

ABSTRACT/ SUMMARY

Project Title: CNMI PDG B-5: Safe, Healthy and Thriving Children

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The Commonwealth of the Northern Mariana Islands recognizes the need for high quality early childhood programs for its children, especially the most disadvantaged. In an archipelago where 33% of children live below poverty (CNMI Census 2010), the need is especially critical. Currently, the CNMI Child Care and Development Fund is implementing a fully functioning Quality Rating and Improvement System. It partners with the CNMI Child Care and Licensing Program to improve and revise basic health and quality standards and monitoring to ensure children are safe and healthy. Other partnerships with the Northern Marianas College, the Community Development Institute, the CNMI Public School System, and Evergreen Learning address the training and technical assistance needs of its providers and families. In addition, the Division of Youth Services, Head Start, Early Head Start, Early Intervention, Special Education under the Public System, the Maternal and Child Health Bureau, and Home Visiting provide a network of support services to disadvantaged families. These governmental and private agencies work together to deliver services in what can be described as a mixed delivery “community,” as opposed to a more organized mixed delivery “system.” Thus, the CNMI will leverage the opportunity provided by the PDG B-5 grant to improve, strengthen and align these partnerships to create a more efficient mixed delivery system, where duplication of children and families is addressed.

Challenges to achieving nonduplication and the implementation of an efficient system include the lack of a centralized data system, lack of coordination among partner agencies, and a scarcity of resources. Therefore, the project will commence with a needs assessment to inform the development of a strategic plan to integrate the data system and strengthen coordination among partners. In addition, the PDG B-5 grant will afford the CNMI the opportunity to maximize parental choice and knowledge through improvement of its consumer website, culturally responsive training and technical assistance for parents (e.g. through Family Resource Specialists, village to village meetings), and with the use of mixed media (e.g. informational videos, flyers, brochures in the home language).

The CNMI will align quality efforts around QRIS standards to support its partners in advocating for, sharing, and implementing best practices. This will entail a revision of the Early Learning Guidelines (ELGs), support for the CNMI Child Care Licensing Program (CCLP), and training and technical assistance for providers, families, and partner agencies. The CNMI expects that all project activities will engage families and the providers and programs who support them to move towards ever higher quality care for children. All these efforts will be unified by a common vision of safe, healthy, and thriving children, with families who are able to access the high-quality services they need to reach their full potential.

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INTRODUCTION

To provide high quality care that is accessible to the Commonwealth of the Northern Mariana Island's low-income and disadvantaged children and their families, existing early childhood programs must improve and strengthen their collaboration and coordination. This partnership serves a population spread across three main islands in the archipelago - Saipan, Tinian, and Rota. Services are stretched across these islands, with Rota and Tinian having limited access to the full range of programs.

Furthermore, the lack of progress in quality improvement efforts can be attributed to several factors – a) lack of a centralized data system, b) lack of coordination among the existing early childhood programs, and c) a scarcity of resources. Currently, data is collected haphazardly, with pockets of data stored across multiple governmental and nongovernmental agencies. This data is neither readily nor easily accessible. There is little to no accountability in what is collected, who collects what data, and where data may be stored or accessed. In some cases, there is duplication and misalignment in both process and product.

Thus, the CNMI proposes to address this challenge by conducting a needs assessment across the different early childhood partner agencies to determine a) what data will be most useful in improving the territory's quality improvement efforts and b) how to centralize the collection and storage of data so it can be used to inform stakeholders (i.e. improve families' access to high quality care) and influence program outcomes.

EXPECTED OUTCOMES

Activity One: Conduct a Needs Assessment

A comprehensive needs assessment will be conducted CNMI-wide (Saipan, Rota and Tinian) to help identify new and improve existing early childhood program services. Data from the needs assessment will be used to guide program and policy decisions.

Activity Two: Develop a Strategic Plan

A comprehensive data-driven and longitudinal strategic plan will be developed to strengthen the coordination of services in a mixed delivery system that is high quality and accessible to families. The coordinated work across partner agencies will be aligned around the vision, goals, and objectives of the strategic plan.

