, so no further action is necessary to this part.

RESPONSE to Item A.2: RESPONSE PENDING VSN Meeting with Program Officer for technical assistance on program evaluation development needs in June 2014.

RESPONSE to Item B.1: The CNMI Public School System's SAM Registration Renewal was completed on 05/07/2014.

RESPONSE to Item B.2: RESPONSE PENDING completed FY2013 Audit Report from Tim Thornburgh, based on meeting of 05/06/2014.

RESPONSE to Item C.1: The program anticipates partnering with 12 target schools on the island of Saipan. There will be 07 Elementary Schools and 5 middle schools. NOTE: There were previously 10 elementary schools and only 2 middle schools. Effective SY 2014-2015, 3 elementary schools will be converted to middle schools.

RESPONSE to Item C.2: The "student members" are the members. These members meet the AmeriCorps Requirements under 45 CFR 2522.20 as follows: A) Be 17 years of age at the commencement of service: Our program requires all applicants to be 17 years of age or older at the commencement of service. Each applicant is required to submit a copy of their official government issued photo identification to prove that he or she is or will be 17 years of age at the commencement of service. Acceptable forms of identification are: US Passport, Driver's License, Birth Certificate, Local Mayor's Office Identification Card, etc.); B) Not have dropped out of elementary or secondary school to enroll as an AmeriCorps participant and must agree to obtain a high school diploma or its equivalent prior to using the education award. All participants are required to agree to complete or obtain their high school diploma or equivalent per the application and the enrollment form. In addition, 1) Applicant high school transcripts are required submissions evidencing enrollment in a high school; and 2) The Director personally interviews all candidates normally at the high school of attendance. These are additional layers of assurance that we are recruiting only eligible applicants that meet federal requirements; C) Be a citizen, national, or lawful permanent resident alien of the United States et al. All program applicants are required to submit a copy of official government issued forms of identification as noted above.

RESPONSE to Item C.3: Saipan is a very small island of only 44.55 square miles and only 12 miles long by 5.6 miles. Due to its small size, Saipan as a whole is considered as one community. Events on one side of the island, has ripple effects on all sides of the island. These communities are broken down

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into villages. Members will serve at all the public elementary and junior high schools in these communities.

Each school's demographics are a reflection of the greater community in which it serves. In determining the number of students assigned to each school, we look at the following factors: 1) School enrollment; 2) School Assessment Data Reports; based on the assessment data, the lowest performing schools will have a greater need for more tutors; 3) Percentage of Students in each school that are Free-Meal Eligible-the higher percentage of free-meal eligible students in a school will need more tutor member slots; 4) School Site Performance on Programmatic Requirements for the Prior Year(s): We are looking for the following levels of performance in this category: a) # of tutees enrolled and Completed Tutoring Program for prior year(s); b) # of tutored students with Improved Performance; c) # of members from site that successfully completed program; d) Timely response, submission & resolution of programmatic requirements & reports.

For member placement at the individual school sites, we look at the following factors and processes: 1) Member's place of residence and school of attendance. Prior experience has taught us that members placed at school sites near their home or their school of attendance have lower time and attendance issues; 2) Transportation; members with their own cars will be able to work at school sites further away from their home or school of attendance; 3) Member's top 3 school site preferences; 4) Director and site supervisor applicant interviews. The supervisor submits a ranked recommendation list of applicants to the Director; 5) Final tutor selections and placement is based on a collaborative effort between the Director and each site supervisor.

RESPONSE to Item C.4: The program's cross-age peer to peer model tutoring intervention will consist of highly qualified high school students, normally juniors and seniors, 17 years of age or older, to provide tutoring services to struggling public school elementary and junior high school students in K-8th grade performing at the bottom quadrant in reading for their grade level.

