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| **Project Narrative** |

This document is available on the U.S. Department of Education’s Consolidated Grant to the Insular Areas website at: [Link to Website](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) evaluation plan(s) should be aligned and connected.**

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| **1. PROJECT TITLE** | Enter the name of the project. |
| **2a. FEDERAL TITLE**  **PROGRAM &**  **ALLOWABLE USE(S)**  **OF FUNDS**  | * Identify the federal program under which the project is being implemented.
* If the project is being implemented with funds that are consolidated under Title V, Part B (Rural and Low-Income School Program), identify if the activity(ies) is authorized under Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A.
* 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* Identify the project’s connection to the allowable uses of funds
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| **2b. SEA OR LEA**  **SERVICES**  | Identify the level where services will be implemented, either at the state-level (SEA) or local level (LEA). |
| **3. POPULATION and**  **NUMBERS to**  **RECEIVE SERVICES** | **3a. GRADE LEVEL(S) & NUMBER of STUDENTS to**  **RECEIVE SERVICES**  | **3b. PARTICIPANT TYPE(S) & NUMBER of PARTICIPANTS to**  **RECEIVE SERVICES** |
| **Grade Level(s)** | **Number of Students** | **Participant Type(s)** | **Number of Participants** |
|  |  | List participants other than students (e.g., Teachers, administrators, other staff, and parents) | Breakdown By Type |
| **4. NEED(S) for PROJECT** | Prompts:1. Identified Need for This Project
2. Explanation of How Project Activities Connect to the Need for This Project
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| **5. GOAL STATEMENT/OBJECTIVES** |
| **5a. Goal Statement:**Prompts:1. State one main goal for this project to achieve during the three-year grant cycle. (Although the project may encompass several activities, there should be a common thread (i.e., goal) that connects all project activities into one main goal for this Consolidated Grant project).
2. Explain how the goal will meet the project’s need(s).
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| **5b. Annual Objectives:**Prompts:1. List the annual objective for each year in the application cycle. There should be one annual objective for each year which means a total of 3 (i.e. one for Year 1, one for Year 2, and one for Year 3). Each of these three annual objectives should be aligned to the project goal statement in section 5a above.
2. Explain in what ways each objective will support accomplishing the main project goal.
3. Make sure that each objective is SMART:
	* Specific
	* Measurable
	* Achievable
	* Relevant
	* Time-bound
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| **5c. Means of Evaluating Program Outcomes:** *Complete the attached Means of Evaluating Program Outcomes Chart* |
|  | **Note**: The “Means of Evaluating Program Outcomes” is also available on the Department’s Consolidated Grant to the Insular Areas website at: [Link to Website](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/). Applicants will submit this chart annually, for each “Project Narrative”, as they implement their Consolidated Grant activities within the three-year application cycle. Note: If a unit of measurement (i.e. metric) does not have baseline data, the applicant should indicate that the baseline data is not available.Applicants should note if the unit of measurement (i.e. metrics) are evidenced-based. More information about the term “evidence-based” is included below:**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 – (i) demonstrates a statistically significant effect on improving student outcomes or other *relevant outcomes* based on – (I) *strong evidence* from at least one well-designed and well-implemented experimental study; (II) *moderate evidence* from at least one well-designed and well-implemented *quasi-experimental study*; or (III) *promising evidence* from at least one 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.  |

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

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

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| **Project Activity** *(Each project activity should be connected to the annual objective for the current year that is listed in section 5b of the project narrative.)* | **Corresponding Annual Objective***Enter the annual objective from 5b that this project activity aligns with.*  | **Data Source** *Enter where the data are located. Identify where the data will come from.*  | **Unit of Measurement (i.e. metric)** *Enter**the unit of measurement.*  | **Evidence- Based** *Please indicate: Yes or No* | ***Baseline Data*** *(Current school year or most recent)**If a unit of measurement (i.e. metric) does not have baseline data, please indicate that the baseline data is not available. Please also indicate when baseline data will become available (e.g. By end of SY 2022-2023).* | **Quarterly Performance Targets**Please focus on outcomes rather than outputs.(e.g., 40% of teachers will self-report as feeling “well prepared” to use new tools and resources in the classroom to improve instruction by December 2022 **versus** 40% of teachers will participate in professional development.) |
| **Performance Target****End of December 2022** | **Performance Target****End of March 2023** | **Performance Target****End of June 2023** | **Performance Target****End of September 2023** |
| (e.g., Teacher trainings on new tools and resources to utilize in the classroom to improve instruction.) | (e.g., By the end of the 2022-2023 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 2021-2022.) |  |  |  |  |

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| **6. PROJECT DESCRIPTION**   | **6a. BASIC PROGRAM OF INSTRUCTION**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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| **6b. Supplemental ProJECT and management** Prompts:1. List the project(s) that will be implemented within this Consolidated Grant project and explain how the project(s) are supplemental to (i.e., how it enhances or supports) the Basic Program of Instruction identified in section 6a above.
2. State why the proposed Supplemental Project is necessary to meet the project need (should be linked to Section 4) and goal (should be linked to Section 5).
3. List the major activities to be implemented that will assist with the attainment of the project’s goal(s) during the Year X implementation cycle (FY 20XX). 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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| **7. Personnel Needs** |
| **Position Title and Number of Position(s)** | **Brief Description of Position** | **Purpose of Position** | **Type of Position** (Full-Time Equivalent (FTE), Part-Time, Hourly, Per Diem) |
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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.