Activity Three: Maximize Parental Choice and Knowledge

A process for families to easily access reliable data on available services and quality care will be developed. Maximizing parental choice and knowledge will include the establishment of a website to communicate information to guide parental choices, educate families on best practices, and strengthen their engagement in ways that are respectful and relevant to the different cultures in the community.

Activity Four: Share Best Practices

Quality standards underlie the implementation of evidence-based practices. Training and technical assistance will support efficient collaboration and delivery of services among partner

agencies in the mixed delivery system and the awareness of the local community (including providers and families) on quality care.

Activity Five: Improving Overall Quality

Community stakeholders and partnering early childhood agencies understand the importance of aligning standards and accountability to high quality care. Standards are used to improve learning, professional development, and program quality; and are implemented with fidelity. Stakeholders in the mixed delivery system are engaged, knowledgeable, and actively advocate for high quality care.

While the CNMI does not have an early childhood council, a strong relationship exists among governmental and non-governmental agencies who have a common goal of increasing the quality of life for children and families in the CNMI. Stakeholders function in a culturally and linguistically diverse community with familial and familiar kinships that extend into professional work groups. The challenge lies in leveraging this relationship for collaboration around strategic and data-driven quality improvement goals.

APPROACH

B-5 Mixed Delivery System Description and Vision Statement

The CNMI population of 53,000 (CNMI Census, 2010) comes from a mix of linguistically and culturally diverse groups - 28% indigenous Chamorro and Carolinian, 35% Filipino, 6%

Chinese, 4% Koreans, and 20% all others. 16,000 families reside across the archipelago, of which 25% live in poverty and 26% in single parent households. 33% of the CNMI's children live below poverty.

The CNMI offers the following services to families and children. Maternal Child Health Bureau (MCHB) programs are under the Commonwealth HealthCare Corporation. Under MCHB, children and families are able to access: new-born screening, HOME Visiting Program, and Family to Family Health Information Program. Early childhood educational programs are offered through the Public School System, including Early Intervention, Special Education and Head Start/Early Head Start Programs while direct child care services are offered through 25 license-center base facilities and 9 license-exempt home care providers. Educational programs to strengthen families and the community are offered through courses and training facilitated by the Northern Marianas College, the Community Development Institute, and Evergreen Learning. Other agencies listed herein also offer training specific to their organization's mission. Lastly, the Child Care and Development Fund (CCDF) Program and the Child Care Licensing Program (CCLP) is housed and managed under the Department of Community and Cultural Affairs (DCCA).

These support organizations are unified under the CNMI's vision that *All children in the CNMI will be safe, healthy, and thriving members of our culturally diverse community. Their families will have access to the high quality supports they need to achieve their potential.*

Activity One: B-5 Needs Assessment Plan

To date, the CNMI has not conducted a comprehensive territory-wide needs assessment to evaluate the needs of children, birth to five, and their families. The goal of conducting the needs assessment will be to determine the current status of data collection in the CNMI (i.e. what data is being collected, by whom, and how is it accessed) and to evaluate the needs of the CNMI's disadvantaged children (ages birth through five) and their families.

Each of the agencies in the CNMI's mixed delivery system tends to be self-contained, with little to no organization or structure in how services are coordinated across agencies. In fact, at this point, it is premature to call the current collaboration among agencies as a "system." Considering the culture and dynamic of relationships in the CNMI, agencies function less as a system and more as mixed-delivery "community" of inter-agency partners. The geographic separation of the CNMI's population across three main islands (i.e. Saipan, Tinian, and Rota) also poses a unique challenge to coordinating a system for collecting data and delivering services. Thus, a primary outcome of this grant project will be to create that system to better facilitate work between agencies in order to help parents more easily and effectively access services. The needs assessment is the first step in informing the development of an efficient mixed delivery system among partnering early childhood agencies.

The CNMI currently does not have the capacity to develop and carry out a needs assessment.

The expertise for leading this process will be sought outside of the territory. Thus, the following activities are expected:

Activity 1.1 - *Needs Assessment: Examine What Exists* - The CNMI will seek outside expertise to engage existing partnerships in the CNMI's early childhood programs and to examine the current landscape of existing data.