At the beginning of each school year, each school's site supervisor will identify and recruit tutees from: 1) Classroom teachers' recommendations; 2) Prior school year assessment results; 3) School leadership recommendations; and/or 4) Parent and community forums. (NOTE: All our school site supervisors are, at all times, highly qualified and experienced Public School System employees who are teachers, normally Master Teachers themselves, or are part of the Administrative/School Leadership Team (Vice-Principal or similar level)). The tutee minimum criteria must be that the student is performing 2 or more grade levels below their grade level and/or be in the bottom quadrant in reading for their grade level in order for that student to be considered for participation in the program. The

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number of tutees selected to participate in the program per school will be dependent upon the number of tutor slots assigned to that school for each school year. The tutoring design will usually be in small groups, ranging from 3-5 tutees per tutor, sometimes in larger mid-size groups of 6-10 tutees per tutor or individualized 1:1 tutee to tutor ratios. The group size or individual assignment will be determined by the school site supervisor, in consultation with the classroom teacher and school leadership team. Tutor to tutee matching will be made by the school site supervisor in consultation with the other team members.

This same model is used for all schools with the elementary school programs normally utilizing smaller group configurations and the middle schools using the mid-size grouping. Individual tutoring is normally done during the in-school tutoring time and small & mid-size groupings are used in both the during- and after-school programs.

There are 2 parts to our proposed tutoring intervention: 1) During the school year, tutoring will take place during school hours and after school hours; and 2) summer school tutoring. Tutors will provide no less than 13 hours of tutoring services per week for in-school and after-school tutoring activities conducted during the regular school year.

The in-school tutoring program are for members who are available to work during school hours because they have completed most of their graduation requirements and thus have more free time to devote to their tutoring service. These members have regularly scheduled times and classroom assignments where they will do their tutoring for each time slot he or she is at his or her assigned school site. Upon arrival on campus, these members will time-in and report to the school site supervisor before proceeding to their assigned classroom(s) to begin their tutoring duties with their assigned tutees within the assigned classrooms where the classroom/master teacher is always present.

Members assigned to elementary school sites will normally work with tutees in one grade level classrooms while middle school tutors will normally be assigned to language arts program classrooms that may contain mixed grade level students in different classrooms.

The after-school tutoring program is similar to the during-school program except that the tutees and tutors are normally housed in one classroom or the library and tutees are from various grade levels. The school site supervisor and/or master teacher is always present throughout the entire after-school tutoring session to provide supervision, coaching, assistance and support to both tutors and tutees as needed.

*Please refer to Response to Item C.10 on the summer school component that addresses summer-slide.

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RESPONSE to Item C.5: The proposed service learning component of the program is not an intervention but a project-based activity that is designed to provide members with real-world experience and knowledge, utilizing skills and knowledge from all disciplines, to solve real community problems. Each school site (site members in consultation with their site supervisors) are required to select a year-long service learning project where they have identified a compelling community need and the actions and activities they will perform to meet that need. They must provide their proposed service project theme or idea (along with a written project planning proposal) to the Director at the beginning of the program year for approval. Sites can only choose service learning projects that meet a critical need in their community that falls within the 6 AmeriCorps focus areas of: environmental stewardship, healthy futures, disaster services, increasing economic opportunities and veterans & military families. They must also present their project, methods used, data gathered, and findings to their peers, community and PSS leadership at the year-end AmeriCorps Recognition Ceremony/Life After AmeriCorps Institute.

An example of a service learning project would be one that was done last year by Kagman Elementary School, which is a school located on the eastern coastal area of Saipan. They identified that their school community had very high utility bills. Under the guidance and in partnership with the Mariana Islands Nature Alliance, a local non-profit environmental watch dog agency, they implemented a CAP (Conservation Action Plan ~ CAP) program for their school where they galvanized the school community (students, teachers and staff) to be mindful about turning off or repairing wasted resource eaters like lights in empty rooms, leaking faucets, etc. The members collected data daily on power and water consumption. The school community did their part in ensuring that lights were turned off in empty rooms, leaking plumbing were immediately repaired, etc. The end result was a 15% decrease in the power and water bills by the end of the school year!

