

AMERICAN SAMOA DEPARTMENT OF EDUCATION  
FISCAL YEAR 2006  
CONSOLIDATED APPLICATION

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PART 1-BUDGET AND PROGRAM INFORMATION				
PROGRAMS TO BE CONSOLIDATED (a)	PROGRAM ALLOTMENT (b)	CARRYOVER FUNDS FROM PRECEDING FISCAL YEAR (c)	PROGRAMS UNDER WHICH FUNDS ARE TO BE USED AND ADMINISTERED (d)	PERCENTAGE OF FUNDS (e)
84.048 Voc. Ed. Basic State Grants-Annual Subtotal, Voc. & A.B.E.	190,000 <b>190,000</b>			
84.010 Title 1, Part A-LEA Grants	8,462,441			
84.213 Title 1, Part B-Even Start Set Aside Title 1, Part F-Comp. Sch Reform	306,840			
84.332 Demonstr. Grants Subtotal, Com.Ed for the Disadvantaged	131,684 <b>8,900,965</b>			
English Language Acquisition State 84.365 Grants Subtotal, English Language Acquisition	1,152,575 <b>1,152,575</b>			
Improving Teacher Quality State 84.387 Grants	3,455,662			
84.318 Education Technology State Grants 21st Century Community Learning 84.287 Centers State Grants for Innovative 84.298 Programs	662,605 635,565 263,275			
84.369 State Assessments Education for Homeless Children and 84.196 Youth Mathematics and Science 84.366 Partnerships	379,140 17,039 888,336			
Rural and Low-Income School 84.358 Program Subtotal, School Improvement Programs	80,863 <b>6,382,485</b>		84.298 State Grants for Innovative Programs 16,626,025	100.00%
Total	16,626,025		16,626,025	100.00%

## Part II Evaluation Criteria

### Introduction

In order to better understand the educational program in American Samoa, it is beneficial to review some basic facts about our island community.

American Samoa is an unincorporated Territory of the United States, located approximately 2,300 miles southwest of Hawaii and 1,600 miles northeast of New Zealand, making the territory the only United States possession south of the equator. American Samoa is comprised of seven islands: Tutuila, Aunu'u, the Manu'a group of Ta'u, Ofu and Olosega and two coral atolls, Swains Island and the uninhabited Rose Island. The Island of Tutuila is the center of government and commerce. The total land area of the American Samoa group is approximately 76 square miles.

The island of Tutuila is of irregular shape about 18 miles long and 6 miles wide at its widest point. It is a rugged island with four high peaks, of which Mt. Matafao rises to an elevation of over 2,000 feet. A mountain range extends nearly the whole length of the island of Tutuila with indentations of deep valleys. Except at the foot of the mountains, along the coast and a broad fertile plain in the southwestern part of the main island, there is very little level land. Most of the 73 villages of American Samoa are located along the shores of Tutuila, Aunu'u, and the Manu'a Group. The others are more or less inland, but all villages are now accessible by car, boat, or air. Sixty-two (62) of the 73 villages are located on the island of Tutuila.

The islands of American Samoa, with the exception of Swains and Rose Islands, and Samoa together make up the Samoan Archipelago and may be regarded as the tops of a single island mountain chain. Samoa, with a combined land area in excess of 1,100 square miles, is an independent nation.

American Samoa's remoteness and isolation from the U.S. supports not only its rural designation but represents a permanent cost factor in the planning and implementation of educational programs for the Territory. Transporting personnel, materials and supplies to and from American Samoa has always been difficult, costly, and a time-consuming task. American Samoa's remoteness also effects efforts to implement professional growth programs within the Territory. It is difficult to schedule adequate classes and provide necessary training when the nearest four year University is 2,300 miles away.

### Community Needs Assessment Data

The estimated population in American Samoa, Census 2000, is 57,291. The annual growth rate is 2.0 percent with a median age of 21.3 years. Of this population 13.6% or 7,820 individuals are between the ages of 0-4. Approximately 1,998 of these youth attend preschools.

The school aged population, 5-19 of American Samoa is 19,615 comprising an additional 34.2% of the total population. Of the total population in American Samoa, 93% are either of Samoan or Pacific Island ethnicity.

Note: The school age population stated above includes all children between the ages of 5 and 19. The actual school enrollment, both public and private, for this age group is 17,247 as not all five year olds attend kindergarten and census data includes all 19 year old youth in their count.

The overall educational attainment of adults (persons 25 years and older) is presented in Table 1.

**Table 1 : Educational Attainment**

No High School Diploma	High School Diploma	Some College	AA Degree	BA,BS or Above	Total
38.65%	37.97%	9.72%	7.69%	5.97%	100%

As shown in the table above, over 38% of the adult population in American Samoa have not completed high school. There has been a 7% decrease in the number of people not obtaining a high school diploma between the 1990 and 2000 census.

Table 2 illustrates the economical risk factors of the American Samoa Community. Statistics concerning types of employment are based on the total population 16 years of age and older.

**Table 2: Employment**

Per Capita Income	Average Household Income	Percentage of population holding salaried jobs	Percentage of population unemployed or employed in subsistence farming
\$4,357	\$20,670	43.6%	56.4%

In general, the typical household in American Samoa is overcrowded with substandard living conditions. Parental involvement in support of their children's educational progress

is limited due to their own lack of formal education. Approximately 78% of all households are living below the poverty level with over half of the adult population able only to provide for their families through subsistence agriculture.

**Student Education Risk Factors**

Imagine being a teacher in grades K-3 where the curriculum and instructional materials are in English, where assessment instruments are nationally normed and, of course, are written in English, where 20% of your students do not speak any English, where over 70% of the class may be able to speak English but have no real comprehension of the English Language.

American Samoan students, with few exceptions come to school speaking Samoan. For some, Samoan is already their second language. English is introduced in Kindergarten. They all learn to read in both Samoan and English. Samoan is a language rich in culture and tradition, but it has fewer letters in its alphabet and many fewer words than English in general use today. Students come to school with a vocabulary knowledge of far fewer words than an average student in an American school. So, along with learning to speak and read a new language, students must also expand a limited vocabulary if they are to understand what they learn to read.

The following table demonstrates the overwhelming language barrier faced by educators in American Samoa.

**Table 3: LEP Status (%) (SY 2004-2005)**

Grade	K	1	2	3	4	5	6	7	8	9	10	11	12
LEP	98.5	98.5	98.5	93%	98.5	95	93.6	92.6	92.7	91	85.1	85.1	79.4

LEP Status for SY 2004-2005 was determined using a nationally recognized assessment instrument the American Samoa Department of Education is still searching for an assessment that deals solely with LEP status. We hope to further revise our assessment process to better define LEP status in relationship to national definitions.

Table 4 gives the results of the SAT 10 test administered to grades 3-8 and grade 12. This assessment took place in April 2004.

**Table 4: SAT10 Results SY 2003-2004  
Percentage of Students At/Above Average**

GRADE	READING	MATH	LANGUAGE ARTS	SCIENCE	SOCIAL STUDIES	LISTENING SKILLS	THINKING SKILLS
3	6	11	11	12	11	17	6
4	11	32	16	23	20	20	14
5	11	34	14	30	23	22	11
6	12	47	24	27	31	28	14
7	26	58	30	29	35	33	25
8	27	73	35	39	56	38	32
12	44	59	51	53	53	N/A	51

Sat 10 scores for the 2004-2005 school year are not available yet. We have completed four CRTs being Mathematics and English for grades 3 and 10 that will be introduced this year. We will still utilize SAT 10 assessments for comparison of student achievement to national norms.