Activity 1.2 - *Needs Assessment: Analyze What Exists and Fill in Gaps* - The CNMI's expert partner in facilitating the needs assessment will determine what additional data must be collected and how. Data collection is expected to encompass environmental scans of learning services available in both private and public educational sectors (e.g. private schools, Northern Marianas College, Community Development Institute, Evergreen Learning, the CNMI Public School System, including Early Head Start and Head Start), services for children with special needs (e.g. Maternal and Child Health Bureau, Early Intervention, Special Education Program), and additional support services (e.g. Child Care Licensing Program, Department of Youth Services). In addition, data will be collected on workforce competence and compensation to inform activities for sharing best practices and the overall quality of early childhood care and education programs.

This process may entail parent and community interviews, focus groups, and surveys. Communication and collaboration with families must consider their unique linguistic and cultural needs. Thus, a team of Family Resource Specialists with extensive knowledge about the cultures in the region will serve as the main contact for coordinating parent and family involvement in the needs assessment.

Activity Two: B-5 Statewide Strategic Plan

For the strategic planning process to be successful, the CNMI will use the results of the needs assessment in Activity one to directly inform the process. The strategic plan is expected to result in the development of an efficient mixed delivery system that maximizes parental choice and knowledge, disseminates best practices, avoids duplication of effort, and increases the overall quality of early childhood care and programs.

The CNMI will seek outside expertise to facilitate the strategic planning process. The expert consultant is expected to assist the CNMI in identifying partnerships, engaging their efforts to build an effective and efficient mixed delivery system, and coordinating quality improvement. In addition, these stakeholders might collaborate and coordinate to determine a common referral system for connecting families and support services (e.g. through contracting a team of Family Support Specialists), to strengthen partnerships between public (e.g. CCDF) and private learning programs to coordinate services for qualified families, to advocate for increased quality around the QRIS standards, to align professional development to quality standards, and to strengthen regulatory policies and practices to support children's safety and health as stated in the CNMI's vision above.

Activity Three: Maximizing Parental Choice and Knowledge

The CNMI acknowledges parents' critical role in advocating for quality in the care and delivery of services for their children. Parents are able to better advocate for their child's well-being when

they have access to information and knowledge that is timely, current and presented in a culturally and linguistically sensitive manner.

Activity 3.1 - Consumer Education Website - To provide parents timely and current child development information, the CNMI will design and implement a family friendly consumer education website that is aligned with the CCDBG Act of 2014. At a minimum, the Consumer Education Website will include: list of available early care and education providers, their Quality Rating and Improvement System (QRIS) Star Level, other government programs families may be able to apply for and their eligibility requirements, and Licensing requirements. Opportunities will be made available to families and the community to be informed of this website through advertisements (newspaper and radio ads), postings on community bulletin boards, brochures and flyers. Parents and the community will be given opportunities to be trained on how to use the website.

Since the CNMI is geographically separated by bodies of water, a web-based information medium may pose challenges to the other smaller islands (i.e. Tinian and Rota). To ensure that all families and the community in the other islands are provided and have access to the same information, we will also employ face to face or village to village information sharing. These face to face or village to village information sharing will be casual gatherings with a facilitator.

Activity 3.2 - Family Resource Specialists - Another way to support parents is to contract a team of Family Resource Specialists. The Family Resource Specialists will serve to

ensure that information such as child development, quality care activities and programs, and availability of child care services is made available to the families and the community. These Family Resource Specialists will directly work with parents to address their needs and will travel to the other islands to provide their services.

Activity 3.3 - *Integrated Data System* - Programs in the CNMI's mixed delivery system will streamline data collection and storage with an integrated data system, informed by the needs assessment. Data specialists from each partner agency will be trained to use the system.

Activity 3.4 - *Strengthen QRIS Standards focusing on Family Engagement* - The CNMI's QRIS, Aim High CNMI, currently has standards focusing on family engagement. This includes, providing parents opportunities to be involved in their child's programs (volunteer), ways programs communicate with parents, annual conferences where parents are informed formally of their child's development, and once a year providing opportunities for parents to give program feedback. The QRIS Contractor will work with child care programs to strengthen these standards through training, coaching and technical assistance or TA.