RESPONSE to Item C.6: The CNMI PSS AmeriCorps Program uses high school students as student member tutors to perform cross-age peer to peer tutoring in all the public elementary and junior high schools in Saipan. The student member tutors perform their duties under the supervision and in the presence of the Public School System's (PSS) employees who are themselves highly qualified and certified teachers. All school-based site supervisors are also master teachers or highly qualified educational administrators, and have been with PSS for more than 5 years (most have been in the system for 10 years or more). They have all been vetted by PSS for their positions and they all meet the requirements under 45 CFR 2522.910. In addition, Subsection 45 CFR 2522.920 of the National

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and Community Service Act of 1990, explicitly states that the only EXCEPTION to the qualification requirements under 45 CFR 2522.910 is as follows: “The qualifications requirements in Subsection 2522.910 of this subpart do not apply to a member who is a K-12 student tutoring younger children in the school or after school as part of a structured, school-managed cross-grade tutoring program.” Thus, based on Subsection 45 CFR 2522.920, our program design meets all the requirements under this section of the statute and can therefore be considered as EXCEPTED from the qualification requirements under 45 CFR 2522.910.

RESPONSE to Item C.7.a: The Director’s Certification is as follows: I, Victoria S. Nicholas, do hereby CERTIFY that the CNMI -PSS AmeriCorps Program’s Pre-Service and In-Service training content is high quality and research based, consistent with the instructional program of the local education agency and with State academic content standard.

RESPONSE to Item C.7.b: Our program currently provides specialized, high quality and research-based member pre-service and in-service training consistent with the activities the members will perform as follows: 1) The program begins its program year with a 3-Day Pre-Service Orientation Institute where one entire day is focused solely on tutoring topics that are prepared and presented by veteran AmeriCorps school-based site supervisors (who are themselves Master Teachers and/or Administrators). The day begins with a presentation on the Basics of Tutoring. There is a presenter from an elementary school level tutoring program and a separate presenter for the middle school tutoring program. There are hands-on activities that all members participate in to provide them with a general sense of what they should expect to do. Specialized education speakers (for example, a highly successful English Language Learner (ELL) Specialist or a Title 1 Professional Tutor representing experience with early and/or middle school learners) make presentations to the members on working with ELL students and low performing students, depending on the specialty; 2) There is also an AmeriCorps alum component wherein prior members provide personal testimonies on their experiences as tutors and sound advice is passed on to the new members based on their experiences. Again, AmeriCorps Alums are picked based on their grade level area of experience and successful tuttee outcomes so both the elementary or middle school perspectives are covered; 3) Focused In-Service Training begins at the school site with a week-long or more orientation and specialized training by the school-based AmeriCorps Site Supervisor who is in his/her own right a highly qualified/certified teacher or administrator. It is the Site Supervisor’s job to properly prepare each of the members assigned to him or her for his or her tutoring duties. I have seen this part of the training take up to two or three weeks, depending on whether or not the Site Supervisor believes that the member(s) are

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properly ready to perform their tutoring duties. Proper preparation for tutoring duties include not only tutoring strategies, materials, non-verbal cues, etc. but also behavioral, social and physical safety issues that members may encounter. In addition, the Site Supervisor or a Master Teacher is always in the presence of the member(s) as they perform their tutoring duties and thus is able to provide the proper support and supervision as needed by the member tutor or tutee; 4) Other In-Service Training provided to member tutors are: a) Full participation in Professional Development trainings provided by the Public School System at the school level, the cluster level and the state-wide level; and, b) The Director conducts every other month meetings with the members by high school of attendance and she solicits additional training requests from the members as needed. Some members may request more specialized training in working with ELL students while others may ask for information on dealing with problem behaviors. The Director then takes these requests and may contact the particular site supervisor where the requesting member works and informs him/her that more training needs to be done in these areas; OR (and depending on the number of students making the request) she may take set up the trainings, utilizing existing highly qualified Public School System resources and expertise, to provide the members with the needed support, skills and knowledge they need to be effective tutors.

RESPONSE to Item C.7.c: Our program provides appropriate member supervision by school site supervisors who are highly qualified and certified teachers and/or administrators and have been employed by the Public School System for no less than 5 years (on the average, ten years or more). These individuals are the recognized local experts who are highly qualified professionals in their fields. These professionals are also supported by an entire school and public school system community so the expertise resource base is wide and extensive.