What is most apparent from these assessment scores is the fact that American Samoa is dealing with a population of students who enter school with no English ability. We now estimate that our students, for the majority, are 1.5 years behind in English language development by grade 3. What is encouraging is the progress these students make in preceding years.

### **Educational Resources**

The American Samoa Department of Education currently operates fifty-four (54) Early Childhood village centers, twenty-three (23) elementary (k-8) and six (6) secondary school sites. In addition, there are fourteen (14) private schools serving the children of American Samoa. In total, approximately 19,220 students between the ages of 3 through 18, Title V school age population is 17,247, are enrolled in the overall school system. The student population of American Samoa is basically a homogeneous population in respect to financial status, ethnic background and instructional needs.

In order to better understand program development in American Samoa one must understand the infrastructure under which the American Samoa Department of Education operates. While the American Samoa Department of Education is a unitary SEA/LEA education system for the Territory, its actions are more related to the activities of an LEA. The American Samoa Department of Education does provide technical assistance per se but this assistance is given at the school/classroom level. Professional staff within the Department work directly with school administrators,

classroom teachers and the community in the development of programs that meet the needs of our student population. Professional staff also work at the school level in facilitating the implementation of programs and in providing evaluation assessments. In its true nature, the American Samoa Department of Education does act as an SEA when performing the administrative functions as regulated by Federal programs but performs as the LEA in the utilization of funding for the development, implementation and assessment of actual programs.

The American Samoa Department of Education operates on fiscal budget that allows a per student expenditure of less than \$2,700 per child. What may not be evident is that of the total budget for the Department of Education, excluding the school breakfast and lunch program, over 700% of this funding is derived from Special Federal Programs. Thus, program development under these Federal Programs must address basic needs as well as new innovative strategies.

While given our heavy reliance on Federal support, it must also be stated that funds proposed under this consolidated application, both Title II and Title V funding proposals, are not and will not be used to supplant State or local funds. The programs outlined in the proposal are programs to supplement existing educational efforts and are programs that would not be available without these funds. Having said this, it is also true that the programs are essential to the overall improvement plan of the ASDOE and that Title V is the primary source of comprehensive educational program improvement for the Territory.

### **Teacher Quality**

Another major factor that directly effects educational programs in American Samoa is the quality of our instructional staff.

American Samoan teachers are almost all bilingual. Samoan is their first language and English is their second language. They are usually hired with an AA/AS degree from American Samoa Community College (ASCC). They are given some brief in-service training during orientation week and receive periodic short in-service trainings during their first year. All teachers with less than a BA/BS must enroll in coursework that culminates in a B.Ed. Cohort Program offered jointly by University of Hawaii (UH), the ASDOE and the ASCC. Taking two courses each semester and attending summer school, they can usually get their Bachelor's degree in 4 years.

American Samoa does have a community college, The American Samoa Community College (ASCC), that offers an Associate Degree in Education. There are no institutions of higher education available in American Samoa. Students wishing to further their education must attend IHE's in Hawaii or the mainland where the cost of Education is greater due to the fact that most students, except students attending Universities in Hawaii, must pay out-of-state tuition. Just getting to an IHE is cost prohibitive adding an additional cost of between \$1,500 to \$3,000 to the cost of their educational program. The American Samoa Government currently sets aside an annual allocation of \$1,900,000 in scholarship funds to assist students in their educational endeavors.

Retaining qualified teachers is also a problem given that the average teacher salary in American Samoa is currently \$12,900 while the cost of living is comparable to that in Hawaii.

The end result of these factors is that the American Samoa Department of Education is faced with the fact that the majority of our teachers enter into our system having obtained only a A.A. degree. The Department of Education has established a professional development program with the University of Hawaii that allows our teachers to obtain their B.Ed. This program takes between three and five years for the average teacher to complete. We currently graduate approximately 54 teachers a year under this program at an annual cost of approximately \$1,200,00 for the Department.

Table five depicts that current academic standards of our educational staff.

**Table 5: Teacher Qualifications**

	DIVISION				
	EARLY CHILDHOOD	ELEMENTARY	SECONDARY	VOCATIONAL	SPECIAL EDUCATION
LESS THEN AA	57.7%	5.0%	4.1%	0.0%	7.6%
A.A./A.S.	25.4%	45.8%	20.0%	43.3%	48.5%
AA/AS + 30 CRED.	1.5%	4.3%	4.1%	10.0%	3.0%
BA/BS NO CERT	5.4%	1.7%	14.1%	13.3%	4.0%
BA/BS/BED CERT	10.0%	41.6%	45.9%	23.3%	30.3%
MED/ABOVE	0.0%	1.5%	11.8%	10.0%	6.6%

Note: Secondary counts do not include 18 JROTC Instructors.

In conclusion, the American Samoa Department of Education faces many problems and yet we also have seen steady improvements in our educational staff, student achievement levels and overall program development.

### Part III Projects and Programs

This Consolidated application proposes to utilize \$16,626,025 (100%) of the funding allocation under the Consolidated Grant Application for Insular Areas for Title V Part A: Innovative Programs.

#### I. Title V Part A: Innovative Programs. \$16,626,025 (100%)

##### A. Design

In designing programs proposed for the Innovative Programs, the planning committee has reviewed the progress made in the development of a **Comprehensive Educational Improvement Plan for American Samoa** to ensure that efforts made under this program are consistent with the overall plan, that they do not duplicate existing efforts and further, that funds expended under this program achieve optimum results.

The basic goal of any educational improvement strategy must be the provision of an educational program that will ensure that the youth of American Samoa will be able to compete as equals in the Society of the 21st century.

The American Samoa Department of Education has adopted the following ESEA Goals and Indicators for its educational program.

**1. Performance Goal 1:** By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in reading/language arts on the Territory's assessment. (Note: These subgroups are those for which the ESEA requires Territory reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the Territory's assessment. (Note: These subgroups are those for which the ESEA requires Territory reporting, as identified in section 1111(h)(1)(C)(i).)

**2. Performance Goal 2:** All students will graduate from high school.

2.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma.

2.2 Performance Indicator: The percentage of students who drop out of school.

**3. Performance Goal 3:** By 2010-2011, all students will be taught by highly qualified teachers.

3.1 Performance Indicator: The Percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA).

3.2 Performance indicator: The Percentage of teachers receiving high-quality professional development.

**4. Performance Goal 4:** All students will be educated in a learning environment that is safe, drug free, and conducive to learning.

4.1 Performance Indicator: The number of persistently dangerous schools as defined by the Territory.

4.2 Performance indicator: The number of classes with student teacher ratios of under 22.

**5. Performance Goal 5:** Parents and the Community will become equal partners in their children's educational program.

5.1 Performance Indicator: The percentage of students whose parents enroll in either regular school based activities or in after school based activities.

5.2 Performance Indicator: The percentage of community members initiating or actively participating in either regular school based activities or in after school based activities.