Activity 3.5 - *Mixed Media* - Other activities to increase parental knowledge and access will be video productions in the CNMI's four main languages (i.e. Chamorro, Carolinian, Filipino, and English), posters and billboards across all three populated islands (i.e. Saipan, Tinian, Rota), flyer and brochures.

Activity Four: Sharing Best Practices Among State Early Childhood Care and Education Providers

The CNMI's QRIS standards and Early Learning Guidelines are used to guide the territory's vision for safe, healthy, and thriving children. What is currently missing from the quality improvement efforts is the drive to engage parents, families, and providers to understand and apply the standards to best practices. To achieve the goal of sharing best practices among early childhood care and education providers, the CNMI will engage key QRIS partners (i.e. Evergreen Learning, the CNMI Child Care Program, Northern Marianas College, Community Development Institute).

Activity 4.1 - Align Regulatory Standards - The CNMI is currently participating in the Impact Project to align child care licensing standards and CCDF rules and regulations to the requirement under the CCDBG Act of 2014. Activities include reviewing current rules and regulations for both CCDF and child care licensing to ensure alignment and non-duplication, revising related provider training to ensure parents, families and providers are supported in applying best practices, and developing monitoring procedures and tools to ensure accountability. The Impact Project will conclude on September 2020, but the work to align regulatory standards is expected to continue. The timeline for training parents and providers extends beyond the end of the Impact Project.

Activity 4.2 - Review Early Learning Guidelines - The CNMI's Early Learning Guidelines for both infants and toddlers and preschoolers were published in 2014. A

taskforce will be created to review, revise, and update the guidelines. Included in the update will be specific examples of best practices to support each standard indicator.

Activity 4.3 - Align Professional Development - The review of professional development available to licensed childcare providers will be contracted to the CNMI's QRIS consultant. The consultant will review the content of web-based training and face to face professional development modules (including those provided by partnering public and private organizations) to determine alignment to QRIS standards and best practices.

Activity 4.4 - Consumer Education Website - The proposed website will include both a parent/ community portal and a provider portal. An interagency professional calendar of approved trainings and additional resources will also be available on the site.

Activity Five: Improving Overall Quality of Early Childhood Care and Education Programs