RESPONSE to Item C.8: The program's service learning component and its tutoring component are separate components under the umbrella of AmeriCorps's goal of meeting critical community needs. The tutoring component meets the educational focus of the program in raising reading levels for the bottom quadrant of readers in the CNMI. The service learning component meets the larger community need in the other areas of AmeriCorps's focus. It also provides members with real-life, hands-on experiential learning that pulls from all disciplines of learning, develops various skill levels including working in a team setting, proper planning, developing strategies to meet the unmet need, teaching the intrinsic value of helping their community, etc. These service learning projects always help our communities in a real and meaningful way. *Please refer to our Response under Paragraph c.5 of the Programmatic Clarifications Items for further information on what comprises our service

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learning component.

RESPONSE to Item C.9: The program will recruit volunteers through members' efforts in school and community program activities. Volunteers will be trained, managed and supervised through the same program framework and design used for regular members.

RESPONSE to Item C.10: The CNMI Public School System (PSS) offers a summer school program under its SafetyNet component. Summer school is offered 4-5 elementary schools and 1-2 middle schools that are the hosting school sites. It normally runs between 4-6 weeks beginning approximately 2 weeks after the close of the regular school year (usually in early July) until completion. Classes typically begin at 8am and end between 1pm-3pm. Approximately 26-30 Reading & Writing teachers are hired for the summer program. Site supervisors typically work during the summer school session. There is normally 1 primary site supervisor and 1 alternate site supervisor per school. For the summer session, there will be 1 site supervisor at each hosting school site who is usually the regular site supervisor assigned. School sites with a significantly higher enrollment count may need an additional school site supervisor (recruited from the current pool of site supervisors utilized during the regular school year) to ensure proper and sufficient supervision of tutors and activities. The summer school curriculum is designed to specifically target students who are performing 2 or more grade levels below their grade level in the core subjects of Reading & Writing and Math. Health & Wellness and Culture & Arts are also usually, but not always, offered to augment the curriculum. Summer school addresses more than just the "summer slide" that occurs during the extended vacation period but it is also an intensive summer intervention program for PSS' lowest performers who are in need of the most help. The tutors will be deployed to the designated hosting school for their region. So all elementary school tutors will go to the elementary hosting school site for their region and all middle school tutors will do the same. Tutor re-assignments may be necessary depending on the actual enrollment for each hosting school. The hosting schools with the highest enrollment counts will receive more tutors. However, tutor re-assignment placement will take into consideration the availability of reliable transportation to and from the hosting school site from the tutor's place of residence.

The program tutoring design will be similar to that of the regular school year with tutoring activities being done in classrooms with small group or one-to-one settings. Tutor assignments to individual tutors will be based on the recommendation of the hosting school site supervisor in collaboration with the classroom teacher and school leadership team.

Tutor in-service training will be conducted by the hosting school site supervisor(s) at the week before

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or at the beginning of the summer school program for the tutors transferring from neighbor schools to ensure a sound transition due to the re-assignment. The hosting school site supervisor will cover the same topics as those done at the previous school assignment for the beginning of the year but tailored to meet the tutor, tutee, and specific summer program needs for the hosting school site. Lastly, additional summer literacy programs are normally conducted at the partner community public library. Members will be assisting at various summer literacy programs in small group settings after summer school hours and during Saturday and/or Sunday if the program extends through the weekend. Members serve only in the Children's Room section of the Library and member activities include story sharing and crafts, simple educational activities, Summer Reading Program (children ages 6-12 years old) read books to earn small prizes and coupons and they can also earn raffle tickets for larger prizes given at the end of the program. Members are also trained and assist in the library's Mother/Father Read Program. The program averages about 50 kids per day. Constant and consistent supervision of the members and activities is done by the Children's Library Associate and the Mother/Father Read Program Coordinator who, by the nature of their jobs, received criminal history clearances as a condition of their employment. To ensure the three-pronged criminal history background check requirements are met, the Director will conduct and document any additional criminal history background checks required under federal law to ensure complete compliance with the national AmeriCorps program and federal law mandates. A community partnering agreement, through a memorandum of understanding and/or a memorandum of agreement is in place with these partner public libraries. Each summer Site Supervisor from each hosting school will also be responsible to support and monitor their respective members' participation at the summer literacy program on a regular basis.