Although not specifically required, the American Samoa Department of Education has made the commitment to utilize the Federal Regulations as outlined in Title I of the No Child Left Behind Act as a framework for educational improvement within the Territory.

We have met with officials within the Department of Education and have sought assistance from the CCCSO in designing a process whereby American Samoa can meet the high standards as outlined in NCLB.

While there are many areas where full compliance will be difficult if not impossible, full teacher quality being one, we feel that we have made great strides this past year.

We have completed an implementation schedule that will see:

- the completion of challenging academic content standards for each grade level in all core curriculum areas,
- locally developed assessments tied to our academic achievement standards for all grades 3-12 in the core curriculum areas including the development of AYP's,
- the development of a single accountability system for all schools and for all children,

- public cognizance of successes and failures at the school level,
- the development of a cadre of highly qualified teachers and
- the integration of parents and community as full partners in the educational process

by the 2005-2006 school year.

We are currently in the final process of completion of our Academic Content Standards and Academic Achievement Standards for levels 1-12 in all core curriculum areas. We have completed the review process of the Content Standards by an outside independent review panel. We continue to work with consultants associated with the CCCSO to review current efforts in this area.

Through a contractual agreement with Pacific Regional Education and Learning (PREL) and Mid-continent Research for Education and Learning (McRel) local assessments tied to our Achievement Standards are being developed. Initially the assessments will be developed for Language Arts and Mathematics, Grades 3 through 12. We have completed grades 3 and 10 so far. We will continue to use the SAT10 as an interim assessment instrument. We have tentatively established AYP's using SAT10 results to measure student progress.

We have installed a data base system that allows for accurate data collection for all students and that will allow the Department of Education to aggregate and disaggregate student achievement data. Student data is now being inputted into this system, which was used to report grades for all students during the 2004-2005 school year.

*While we have, in the past, assessed individual schools based on academic data collected, this will be the first time whereby we will use a single accountability system to assess all students. It must be stated here that we acknowledge that this accountability system will be revised in the next several years as our assessment process is better defined.*

We have a comprehensive system in place to ensure that all teachers entering our school system receive the educational training necessary to become fully qualified teachers. While the process takes time and without adequate compensation it is difficult to retain our most qualified teachers we feel that we have made progress as evidenced by the increase in the number of fully qualified teachers present in our schools.

In an effort to maximize the use of Federal funds, to ensure coordination among the various programs within the department, to ensure that all aspects of this improvement effort are addressed and are optimized and to ensure that parents and community members have active roles in this process, the Department of Education designated a Leadership Team to oversee the entire process.

The ASDOE Leadership Team consists of DOE representatives from central administration, school administration, school instructional staff, parents, and community. This Leadership Team has been given the responsibility to oversee the development and

implementation of the ASDOE Comprehensive Improvement Plan. Current activities include:

- the development of curriculum measures that are in alignment with our curriculum standards,
- the development of local assessment instruments to measure student achievement levels and student mastery of core curriculum
- the assessment of current levels of student achievement as a benchmark and the establishment of AYP for all schools.
- the implementation of a single accountability system,
- the development of safe school environments conducive to education

As an integral part of their responsibility, they also review all proposed improvement activities/projects to ensure that these activities/projects are in alignment with current efforts, are scientific research based, have measurable goals and are not a duplication of effort with other programs.

It is not the intent of the Leadership Team to actually develop or implement these activities/projects but to ensure that efforts made are in alignment with ASDOE Goals and Objectives.

A second level of parent/community involvement is found at the school level with the establishment of School Leadership Teams. These teams are made of a school administrator, a counselor, a resource person, teachers, parent/community representatives.

It is the responsibility of the School Leadership Team to assist in the implementation and assessment of programs at the school level. It is also these teams who provide input as to the effectiveness of program implementation and to recommend changes based on evaluations.

A third level of parent/community involvement will be the Community Learning Center project that is proposed in this application. This project establishes Community Learning Centers at the schools sites. The School Leadership Teams, school administrators & teachers design a variety of activities throughout the school year to enhance student motivation and achievement and involve parents and community members.

A fourth level of involvement is implemented with an annual meeting consisting of over 175 parent community participants that is sponsored by the ASDOE and is held over a three day period. A review of programs implemented, assessment results and overall student achievement results are presented and then participants are broken up into separate committees to review programs and results and to make recommendations regarding perceived needs for the following year. These recommendations form a primary basis for program development.

In reviewing the current efforts of the American Samoa Department of Education, the planning committee has identified the following areas as being essential if Educational Improvement Goals are to be met.

1. The continued professional development of our Instructional Staff
2. Reduction in Class Size especially in levels K-3
3. The provision of adequate instructional materials in all curricular areas, including library books, materials and supplies
4. The comprehensive utilization of technology in the provision of educational services
5. Provision of adequate Teacher support in the development of educational resources and in the implementation of educational programs
6. Continued professional development of school administrators as well as other administrative positions within the Department.

Based on these findings, the following efforts are being proposed for this grant program

**B. SEA Programs (\$2,493,904)(15%)**

1. State Administration (\$374,086 (15%))

**A. Designation of State educational agency as the State agency responsible for administration and supervision of programs assisted under this part.**

The American Samoa Department of Education (ASDOE) is the state education agency responsible for administration and supervision of programs administered under this grant.

Administrative funds under this project will be used to fulfill all the requirements as stipulated in the Federal Regulations including record keeping, monitoring of LEA/Private school allocations, preparation of data and fiscal reports.

See Attachment A for assurances from the Chief State School Officer (Director of Education) as to agency responsibilities under this grant.

**B. Provision of an annual statewide summary of how assistance under this part is contributing toward improving student academic achievement or improving the quality of education for students.**

ASDOE, as the Territory Education Agency, will provide an annual territory wide summary of all activities assisted under this program. This report will include at a minimum:

The number and type of innovative programs implemented,  
The number of students served under each of the programs offered,  
The amount of funds allocated under each type of innovative assistance program,  
The increase in academic achievement that can be attributable to these programs,

The number of teachers and administrators receiving training under this program, and  
An overall assessment of advances in reaching the educational Goals of the territory that  
can be directly attributable to this program.

C. Information setting forth the allocation of funds required to implement section 5142.

There is only one LEA in American Samoa and the ASDOE operates as both the SEA and  
the LEA for the Territory. There is no differentiation among school populations in  
regards to:

children living in areas with high concentrations of economically disadvantaged families;  
children from economically disadvantaged families; and  
children living in sparsely populated areas.

LEA Funds are therefore distributed on an allocation per child basis with all children ages  
five through seventeen receiving an equal allocation. Thirteen (13) different private  
schools, constituting all private schools in the Territory, receive funds under this  
program.

Attachment B provides a breakdown of funding under the Consolidated Application.

Attachment C provides the determination of allocation per child.

Attachment D provides actual allocations for private school participants under this  
program.

D. A provision that the State educational agency will keep such records, and provide  
such information to the Secretary, as may be required for fiscal audit and program  
evaluation (consistent with the responsibilities of the Secretary under this section).

The ASDOE will keep sufficient fiscal and performance records and provide such  
information to the Secretary as may be required for fiscal audit and program evaluation.

E. An assurance that, apart from providing technical and advisory assistance and  
monitoring compliance with this part, the State educational agency has not exercised,  
and will not exercise, any influence in the decision making processes of the local  
educational agencies as to the expenditure made pursuant to an application submitted  
under section 5133.

