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| **Clarifications for Terms in Application****The information below provides suggestions for how to address the following terms in the application** |
| Project Narrative | Description of project goals, objectives, activities, and programs and how the project will be executed to fill a need |
| Goal | Desired outcome/result the project aims to achieve by the end of the three-year application cycle |
| Objective | An annual, specific, measurable step towards meeting the goal. There should be an objective for each grant year. |
| Basic Program of Instruction | Set of common courses required of all students and considered the necessary general education for students, irrespective of their course of study |
| Supplemental Project | Project that is provided in addition to what is already present (Basic Program of Instruction) to complete or enhance it |
| Desired ProjectOutcomes | Benefits or other long-term changes that are sought from undertaking a project |
| Performance Targets | Quarterly performance targets that aim to reach the annual objectives. |
| Budget Narrative | Explanation or justification of estimated costs by a line item or category in the budget. Budget narratives should explain how the costs associated with each line item or category relate to the implementation of the project as outlined in the proposal being submitted. |

**PROJECT NARRATIVE**

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [https://oese.ed.gov/offices/office-of-](https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/) [formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-](https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/) [areas/.](https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/) **Please keep in mind that the project’s: a) need(s); b) goal(s); c) objective(s); d) basic program(s) of instruction; e) supplemental project(s); f) expenditures; g) desired project outcomes(s); and h) means of evaluating program outcome(s) should be aligned and connected.**

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| **1. PROJECT TITLE** | Enter the name of the project. |
| **2a. FEDERAL PROGRAM & ALLOWABLE USE(S) OF FUNDS** | * Identify the Federal Program under which the project is being implemented.
* If the project is being implemented under ESEA Title V, Part B, Subpart 2 (Sec. 5212-5234), identify under which Federal Program(s) the activities are authorized.
* The following Federal Programs are not authorized under ESEA Title V, Part B, Subpart 2:

o Title I, Part B; Title IV, Part B; McKinney-Vento Homeless; and Career and Technical Education – Perkins Program |
| **2b. SEA OR LEA SERVICES** | Identify the level where services will be implemented, either at the state-level (SEA) or local level (LEA). |
| **3. PROJECT BUDGET ALLOCATION** | **3a. FY 2020 FUNDS** | **3b. FY 2019 CARRYOVER FUNDS** | **3c. TOTAL BUDGET ALLOCATION** |
| Enter amount | Enter “0” if no there are no carryover funds.**Note**: FY 2019 Consolidated Grant funds do not become carryover funds until October 1, 2020. Therefore, the applicant should project what FY 2019 funds will remain after October 1, 2020; this amount constitutes the carryover projection, which should be included in this section. Please be mindful that the FY 2019 carryover funds must be obligated by September 30, 2020. | Calculate and Enter Sum Total of 3a and 3b |
| **4. POPULATION and NUMBERS to RECEIVE SERVICES** | **4a. GRADE LEVEL(S) & NUMBER of STUDENTS to RECEIVE SERVICES** | **4b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to RECEIVE SERVICES** |
| **Grade Level(s)** | **Number of Students** | **Participant Type(s)** | **Number of Participants** |
|  |  | List participants other than students (e.g., Teachers, administrators, other staff, and parents) | Breakdown By Type |
| **5. NEED(S) for PROJECT** | *(Limit response to 300 words or fewer)*Prompts:1. List the identified need(s) or priority the project is to address. Explain how and when these need(s) or priority were identified.
2. Provide data or evidence that the project will achieve desired results based on the need to focus on this particular project.
3. Describe how the project is consistent with the identified Federal program’s allowable use of funds.
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|  | **6. GOAL STATEMENT/OBJECTIVES/QUARTERLY PERFORMANCE TARGETS** |
| **6a. Goal Statement*:*** *(Limit words to 300 or fewer )*Prompts:1. State the goal for this project to achieve during the three-year grant cycle.
2. Explain how the goal will meet the project’s need(s).
3. Indicate how the project’s goal connects to the project’s a) objective(s); b) basic program(s) of instruction; c) supplemental project(s); d) expenditures; e) performance measure(s); and f) means of evaluating program outcomes(s).
 |
| **6b. Annual Objectives:** *(Limit words to 300 or fewer)*Prompts:1. List three annual and specific objectives, one for each year (Year 1 – FY 2020, Year 2 – FY 2021, and Year 3 – FY 2022) that will lead to meeting the goal of this project.
2. Explain in what ways the objective(s) will support accomplishing the goal.
3. Make sure that the objective(s) is SMART:
	* Specific
	* Measurable
	* Achievable
	* Relevant
	* Time-bound
4. Explain how the project’s objective(s) connect to the a) basic program(s) of instruction; b) supplemental project(s); c) expenditures; d) performance measure(s); and e) means of evaluating program outcomes(s).
 |
| **6c. Quarterly Performance Targets for Each Annual Objective (FY 2020)**Prompts:1. State the performance targets for each objective.
2. List the steps to reach the objective(s).
3. State if the performance target is either evidence-based or not.
4. Indicate the timeline for the steps needed to reach the objective(s).

