

## **PROGRAM INFORMATION**

### ***Program Overview***

Section 1121(b)(1)(A) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), authorizes the reservation of \$1,000,000 for the Republic of Palau.

### ***Uses of Funds***

As outlined in section 1121(b)(5)(A) and (B) of the ESEA, as amended by ESSA, Palau may use grant funds for programs described in the ESEA, including teacher training, curriculum development, or general school improvement and reform activities; and to provide direct educational services that assist all students with meeting challenging State academic standards. Some of the allowable activities within ESEA, as amended by ESSA, that may be of interest to Palau include, but are not limited to:

#### **Title IV, Part A**

- Offering well-rounded educational experiences to all students as described in section 4107 of the ESEA, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects (section 4104(b)(3)(A) of the ESEA);
- Fostering safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108 of the ESEA (section 4104 4104(b)(3)(B) of the ESEA);
- Increasing access to personalized, rigorous learning experiences supported by technology as described in section 4109 of the ESEA (section 4104(b)(3)(C) of the ESEA);

#### **Title II, Part B Subpart 2**

- Developing and implementing a comprehensive literacy instruction plan across content areas, as described in section 2224(c)(1)(A)-(C) of the ESEA;

#### **Title I, Part A**

- Offering high-quality preschool as described in section 1114(c) of the ESEA ;
- Offering supplemental/elective courses to prepare low-achieving students to take advanced courses as described in section 1114(b)(7)(A)(iii)(II) of the ESEA;
- Providing professional development to support the school's leadership team, advanced coursework preparation (e.g., intensive summer school courses, after-school tutoring) as described in section 1115(b)(2)(D) & (G) of the ESEA;

#### **Multiple Programs within ESEA**

- Improving the instructional program for English;
- Providing instructional supports for students with disabilities; and
- Strengthening the academic skills of students who participate in career and technical education programs.

#### **Technology**

- Providing educators, school leaders, and administrators with professional learning tools, devices, content and resources;
- Building technological capacity and infrastructure;
- Developing or using effective or innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including digital learning technologies and assistive technology;
- Carrying out blended learning projects;
- Providing professional development in the use of technology (which may be provided through partnerships with outside organizations) to enable teachers and instructional leaders to increase student achievement in the areas of science, technology, engineering, and mathematics, including computer science; and
- Providing students in rural, remote, and underserved areas with resources to take advantage of high-quality digital learning experiences, digital resources, and access to online courses taught by effective educators.

**Note:** As with all costs under the grant, the technology costs proposed must be “reasonable and necessary.” Palau is encouraged to target sufficient grant funds toward direct services that address student needs and to make limited use of funds for technology infrastructure costs. A percentage of the funds can be used to improve the use of technology and to improve the academic achievement, academic growth, and digital literacy of all students.

#### **State-level Activities**

- Providing monitoring of, and training, technical assistance, and capacity building of local level projects that receive an allotment under this plan;
- Identifying and eliminating barriers to the coordination and integration of programs, initiatives, and funding streams that meet the purposes of this plan, so that the SEA may better coordinate with other agencies, schools, and community based services and programs; and
- Supporting local level projects and activities.

**Note:** From amounts appropriated under Section 1121(b)(1)(A) of the ESEA, Palau may reserve an amount deemed “reasonable and necessary” for State-level activities to support the administration and monitoring of the plan.

#### ***Project Narrative and Budget Narrative***

The plan requires a Project Narrative and a corresponding Budget Narrative that details how Federal grant funds will be used for programs described in the ESEA and to provide direct educational services that assist all students with meeting challenging academic standards. It should be noted that items identified in the Budget Narrative must correspond with the details provided in the Project Narrative.

#### ***Budget and Performance Periods***

The budget and performance periods for the FY 2024 grant become available on July 1, 2024 and remain available for obligation through September 30, 2025. FY 2023 funds become carryover funds on October 1, 2024.

The statutory authority for the period for obligating and expending carryover funds is the “Tydings Amendment,” section 421(b) of the General Education Provisions Act (GEPA), 20 U.S.C. 1225(b). Also see section 76.709 of the Education Department General Administrative Regulations (EDGAR), 34 C.F.R. § 76.709. In general, under this provision, any funds not obligated and expended during the period for which they were awarded become carryover funds and may be obligated and expended during the succeeding fiscal year. As specified in section 421(b)(2) of GEPA and §76.710 of EDGAR, any such carryover funds must be obligated and expended in accordance with the Federal statutes and regulations that apply to the program and are in effect for the carryover period, as well as the program plan submitted and in effect for the carryover period.

Although the Tydings Amendment allows funds to be used during a carryover year, to ensure students and educators are receiving timely supports and services, we encourage grantees to use the funds as they were proposed in the grant plan and for the fiscal year in which they were allocated.

### ***Terms and Conditions of Grant Awards***

Palau is required to submit an Annual Performance Report (APR) containing information covering the project(s) for which these grant funds are used and administered, including the financial and program performance information required under 2 CFR 200.327 and 200.328. To assure compliance with requirements and achievement of performance expectations, Palau is expected to:

- Assess and report on the progress of implementing this grant;
- Provide oversight of activities supported by this Federal award; and
- Monitor and report on the implemented activities.

Information should include data and analysis on the extent to which Palau has made progress toward and/or met the established goals and objectives, and progress in achieving the "Measurable Result(s)" for students stated in the “Executive Summary.”

The “Project Narrative” requires Palau to provide the means for evaluating project outcomes for which funds are used and administered. The APR is due 90 days after the reporting period – i.e., 90 days after the grant year ends. In the case of the FY 2024 grant award, the end of the grant year will be September 30, 2025 which means the APR is due December 30, 2025.

### ***Monitoring***

The program office will conduct progress monitoring, which will be an ongoing conversation throughout the performance period to assess grant compliance and progress. The Department will require routine progress reports and an APR, more specific guidance will be provided as the time for submission draws near. The program office will also offer technical assistance that aligns with the RPGP.