As the ASDOE is both the SEA and the single LEA for American Samoa, this assurance  
does not apply. The ASDOE is the lead agency in designing, implementing, evaluating and  
record keeping for projects administered under this section. The provision of technical  
assistance, advisory assistance and monitoring is done at the school level directly with  
school administrators and teachers.

F. An assurance that there is compliance with the specific requirements of this part.

The ASDOE will comply with all of the specific requirements addressed under Innovative  
Programs regulations.

G. Provision for timely public notice and public dissemination of the information provided under paragraph (3).

The ASDOE has made provisions for timely public notice and dissemination of the information concerning allocations of funds required to implement provisions to students in private schools.

**2. SEA Targeted Assistance \$2,119,818(85%)**

Section I (B) of this application describes the activities and assurances the ASDOE will undertake with the allocation for SEA administration. The following is a description of activities the ASDOE will undertake utilizing the remaining SEA set aside.

As stated earlier in this proposal, the American Samoa Department of Education's role in the development and implementation of educational improvement strategies is more in line with that of an LEA than of an SEA.

The American Samoa Department of Education operates as both the SEA and LEA for the Territory. As such, determination of activities to be specified as SEA activities is sometimes difficult. The following program has been identified under SEA funding based on the following criteria:

1. Services provided to meet the needs of the school system as a whole instead of individual needs of a particular school.
2. Services that allow the schools to provide targeted assistance to their student population.
3. Services that benefit teachers who then provide assistance to their student population.
4. Services that can be classified as technical assistance.

Services under this project, proposed under the SEA set aside, are made available to all public and private school staff at no additional costs.

1. Statewide education reform, school improvement programs and technical assistance and direct grants to local educational agencies, which assist such agencies under section 5131. Allocation (\$1,770,015).

Project Name: Project School Improvement

Performance Goals Addressed: 1,2,3,4,5

Specific Objectives:

Projects initiated under this program will be consistent with the ASDOE's Comprehensive Education Improvement Plan.

Projects initiated under this program will have input from parents and community members as equal partners in the education reform process.

Schools will be provided with adequate technical assistance to ensure that school administrators are cognizant of program goals and objectives and that teachers are adequately trained to successfully implement project components.

The ASDOE's statewide education reform plan consists of:

Component	Status/Completion Date
Completion of Academic Content Standards for core curriculum areas in grades 1-12.	12/04
Develop Academic Achievement Standards (grade-level expectations) for all curriculum areas in grades 1-12	
Reading, Writing and Math	1/05
Science, Social Studies (grades 4,8,10)	5/05
Science, Social Studies (all grade levels)	1/08
Professional Development for Teachers On Standards	1/05-12/05 Ongoing
Develop Criterion-Referenced Tests in Reading, Writing and Math Science, Social Studies	Start 7/04 Start 7/08
Evaluate Academic Achievement Standards utilizing newly developed local assessments	Start 07
Revise academic achievement standards for all curriculum areas in grades K-12	Start 07
Assess current levels of achievement and revise AYP	Beginning 8/07
Implement a single accountability	

system.

Beginning 1/07

The School Improvement Project staff will be responsible for the design, implementation, provision of technical assistance at the school level and evaluation of the different components of the ASDOE statewide education reform program. The Leadership Team, comprised of SEA/LEA administrators/specialists, school administrators, teachers, parents and community members will be responsible for overseeing the Project.

Funds under this allocation will also be used for competitive bids to outside consultants to assist in this process.

Another major effort in the School Improvement Process for American Samoa is an ongoing effort to decentralize the decision making process to the school level. This effort has focused on the development of individual school improvement plans that contain:

- Accurate assessments of current levels of achievement based on the overall goals of the Department
- Individual school goals
- Performance based measurable objectives
- Measurable activities designed to improve student achievement
- School Budgets
- Evaluation efforts that not only provide a measure of success of individual activities but tie these successes to overall success in meeting school goals.

The Department of Education will utilize this process as an integral part of the development of a system wide development of an AYP assessment program.

2. Support for the program described in section 321 of the Departments of Labor, Health and Human Services, and Education and Related Agencies Appropriations Act, 2001 (as enacted into law by section 1(a)1 of Public Law 106-554). Allocation \$349,803

Project Name: Project Safe School Environments

Performance Goals Addressed: 4

Specific Objectives:

That all schools in American Samoa are safe and conducive to learning.

Projects under this initiative will be used to carry out school renovation projects as described in Section 321 of Public Law 106-554

## School Selection:

Given that there is only one LEA in American Samoa, that all school renovation and repair is implemented at the SEA level and that individual schools neither have the necessary personnel nor the required expertise to assess school site needs, it is not feasible for the ASDOE to implement a competitive school based competition in the awarding of these funds.

The ASDOE therefore will use the following steps in selecting high-need schools for this project:

A comprehensive school infrastructural assessment will be completed for each school. This assessment will address current conditions of plumbing, electrical, security and general school building needs. The assessment will be done by engineers from the Department of Education in coordination with engineering staff of the Department of Public Works and the American Samoa Power Authority (ASPA) and will include not only an assessment of needs but projected costs for each component for each school.

A selection committee, comprised of members from the Department of Education, the Department of Public Works, ASPA and the National PTA will review the assessment and select those schools deemed in highest need.

The selection committee will use two criteria to place schools in a category of “High Need”. These criteria will be:

Schools where conditions pose a direct safety hazard to the school population and

Schools where conditions have a direct effect on the learning environment.

The selection process will be implemented as follows:

A complete assessment of all school renovation needs and estimated costs of renovations will be completed.

An initial review will then assess these needs in regards to direct safety hazards at each of the schools. Schools will then be divided into two categories with those that are deemed to have conditions that cause direct safety hazards being classified as high need schools.

A second assessment will examine these high need schools to determine if, in addition to safety concerns, there is also a direct effect on the ability to provide instruction. Schools that qualify under both conditions will be given the “highest need” ranking.

In summary, there will be three categories of priority:

The first category will be schools that have conditions that pose direct safety hazards and that have a direct negative impact on instruction.

The second category will be those schools that pose direct safety hazards for the school population but do not have a direct negative impact on instruction.

The third category will be those schools in need of renovation but that neither pose a direct safety hazard nor have a direct impact on instruction.

3. Projects thus selected will be funded with actual repairs/renovations being completed either through Department of Education/Public Works Maintenance staff or through a competitive bid process dependent on the type of repair/renovation identified.

All funds allocated under this project will be spent on school renovations/ repair. All administrative and selection costs for this project will be allocated from American Samoa Department of Education (ASDOE) funds as a local contribution to this project.

#### B. Timeline

Activity	Completion Date
1. Assessment Process	December 1, 2005
2. Selection Process	January 1, 2006
3. Competitive Bid Awards	February 1, 2006
4. Completion of Projects	September 30, 2006

**C. LEA PROGRAMS (\$14,132,121) (85%)**

**1. Public School Programs (\$11,945,962) (84.53%)**

The following projects are being proposed as LEA projects.

**A. Teacher Quality/Class Size Reduction**

Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic standards and student academic achievement standards. (Two Projects) Allocation (\$ 7,515,772)

Looking at the Teacher Quality statistics presented in Part II of this application, it becomes apparent that teacher quality is a major factor that needs to be addressed. The reasons for a lack of fully qualified teachers in American Samoa are quite simple.