**Note: Quarterly Performance Targets will be requested for Year 2 and Year 3 at a later time.** |

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| **7. PROJECT DESCRIPTION** | **7a. Basic Program of Instruction:** *(Limit words to 150 or fewer)*Prompts:1. Describe the Basic Program of Instruction, which is a set of common courses required of all students and considered the necessary general education for students, irrespective of their course of study.
2. List how the Basic Program of Instruction is related to the project need.
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| **7b. SUPPLEMENTAL PROJECT AND MANAGEMENT:** *(Limit words to 850 or fewer)*Prompts:1. List the project(s) that will be provided in addition to what is already present in the Basic Program of Instruction. Explain the specific ways that the supplemental project will enhance and support the Basic Program of Instruction.
2. State why the proposed Supplemental Project is necessary to meet the project need (should be linked to Section 5) and goal (should be linked to Section 6).
3. List the major activities to be implemented that will assist with the attainment of the project’s goal(s) during the three-year implementation cycle (FY 2020, FY 2021, and FY 2022). This list must also include an estimated timeline and person(s) responsible (must align with the personnel needs and budget narrative).
4. Indicate when and where will the activities be implemented (frequency, duration, and location).
5. Mention any potential connection to any other Federal Agencies/Program(s) (e.g., Department of Interior, Department of Commerce, Department of Labor, Centers for Disease Control and Prevention, etc.) if necessary. If no connection to any other Federal Agency/program, state “No Connection.”
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| **8. Personnel Needs** |
| **Position Title and Number of Position(s)** | **Brief Description of Position** | **Purpose of Position** | **Full-Time Equivalent****(FTE)** |
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Prompts for Personnel Needs:

1. List the federally funded positions necessary to implement this project.
2. Provide a brief description of the positions and how the positions support the project’s goals.
3. Indicate the amounts of time (FTE), such as hours or percentages of time to be expended by each position under this project.
4. **Means of Evaluating Program Outcomes:** *Complete the attached Means of Evaluating Program Outcomes chart*

*(Limit words to 250 or fewer)*

**Note**: The “Means of Evaluating Program Outcomes” chart should be completed for each “Project Narrative.” This chart is available on the Department’s Consolidated Grant to the Insular Areas website at: [https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-](https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/) [achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/.](https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/consolidated-grants-to-the-insular-areas/applicant-information-consolidated-grants-to-the-insular-areas/) Also, the “Means of Evaluating Program Outcomes” chart should focus on the Year 1 (FY2020) targets to be achieved. Applicants will update this chart annually as they implement their Consolidated Grant activities within the three-year application cycle. The “Means of Evaluating Program Outcomes” chart will be amended to capture the year 2 (FY2021) and year 3 (FY2022) project outcomes during the FY2021 and FY2022 funding cycles.

If the applicant does not have baseline data for any of the proposed Desired Project Outcomes, the applicant should indicate that the data are not available.

**ESSA Section 8101(21): Evidence-Based Definition:**

* + (A) IN GENERAL. — Except as provided in subparagraph (B), the term ‘‘evidence-based’’, when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that —
	+ (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on —
	+ (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
	+ (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
	+ (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or
	+ (ii) (I) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
	+ (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.
	+ (B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT. — When used with respect to interventions or improvement activities or strategies funded under section 1003, the term ‘‘evidence-based’’ means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (I), (II), or (III) of subparagraph (A)(i).

**What is an“Evidence-Based” Intervention?** (from section 8101(21)(A) of the ESEA)

“…the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that –

1. demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on –
	1. *strong evidence* from at least one well-designed and well-implemented experimental study;
	2. *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or
	3. *promising evidence* from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
2. (I) *demonstrates a rationale* based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other *relevant outcomes*; and

(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

# 9. Means of Evaluating Program Outcome(s) Chart

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

# Project Title: Means of Evaluating Program Outcome(s) Chart #:

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| **Desired Project Outcome***Enter the desired project outcome(s) for each supplemental project identified in the corresponding project narrative. Describe how it relates to the project objectives and goals. Please focus on outcomes rather than outputs.* | **Data Source** *Enter where the data are located. Identify where the data will come from.*  | **Unit of Measurement** *Enter**the unit of measurement.* | **Evidence- Based** *Please indicate: Yes or No* | **Baseline Data** *(Current school year or most recent)* | **Quarterly Performance Targets**(e.g., 5% increase of teachers who self-report as feeling “Well Prepared” to use new tools and resources in the classroom to improve instruction) |
| **Performance Target****End of December 2020** | **Performance Target****End of March 2021** | **Performance Target****End of June 2021** | **Performance Target****End of September 2021** |
| (e.g., By the end of the 2020-2021 school year, 70% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction) | (e.g., web- based survey from post- professional development event on new tools and resources to use in the classroom to improve instruction) | (e.g., percentage of teachers who self-report as feeling “well prepared” and more than “well prepared” to use new tools and resources in the classroom to improve instruction) |  |  (e.g., 30% of teachers self-reported as feeling “well prepared” to use new tools and resources in the classroom to improve instruction on web-based survey collected during School Year 2019-2020) |  |  |  |  |