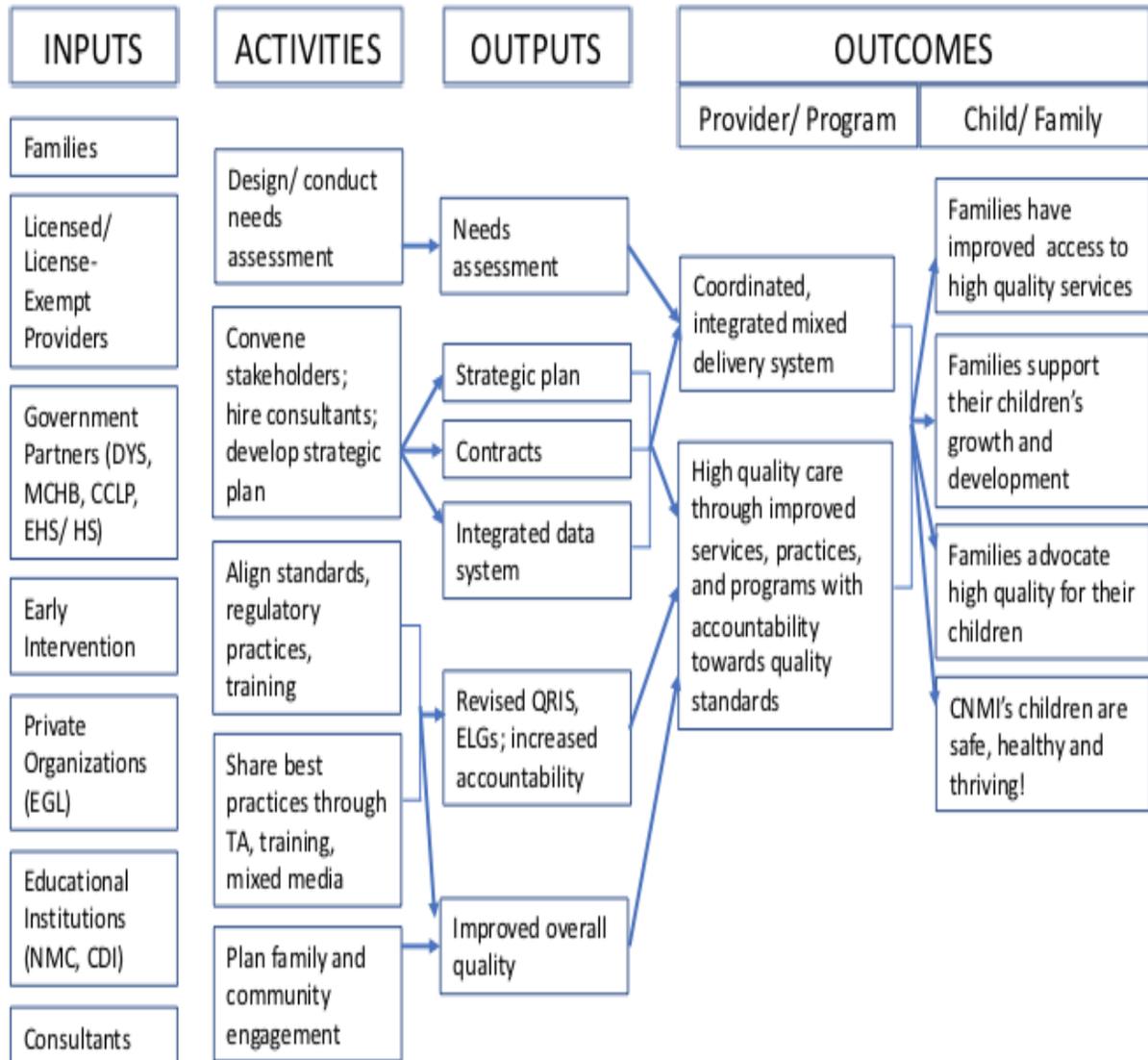
Through the PDG B-5 grant, the CNMI will increase the overall quality of early childhood care and education programs by using data from the needs assessment to inform coordination between service programs, the integration of data collection across programs, and the education of parents, families and providers to support their access to high quality care.

Once the strategic plan has been approved, the early childhood education programs in the CNMI's mixed delivery system will convene to make necessary changes to quality standards,

regulatory practices, and training to support best practices. Village to village outreach will be scheduled to engage and increase parent's knowledge about available services and the processes and procedures to easily access them, including assistance from Family Resource Specialists.

LOGIC MODEL

Overarching Goal: *All children in the CNMI will be safe, healthy, and thriving members of our culturally diverse community. Their families will have access to the high quality supports they need to achieve their potential.*



TIMELINE

Responsibility and Resources	Project Activities	Q1	Q2	Q3	Q4
Activity 1: Needs Assessment					
Project Director Co-Director Needs Assessment Consulting Team	Identify and analyze what exists; identify gaps	X			
Project Director Co-Director Needs Assessment Consulting Team	Develop needs assessment tool	X			
Project Director Co-Director Needs Assessment Consulting Team	Conduct needs assessment		X		
Activity 2: Strategic Plan					
Project Director Co-Director Strategic Planning Process Consulting Team	Develop strategic plan			X	
Activity 3: Parent Access and Knowledge					
Project Director Co-Director CCLP Team QRIS Consulting Team	Update consumer website		X	X	X
Project Director Co-Director Family Resource Specialists QRIS Consulting Team	Parent and family engagement - including face to face training, village to village meetings, mixed media campaign		X	X	X
Project Director Co-Director Integrated Data System Consulting Team	Integrate data system			X	X