There are no IHE's offering undergraduate degrees in American Samoa and the cost of sending a student to the mainland to obtain a degree is beyond the means of most families. With the average teacher's salary in American Samoa being less than \$15,180 a year, you can understand why the ASDOE does not have a cadre of fully qualified teachers.

In spite of these factors, the ASDOE has made great strides over the past 10 years, given that 10 years ago less than 5% of elementary teachers had baccalaureate degrees. The program we have developed in conjunction with the American Samoa Community College and the University of Hawaii has provided an avenue whereby the ASDOE has been able to slowly increase the quality of education being provided to our students.

In addition to degree related training for teachers, ASDOE also provides inservice training through mentoring of newly hired teachers, on island professional development for all teachers, and off island professional development through attendance at selected national meetings and seminars. A new certification program for school administrators is also being proposed.

The second need addressed under this innovative program is class size reduction. The ASDOE has made a commitment to reduce the current average student/teacher ratio for grades K-3 from its current level of 28 students per classroom to 15 students and to reduce the current average student/teacher ratio for grades 4-8 from its current level of 26 to a level of 20. (Student teacher ratios in the larger elementary schools are significantly greater than the above average.)

**a. Teacher Quality (\$2,174,652)**

**1. Classroom Teachers' Academic Coursework (\$1,300,000)**

The primary Professional Growth and Development program for teachers is the Territorial Teacher Training Project, a partnership between the ASDOE, Am, Samoa Community College (ASCC) and the University of Hawaii, College of Continuing Education. Through this program teachers in Am. Samoa have the opportunity to earn professional teacher certification and a Bachelor of Elementary Education degree and secondary teachers are able to take certification courses and specific content courses in English, science and mathematics. The Department of Education, through its contract with the University of Hawaii evaluates this program annually. Much of the information presented here is taken from the most current report, the Evaluation Report for 2003.

Lower Division courses, those leading to an associate degree, are taken prior to employment by the Department of Education. These courses are usually taken from ASCC but off island associate degrees are also accepted. Upper Division on island University of Hawaii courses leading to a Bachelor of Education are delivered through a cohort model. Since the cohort program began in 1997, the program has graduated over 275 teachers. Two new cohorts, IX and X, were started in 2003 and two, Cohort XI and XII, began in January 2004. The increase in the number Cohorts offered and in teacher enrollments show the popularity of the program and the increased interest of teachers to acquire all of the necessary pre-core courses to fulfill the requirements for acceptance into a cohort. According to the 2003 Report, during the fall and spring semesters and summer sessions, 59 University of Hawaii courses were delivered locally, with a total enrollment of 1,223 participants. A total of 201 different individuals participated in the courses. Several courses were delivered using a combination of videoconference, face to face, and online instruction.

Earning a Bachelor of Education from the University of Hawaii through this program, requires a minimum of 126 credit hours, 60 of which may be transferred from ASCC. These credits include a pre-education core and demonstration of English proficiency as measured by successful completion of basic University of Hawaii English requirements. The teachers begin the educational core requirements after acceptance into the cohort program. The Educational Core consists of 48 credits of course work in methodology, fieldwork, and student teaching. In addition to the education core, student must complete 21 credits on seven different areas (multicultural education, performing arts, educational technology, creative movement and special education) to fulfill their academic emphasis in elementary education.

Students may also choose to take an additional 24 credits for specialization in either special education or early childhood education. . Teachers may take a maximum of nine credits in the fall and spring semesters and a maximum of six credits in each of the two summer sessions in addition to being a full time teacher.

A Summer Professional Development School (lab school) with classes for students in grades one through eight is held in conjunction with the university courses. The purpose of the school is to provide a forum whereby teachers taking UH courses can blend together theory from their methods courses with practice in the classroom providing field based experience. Teachers have the unique opportunity to observe other teachers

in the classroom. Teachers who are members of all of the current cohorts participate during the summer session in this school experience.

Student teaching is an essential component of the degree program, consisting of one full semester of teaching under the direction of a college coordinator and a cooperating teacher. The student teaching semester usually marks the final semester in the program prior to graduation. Forty-five (45) teachers successfully completed student teaching during the spring and fall 2003 and a total of 44 teachers graduated in 2003.

**The ASDOE also provides Certification course work, six (6)-3 credit courses, for teachers who have obtained a Baccalaureate Degree but have not taken the necessary educational course work needed for Certification. Forty-five (45) teachers took course work in this area during 2002-2003.**

Recommendations in the Evaluation for 2004 include improvements to the delivery system to provide course for the teachers who live and teach in the Manua Island Group. Videoconference technology needs to be made consistently available and class materials must be delivered and available to the teachers, Secondly, further educational opportunities need to be made available to graduates to further their growth as professionals and finally a means such as a letter of intent needs to be developed to encourage teachers to remain with the ASDOE for a specified amount of time following graduation.

With the expected increase in the availability of long distance learning under the e-rate program, the Department of Education is looking into the possibility of offering some UH course work via satellite, thus improving the efficiency of this program (two courses were offered this way during the 2002-2003 school year).

Overall, we have seen a drastic increases over the past five years in the efficiency of this program. We have increased the number of teachers completing their degree program from and average of five (5) per year to an average of over forty (40) per year. We have also been able to decrease the average time required to complete the program from seven years to three years.

## 2. In-service Teacher Training Activities (\$560,000)

Improvements in teacher quality are anticipated through three types of teacher inservice activities. ASDOE provides inservice training through mentoring of newly hired teachers, on island inservice training for all teachers, and off island professional development through attendance at selected national meetings and seminars.

### a. Continuous onsite in-servicing of teachers.

The Department of Education has implemented a comprehensive academic professional development program specifically geared to new teachers. This program involves the use of mentor teachers at the school sites and weekend seminars at which new teachers are provided with the assistance they need to develop into effective classroom instructors.

A new classroom teacher may expect to receive in-class assistance several times a week.

Through subject area specialists, teachers are given the opportunity to keep abreast of current methodologies and research as it pertains to their areas of instruction. Teacher Services personnel and school administrators work collaboratively to monitor the classroom instruction at the school level. As needs are identified, in-services to meet these needs are developed and presented at the school sites. Follow-up observations are then made to ascertain the effectiveness of the training provided.

#### b. Professional Development Seminars

One week prior to the beginning of each school year is set aside for professional development for all instructional staff. Professional growth activities implemented after school hours are also scheduled regularly throughout the school year.

Many of the training activities that will occur in August 2004 will focus on improving instruction in the content areas but several recently adopted programs will receive special attention. These include:

- Training to implement the recently adopted mathematics program in grades 1-8 done by representatives from the publisher.
- Training for K teachers on Kindergarten Read Well and training for grade 1-3 teachers without previous training on the Read Well program done by on-island and University of Oregon staff.
- Training for 4-9 grade teachers on scientific research based "Corrective Reading" program done by local staff.
- Training for 1-3 grade teachers who have successfully taught Read Well on a research based "Champs", a classroom management program.

#### c. Attendance and Participation in National Curriculum Seminars and Meetings

Teachers are encouraged to participate in curriculum specific training seminars during the summer months. The Department of Education also sponsors participation in National Curriculum meetings. This type of activity is vital given the isolation of American Samoa from other educational centers.