RESPONSE to Item C.11: Our program's site supervisors are selected and nominated by each school's principal. The Principal's selection is usually a very highly qualified teacher or school administrator with extensive teaching experience and who are particularly successful in raising reading levels in the classroom. All site supervisors are employees of the Public School System with five or more years of service in the System. A majority of our current site supervisors have more than 10 years of teaching and PSS employment experience.

The next step is for the Director to request each prospective site supervisor's resume. She can also obtain additional employment, qualification and certification information from the System's Human Resource Office or Certification Officer, as necessary to substantiate the candidate's qualification for the position. The Director conducts a personal interview with each candidate to further assess the

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candidates fit to the Program's expectations, required duties and responsibilities of a school site supervisor as outlined in the CNMI AmeriCorps Program Site Supervisor Expectations Agreement (Expectations Agreement). If a candidate is deemed an appropriate fit to the position of school site supervisor then the Director conducts the required criminal history background checks (NSOPW, Police Clearance, and FBI Fingerprinting) and when cleared, then notifies the candidate who must then sign the written Expectations Agreement.

Prior to the beginning of program implementation for the program year (early or mid-September), the Director schedules a meeting and Site Supervisor Pre-Service Orientation with ALL site supervisors to review in detail program expectations, the specific duties and responsibilities of each site supervisor, programmatic requirements (time sheets, monthly reports, assessment reports, disciplinary action procedures, program forms, program calendar and due dates, prohibited activities, Member Service Agreements, Program Policies and Procedures, etc.), updates and changes to program requirements, and to allow each site supervisor who was in the prior year to review the prior program year's experiences (both challenges and successes) to encourage a collaborative effort amongst the site supervisors to share, support and assist each other. This is also an opportunity for each site supervisor to improve their site management practices based on their own prior program year's experience or to even adopt another site's successful program management practice(s) through shared Lessons Learned and Best Practices sessions. All updated and current program documents and forms are also provided to the site supervisors at this time, as a hard copy in the Site Supervisor's binder and as an e-mailed link to the online digital forms library resource on the secure PSS website. Mandatory attendance of the pre-service orientation and all site supervisor meetings are required of all site supervisors.

Regular Site Supervisor meetings are scheduled for every other month and special meetings are called only when an urgent issue needs to be addressed that affects all school sites or it has program-wide effects. These meetings are for the site supervisors to present any concerns, challenges or areas of support that the Director can provide as needed. The Director in turn requests updates on the status of sites, members and upcoming activities. Additional trainings needed to clarify and/or enhance site supervisors' working knowledge on any aspect of the program (time sheets, member management, allowable and disallowable activities, prohibited activities, etc.) are also considered and/or calendared at this time. The trainings can also be conducted during these meetings, if the agenda and time allows.

Site visits are conducted at least once every other month by the Director. There are a minimum of

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two announced site monitoring visits and no less than one unannounced visit in each program year for each site. A site visit will consist of the Director verifying that members are wearing AmeriCorps gear, members are at their assigned tutoring location or classroom as reported by the site supervisor, time cards and time sheets are up to date and in compliance with program and OMB requirements, member activities are in line with program objectives to ensure that no prohibited activities are taking place, etc. The Director conducts school site classroom observations, meets and speaks with site members to discuss their tutoring and other activities, a physical and personal review of time cards and she normally photographs each member's time sheets as of the time of the visit for later comparison to the time sheet up to the date of the visit. Time is also spent meeting and talking with the site supervisor to discuss any specific concerns, classroom teachers where members are assigned, tutees to determine if and how their tutoring experience is helping them, and school leadership and administrators to determine if members are conducting themselves appropriately on the site. Photos of tutee sign-up sheets, member portfolios showing evidence of work, work schedules, etc., are also taken.

RESPONSE to Item C.12: PENDING COMPLETION OF GRANT BUDGET REVISIONS.

*In consultation with our Program Officer, the remaining Clarification Questions will be completed upon my return from my trip.

Continuation Changes

N/A.

Grant Characteristics