Activity 4: Best Practices					
Project Director Co-Director CCLP Team QRIS Consulting Team	Align regulatory standards and practices	X	X	X	X
Project Director Co-Director Early Learning Guidelines Consulting Team	Review and update Early Learning Guidelines - Infant/ Toddler and Preschool			X	X
Project Director Co-Director QRIS Consulting Team Northern Marianas College Community Development Institute	Align professional development to quality standards		X	X	X
Activity 5: Overall Quality					
Project Director Co-Director QRIS Consulting Team Family Resource Specialists Team	Service provider meetings			X	X
Project Director Co-Director QRIS Consulting Team Family Resource Specialists Team	Parent, community, early care provider education				X

ORGANIZATIONAL CAPACITY

This project provides an organized structure for members to meet and collaborate. It will streamline the implementation of action plans within agencies and strengthen communication among them, thereby creating a culture for accountability and collaboration. With the support from the Office of Child Care, Administration for Children and Families and the CNMI local government

these members, can more effectively and efficiently coordinate their efforts and services towards the purpose of implementing systemic change for improved and increased quality child care services to low-income and disadvantaged families through a coordinated community wide mixed delivery system serving children ages birth through five.

Effective communication and teamwork will characterize the team in order that the goals of the project will be achieved and be brought to fruition the objectives for the benefits of the early childhood participating and served. To have effective communication, team members must keep an open mind, engage in active listening and have a clear understanding of project goals and requirements. When team members communicate with open minds, ask questions rather than make assumptions, they build trust and harmony in the working environment. These elements work together to create a culture of camaraderie and success.

The Team Management composes of the following members with their corresponding skills and experiences to prove that this project will be a success:

- a) *Maribel D. Loste* will serve as Principal Investigator/Project Director for this grant. She is currently the Program Administrator for the Department of Community and Cultural Affairs (DCCA) Child Care and Development Fund (CCDF) Program and had been in that capacity since 2008. Before that, she was the Infant and Toddler Education Specialist, who implemented the use of the Environment Rating Scales (ERS) for purposes of program improvements. Ms. Loste's experience with early childhood includes as a Director for Magic Years Children's Center in Richmond, California and a Kindergarten teacher at William S. Reyes Elementary School on Saipan. Ms. Loste received her Bachelor of Arts Degree in Family Life and Child Development (FLCD) from the University of the

Philippines in Diliman, Quezon City. She completed her Master of Arts in Education with specialization in Early Childhood Education degree from California State University in Sacramento. Her certifications include the State of California Child Care Site Supervisor Permit and Child Care Director Permit for multiple sites, Infant and Toddler Environment Rating Scale-3 (ITERS-3), Early Childhood Environmental Scale-3 (ECERS-3), School Age Care Environment Rating Scale (SACERS), Business Administration Scale (BAS) and Program Administration Scale (PAS) Reliability.

b) *Roselle C. Teregeyo* will serve as a Co-Director for this project. She currently serves as the Accountant/Co-Administrator for DCCA-Child Care and Development Fund under the Department of Community and Cultural Affairs (DCCA). She also serves as the Co-Lead for all CCDF activities and initiatives such as the ongoing QRIS Program, Impact Project, etc. As an Accountant for CCDF, Ms. Teregeyo handles all financial aspects of the program. Ms. Teregeyo has been with the department for more than 26 years handling financial matters and very well versed with federal program and financial rules and regulations and is responsible for all reporting requirements. Ms. Teregeyo is an advocate for increasing the knowledge and skills, expertise and competencies of care providers specific to early childhood and to systems design, development, and implementation.

c) *Gordon B. Salas* will serve as a member for this project and he is currently the Supervisor for DCCA-Child Care Licensing Program. He is with the program for more than 3 years now and is responsible for the overall function of the program. Mr. Salas had recently passed the NARA National Regulatory Professional Credential and the National Certification for Human Care Licensors. He graduated with a Bachelor of Science in Criminal Justice in San Diego, California and Associates of Applied Science in Criminal

Justice Administration at the Northern Marianas College in Saipan, CNMI. Mr. Salas is well versed on the CNMI's Child Care Licensing rules and regulations.