Funds under this project will be used to send participants to National Meetings dealing specifically with:

1. Scientific based research in the development and implementation of curriculum and
- Accountability and the use of accurate reliable assessment measures for measuring student achievement

### 3. School Administrators Academic Coursework (\$314,652)

A major weakness in our educational system has been identified as a direct result of our efforts to implement our school improvement program. This weakness deals directly with our school administrators.

For the most part, school administrators in American Samoa are selected from the classroom. They have completed an undergraduate program and have had many years of successful classroom instruction but the majority have had no formal training in school administration.

We have found that the vast majority of our school administrators have severe difficulties in:

- Analyzing student data
- Assessing school success rates
- Developing data collection systems
- Developing measurable school goals and objectives
- Developing school budgets
- Designing evaluation strategies to effectively assess outcomes and ensure school success.

This lack of adequate training has not only hampered ASDOE's efforts to develop a consistent school assessment process but has had a direct effect on school progress as a whole.

We are, therefore, proposing the implementation of a school administration training process that will be a coordinated effort between the ASDOE and an Institute of Higher Education. This training will consist of a series of courses in effective school administration that will form a basis for certification of all school administrators.

While not mandated by the program we envision this project to reflect efforts currently made with the undergraduate program and that will ultimately lead to a M.Ed. in school administration.

We cannot underestimate our need to implement this program. While teacher quality is still the greatest hindrance to student academic success, school administrative quality is becoming an equal hindrance to school improvement efforts.

#### b. Class Size Reduction Effort (\$5,341,120)

Teachers must have manageable class sizes to ensure that each child receives the individual assistance they deserve. For this reason the ASDOE has recommended that class sizes in grades K-3 should be kept to a maximum of 15 students per teacher while grades 4-8 should have a maximum student teacher ratio of 1 to 20.

While the funds allocated under this program will not allow for the hiring of all the teachers needed to meet ideal student/teacher ratios, it will allow for drastic improvements in levels K-5,

All teachers hired under this program will have obtained full certification.

While our efforts at the elementary level have been very successful, our efforts to recruit and hire qualified teachers at the secondary level have not met with much success. It is difficult to design an academic program for secondary teachers, as these programs must address content area coursework that is specific to each curriculum area. Thus the provision of this coursework is not be cost effective. It is also difficult to recruit off-island qualified secondary teachers as our local wage scale prohibits most recruitment efforts.

Recent assessment efforts show a drastic reduction in student achievement levels at the secondary levels. This drop in assessment levels begins at the 9th grade and does not fully recover until the 12<sup>th</sup> grade. In fact, in the areas of mathematics and Social Studies the assessment levels for 12<sup>th</sup> grade students are lower then for 8<sup>th</sup> grade students.

We believe that this drop in student achievement levels is a direct result of our lack of qualified secondary teachers.

We are therefore requesting the use of class Size Reduction Funds for the recruitment and hiring of between 20 and 25 qualified secondary teachers.

## B. Technology Professional Development

Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved. Allocation (\$878,763 )

The provision of technology at the classroom level does not in itself guarantee that this technology will affect teaching or that student achievement levels will increase as a direct result of the availability of such technology.

While the Department of Education has made great strides in seeing that every classroom has internet capability and that there are sufficient computers available, we are still struggling to ensure that this technology is being used effectively and that it will have a direct positive effect on student achievement levels.

The Department of Education has developed a technology use plan that covers grades K-12 and has begun intensive teacher training in regard to the use of technology in the classroom. Funds allocated under this project will be used to:

1. Develop integration strategies that will integrate technology into curriculum reflective of the academic standards of the department.
2. Develop and implement inservice activities that will enable classroom teachers to effectively use technology as an educational tool.

3. Develop and implement a distance learning package using commercial software as a foundation to deliver high quality coursework to schools identified as at risk.
4. Develop and implement a course of technology study for prospective teachers to ensure that new teachers have the capability to use this technology.

#### C. Acquisition of Materials

Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are ties to high standards, that will be used to improve student achievement, and that are part of an overall education reform program. (Three Projects) Allocation (\$2,179,919)

##### a. Supplemental Instructional Materials (\$1,412,095)

Providing a Basic Educational Program to students where 98% are not English Language Proficient and 47% are classified as at risk is still the primary goal of the American Samoa Department of Education. These students, for which textbooks are a luxury, need supplementary "hands-on" materials for effective instruction. The LEA has therefore allocated \$1,146,500 or approximately \$72 per child to provide for supplemental instructional materials. These materials will be tied directly to content standards and will be integrated with existing curriculum guides.

##### b. Technology (\$459,780)

The receipt of e-rate funding has enabled American Samoa to join the rest of the world. A second comprehensive technology five year plan has been developed that coordinates efforts under the e-rate program and the consolidated grant to develop a technological backbone upon which curriculum and student achievement levels can be enhanced.

The e-rate program has allowed American Samoa to establish a 1.5 T-1 connection to Hawaii and the Mainland. It has also provided for a fiber optic network that connects all schools in American Samoa.

The second phase which entailed the provision of internet services to each classroom has also been completed.

The funds allocated under this consolidated program for technology will be used to provide the necessary computers and software at the school level. and to support the infrastructure connecting these schools to the internet. It is planned that the American

Samoa Department of Education will have a computer/student ratio of one computer per nine students within the next year.

Funds allocated under this project will also be used to integrate technology within the curricular areas and to revise individual school technology plans detailing how each school site will utilize technology to enhance student achievement levels.

c. Library Services (\$308,044)

The Library Services Division of the American Samoa Department of Education coordinates the activities for the 29 schools and Community Libraries in the Territory for the American Samoa Government. These libraries include schools' libraries, the Feleti Pacific Library and the Main Public Library. The only other library in American Samoa, located at the American Samoa Community College, is only available for use by students of ASCC. Funds allocated under this part will be used to acquire library and media equipment as well for the provision of library services at the school level.

D. School improvement programs or activities under sections 1116 and 1117 Allocation \$879,549

Although the Department of Education has not yet established baseline data or a comprehensive definition of AYP, we have identified schools that are at risk of failure. Funds allocated under this part will be used to implement the student information system, to develop local assessments tied to our standards, and to implement more effective school counseling programs.

a. We will continue to input student data into the newly installed student information system and check the accuracy of the reports generated so that accurate student achievement data can be obtained. This uniform data collection system will be used for all schools and for all students. The Student Data System will allow:

7. District wide aggregation of student data
8. School based assessments of school improvement efforts
9. Creation of Territory and School Report Cards

b. Through a contractual agreement with Pacific Regional Education and Learning (PREL) and Mid-continent Research for Education and Learning (McRel), the development of local Curriculum Referenced Tests tied to our Achievement Standards will begin in September 2004. This year CRTs will be developed and piloted for Language Arts and Mathematics in Grades 3 and 10. We will continue to use the SAT10 both as an interim assessment instrument for grades 3-8, 10 and 12 and we will continue to use it after the CRT's have been fully implemented to insure alignment of our standards with U.S.D.E. Goals.

c. Implementation of a comprehensive school counseling program. The current student counseling program continues to be evaluated especially in terms of counselor

preparation and certification. In an effort to have fully certified counselors, a training program for counselors and prospective counselors has been implemented.

E. Initiatives to generate, maintain, and strengthen parental and community involvement.  
Allocation \$491,959

The American Samoa Community Learning Center (CLC) project is designed to become a vehicle for change in the educational process. This change must involve the inclusion of the whole community as equal partners, the development within each student of the concept that they can achieve, the provision of individual academic assistance to assure that they will succeed, and the provision of an safe and drug free environment where all this can take place. The Community Learning Centers may be operated before and after school hours, on Saturdays and during the summer vacation.

Proposed Activities under this project.

a. Enhancement of Reading Skills

The American Samoa CLC's project will offer three distinct reading programs geared to the ability of students. All students participating in the CLC program will be assessed to determine their reading level. Students from grades 1-3 who are reading below their grade level, will be enrolled in the "Read Well" program and will be provided with five, 45 minute sessions, per week. "Read Well" is a highly structured program that is designed to allow a child to progress from phonics recognition to reading comprehension at third grade level. Multiple sections will be provided to allow students to be placed at appropriate levels in this program. Students, who are in fourth grade or higher and who are reading below their grade level, will be enrolled in the "Corrective Reading" program and will be provided with five, 45 minute sessions, per week. "Corrective Reading" is a program that places emphasis on reading comprehension and is geared to provide reading comprehension up to the 8th grade level. All CLC participants assessed at reading and comprehending above the 8th grade level will be enrolled in a technology based writing program that will not only enhance writing ability but will stress the use of technology for doing research work.

While these sessions will be taught by qualified English Instructors, who have previously successfully taught the programs or who have had three weeks of intensive instruction on the use of these programs, it is the intent of this project to have between three and five parent/community volunteers per session working with each instructor. This will not only provide an opportunity for parent/community participation in the educational process but will also provide opportunities to enhance the English Language skills of these participants.

b) Enhancement of Mathematics Skills and College Preparation

The American Samoa CLC's project will offer Algebra and Geometry courses to students in grades 7-12. At the minimum level, these courses will allow students to enroll in Algebra I as Freshmen. For students adept in math, these courses will allow students to

complete Algebra I by the eighth grade and thus will allow them to enroll in Geometry at the ninth grade level. High school students will be given the opportunity to acquire the necessary mathematics skills needed for college entrance examinations. Students in grade levels 10-12 will be provided with SAT preparation classes in English, writing and mathematics.

As with the English classes offered, there will be a strong emphasis on parent/community involvement as volunteer mentors for these classes. This will not only reinforce our efforts to enhance parent/community involvement in the educational process but will provide opportunities to enhance the math skills of the adult population.

#### c) Homework Assistance and Tutoring Services

All students enrolled in the CLC's program will be given 45 minutes daily for tutoring and homework assistance. There will be qualified teachers available at these times to provide assistance in all subject areas. Tutors will be selected from high school juniors and seniors, from the American Samoa Community College and from parent and community members. This program will allow for the integration of subject area assistance with the curricula being taught in the schools. The primary teachers for this program will be classroom teachers. Lesson and unit plans will be supplied to the CLC program to allow for coordination between assistance given during the CLC and classroom instruction.

#### d) Parent/Community Involvement

A strong emphasis has been placed on the inclusion of parents and community members as equal partners in the educational effort. We have already expressed our desire to include parents/community members as mentors and assistants in our educational projects.

We will provide Adult Basic Education coursework for parents. This coursework will be provided by the Adult Basic Education Division of the American Samoa Community College. Courses offered will be determined by surveys provided to parent and community member volunteers.

There will also be weekly presentations at each CLC made by the "Read to Me Samoa" project staff. The "Read to Me Samoa" project is a Community/Department of Education initiative led by the First Lady of Samoa. It's main emphasis is the promotion of parents as primary providers of reading instruction for their young children. These sessions will involve children in grades 1 to 3 along with their parents.

#### e) Technology

Each of the CLC's will have computer labs with access through all computers to the internet. Leone High School, Samoana High School and Tafuna High School have a minimum of three labs with a total of 75 computers available for use. Fagaitua High

School has two labs with a total of 50 computers available for use. In addition, each of the classrooms at these sites have been wired for internet access.

These labs will be opened and manned by qualified personnel during the duration of CLC program. These labs will be available for student and community use. There will be a minimum of nine structured sessions per week on the use of technology as a tool for enhancing student achievement.

## 2. Private School Programs (\$2,186,159)(15.47%)

All of the fourteen (14) private schools in American Samoa will participate in the Innovative Program Strategies program.

The major allocation for the private schools continues to be for acquisition of instructional materials. These materials are being mainly used to provide educational services to remedial students.

At a minimum, two meetings are held each year to assist the private schools in developing plans for participation in this program. These meetings are scheduled in time for representatives to review the new application and to make choices about participating in ongoing DOE projects or to develop programs of their own. The private schools are assured of equitable participation and equal access to federal funds supporting this program.

The control of funds and the title to materials and equipment remain with the ASDOE. At no time do private schools have control of these funds.

Private school personnel in American Samoa have always been invited to participate in all inservice activities whether sponsored under this program or through other DOE programs. Both private school teachers and students have also used general DOE facilities such as the main library and the Resource Centers.

Attachment A

AMERICAN SAMOA GOVERNMENT  
DEPARTMENT OF EDUCATION  
PAGO PAGO AMERICAN SAMOA 96799  
TEL: (684) 633-5237 FAX: (684) 633-4240

October 19, 2005

U.S. Department of Education  
Office of Elementary and Secondary Education  
400 Maryland Avenue, SW  
Room 3E124  
Washington, D.C. 20202-6140  
Attention: Zulla Toney

Dear Ms. Toney:

This letter is intended as an attachment to our application for the Consolidated Grant to Insular Areas. I, as Director of Education in American Samoa, will be responsible for the administration of all Consolidated Grant funds that support Innovative Program projects and programs under the SEA allocation (15%). The flow through of funds for this program consists of the remaining 85% of the allocation.

I, as the Chief Educational Officer for American Samoa, also assure that American Samoa will:

Follow policies and use administrative practices that will insure that non-Federal funds will not be supplanted by Federal funds made available under the authority of the programs in the consolidated grant;

Comply with the requirements (except those relating to the submission of State plans or similar documents) in the authorizing statutes and implementing regulations for the programs under which funds are to be used and administered, (except requirements for matching funds);

Provide for proper and efficient administration of funds in accordance with the authorizing statutes and implementing regulations for those programs under which funds are to be used and administered;

Provide for fiscal control and fund accounting procedures to assure proper disbursement of, and accounting for, Federal funds received under the consolidated grant;

Submit an annual report to the Secretary containing information covering the program(s) for which the grant is used and administered, including financial and program performance information required under 34 CFR part 74, subparts I and J;

Provide that funds received under the consolidated grant will be under control of, and that title to property acquired with these funds will be in, a public agency, institution, or organization. The public agency shall administer these funds and property;

Keep records, including a copy of the State Plan or application document under which funds are to be spent, which show how the funds received under the consolidated grant have been spent;

Adopt the use methods of monitoring and providing technical assistance to any agencies, organizations, or institutions that carry out the programs under the consolidated grant and enforce any obligations imposed on them under the applicable statutes and regulations;

Evaluate the effectiveness of these programs in meeting the purposes and objectives in the authorizing statutes under which program funds are used and administered;

Conduct evaluations of these programs at intervals and in accordance with procedures the Secretary may prescribe; and

Provide appropriate opportunities for participation by local agencies, representatives of the groups affected by the programs, and other interested institutions, organizations, and individuals in planning and operating the programs.

These assurances remain in effect for the duration of the programs they cover.

Please let me know if I can be of any further help.

Sincerely,

Malaetele Dr. Lui Tuitele  
Director of Education

ATTACHMENT B  
CONSOLIDATED ALLOCATIONS  
GRANT ALLOCATIONS  
FY 2006

	ALLOCATION	PERCENT
TOTAL APPROPRIATION TO BE CONSOLIDATED	\$16,626,025	
TITLE V PART A: INNOVATIVE PROGRAMS	\$16,626,025	100.00%
INNOVATIVE PROGRAMS	\$16,626,025	
STATE EDUCATION AGENCY	\$2,493,904	15.00%
ADMINIST.	\$374,086	15.00%
TARG. ASS.	\$2,119,818	85.00%
LOCAL EDUCATION AGENCIES	\$14,132,121	85.00%
PUBLIC SCH.	\$11,945,962	84.53%
PRIVATE SCHS.	\$2,186,159	15.47%

**ATTACHMENT C**  
**Title V - COST PER STUDENT ANALYSIS**  
**FY 2006**

**TITLE VI - STUDENT POPULATION**

**PUBLIC SCHOOLS**

KINDERGARTEN	1,016
ELEMENTARY	9,310
SECONDARY	4,191
SPEC. ED.	62
SUB TOTAL	14,579

**PRIVATE SCHOOLS**

PRE-SCHOOL	339
ELEMENTARY	1,884
SECONDARY	445
SUBTOTAL	2,668

TOTAL 17,247

**COST PER CHILD**

TITLE V PART A \$819.40

ATTACHMENT D  
 FY 2006  
 PRIVATE SCHOOL ALLOCATIONS

SCHOOL	POPULATION	TITLE II COST/CHILD	ALLOCATION
<b>MARIST/ST. FRANCIS</b>			
ELEMENTARY	190		
TOTAL	190	\$819.40	\$155,686
<b>MOTHER MARY MONTESORI</b>			
PRE SCHOOL	41		
TOTAL	41	\$819.40	\$33,595
<b>NAZARETH MONTESORI</b>			
PRE SCHOOL	26		
TOTAL	26	\$819.40	\$21,304
<b>ST THERESA</b>			
ELEMENTARY	197		
TOTAL	197	\$819.40	\$161,422
<b>FAASAO/MARIST</b>			
SECONDARY	140		
TOTAL	140	\$819.40	\$114,716
<b>MANUMALO BAPTIST</b>			
PRE SCHOOL	108		
ELEMENTARY	536		
SECONDARY	43		
TOTAL	687	\$819.40	\$562,928
<b>SAMOA BAPTIST ACADEMY</b>			
PRE SCHOOL	21		
ELEMENTARY	161		
TOTAL	182	\$819.40	\$149,131
<b>SEVENTH DAY ADVENTIST</b>			
PRE SCHOOL	13		
ELEMENTARY	165		
SECONDARY	56		
TOTAL	234	\$819.40	\$191,740
<b>SOUTH PACIFIC ACADEMY</b>			
PRE SCHOOL	21		

ELEMENTARY	152		
SECONDARY	61		
TOTAL	234	\$819.40	\$191,740
<b>KANANA FOU ELEMENTARY</b>			
PRE SCHOOL	50		
ELEMENTARY	238		
TOTAL	288	\$819.40	\$235,987
<b>KANANA FOU HIGH SCHOOL</b>			
SECONDARY	128		
TOTAL	128	\$819.40	\$104,883
<b>SPICC</b>			
PRE SCHOOL	33		
ELEMENTARY	163		
TOTAL	196	\$819.40	\$160,602
<b>PETELI</b>			
PRE SCHOOL	11		
ELEMENTARY	27		
TOTAL	38	\$819.40	\$31,137
<b>PACIFIC HORIZON</b>			
PRE SCHOOL	15		
ELEMENTARY	55		
SECONDARY	17		
TOTAL	87	\$819.40	\$71,288
TOTAL	2,668		\$2,186,159

## Attachment E

### American Samoa Department of Education Consolidation Grants to Insular Areas FY 2001 Application Equitable Access and Participation

The American Samoa Department of Education will ensure that activities and services funded under the Consolidation Grant to Insular Areas will be accessible to all teachers, students and other beneficiaries with special needs. The following activities, targeted at underrepresented, minority and special needs populations, are an integral part of the consolidation plan.

Professional training activities for the teaching of students with special needs, second language students and minority students

Specific student academic coursework for second language students and students at risk of school failure.

Inclusion efforts for parents of students who are normally underrepresented in academic course offerings.

Alternative coursework for students who are at risk of failure

Summer intensive study work for students identified with special needs.

In addition to this specific projects, efforts have been made to ensure that all students are given the opportunity to utilize technology as an integral part of their learning process. This has been accomplished through the utilization of broad based planning groups that have addressed the individualized needs of all student groups.

Attachment F

AMERICAN SAMOA GOVERNMENT  
DEPARTMENT OF EDUCATION  
PAGO PAGO AMERICAN SAMOA 96799 TEL: (684) 633-5237 FAX: (684) 633-4240

SEPTEMBER 6, 2005

To: Private School Administrators  
From: Director of Education  
Re: Private School Participation in DOE activities funded under the Consolidated Grant.

The Department of Education proposes to utilize its Title V Part A SEA Technical Assistance funds to provide technical assistance in the development of a comprehensive school reform plan and to provide for annual assessments of student achievement levels and school progress.

All private school educational staff are again afforded the opportunity to participate in these programs as part of our educational efforts. The Department of Education will also continue to allow for the participation of private school teachers in the DOE sponsored B.Ed. course of study. There will be no additional cost incurred by schools who wish to participate.

The Department of Education would like to reaffirm that the private schools may also continue to utilize the Teacher Resource Center for production of supplemental educational materials and as a general resource for educational materials. Staff will be available at the center to provide training in the use of equipment and in the production of materials. Also, as in the past, private school teachers can check out educational materials, films etc., for use in their classroom.

The Department of Education also invites all private schools to participate in any DOE sponsored training activities.

The Department of Education would like to take this opportunity to invite proposals to meet the specific needs of the private schools. These proposals should be submitted as part of your consolidated application. The Department will do its best to provide training opportunities to meet these specific needs.

The Department of Education is proud of the close working relationship it has with the private schools and looks forward to the continued cooperation of all schools in the provision of a quality education for the youth of the territory.

Sincerely,

Malaetele Dr. Lui Tuitele  
Director of Education

cc: Marist St. Francis Elementary School  
Peleti Elementary School  
Manumalo Baptist School  
Samoa Baptist Academy  
Iakina SDA  
South Pacific Academy  
Kananafou Elementary School  
Kananafou High School  
South Pacific International Christian Church School  
Pacific Horizon's School  
Nazareth Montessori School  
Mary the Mother Montessori School  
St. Theresa Elementary School  
Fa'asao Marist High School