d) *Heather Pangelinan* will serve as a member for this project. She graduated in 2006 with a BA in Social Sciences from Boise State University and an MS in Counseling in 2018 from Grand Canyon University. She has been with Maternal Health Child Bureau under the CNMI Division of Public Health since 2014 and took on the role of Maternal and Child Health Bureau Administrator in 2016. As the Administrator, Mrs. Pangelinan works to ensure alignment and coordination of several MCH Bureau Programs, including: Title V MCH Block Grant, Newborn Screening, MIECHV Home Visiting, Oral Health, Title X Family Planning, and the newly established Family to Family Health Information Center. Her work is critical for ensuring that women, children, including children and youth with special healthcare needs, and their families receive healthcare and related services within a comprehensive and well-coordinated system.

e) *Charlotte P.R. Cepeda*, member - has dedicated over a decade of service to the community of the Commonwealth of the Northern Mariana Islands as a classroom teacher for the Public School System, adjunct then full-time instructional faculty at the Northern Marianas College (NMC), Director of the School of Education and currently, is the Dean of Learning and Student Success (LSS) at NMC. As the Dean, she oversees all academic and student affairs, establishes long and short-term strategic goals and objectives for LSS. She acts as principal advisor to the Vice-President of LSS and supervises improvement and development of priorities. Additionally, she is accountable for the preparation, presentation and monitoring, as well as, supervision of all academic programs and student affairs personnel. She is a member of the NMC Leadership Team, and is the Accreditation

Liaison Officer. Ms. Cepeda holds a Bachelor of Science in Education (Elementary Education) from the Northern Marianas College, M. Ed Education (International Teaching from Framingham State University) and Ed. D Candidate from Walden University.

f) *Yuline C. Fitial* will serve as a member for this project who holds a Bachelor of Arts (BA) degree in Human Development with an emphasis in Adolescent from California State University, East Bay (CSUEB), Hayward California. Prior to getting on board with the CNMI H.O.M.E. Visiting Program, she worked as a Jr. Behavioral Therapist and a Program Assistant under the direct supervision of a Program Coordinator, Speech Pathologist & Occupational Therapist at an Intensive Speech and Language-Based Program in San Mateo, California. Yuline has been the Project Coordinator for the CNMI H.O.M.E. Visiting Program since 2010 and is responsible for the overall function of the program.

g) *Lathania DLG. Angui* will serve as member for this project who is currently the Director for Early Head Start and Head Start from the Public School System of the CNMI. Ms. Angui has a Masters Degree in Early Child Education and a degree in Bachelor of Science in Elementary Education and Early Childhood Certification from the Northern Marianas College. Ms. Angui has over eight (8) years of early childhood experience and has an in- depth knowledge of early childhood practices and development. She has hands on experience in working in a collaborative environment. She is proficient in organizational planning, development and management.

h) Other staff involved in this project are employees of the DCCA-Child Care and Development Fund that would serve as support staff. All CCDF staff will be tasked to

collaborate with the contracting organization to conduct training/technical assistance and some administrative matters related to the project.

PLAN FOR OVERSIGHT OF FEDERAL AWARD FUNDS

The Department of Community and Cultural Affairs (DCCA)-Child Care and Development Fund (CCDF) as the lead agency that administers the program is mainly responsible for administering all CCDF funding received from the DHHS-Administration for Children and Families. This agency is also responsible for the development of Child Care's administrative policies and regulations, promulgation of regulatory requirements for child care providers and assuring that recipients of this program adhere to the CCDF rules and regulations. DCCA-CCDF also provides assistance and direction to the care providers for the improvement of quality care for the children.

The Lead Agency through its financial control manages funds received from DHHS, and the CNMI Department of Finance – Federal Accounting Section oversees the accounting control of all federal funded accounts. With close coordination between DCCA- Child Care and Development Fund and DOF-Federal Accounting Section, tight budget control is implemented and timely financial reporting is met. The Lead Agency assures that effective internal control; transparency and accountability will be in place. It will include in exercising its internal control the plan of organization, methods and procedures adopted by management to meet our goals. It also includes processes for planning, organizing, directing, controlling, and reporting on agency operations. The DCCA-CCDF further assures that three objectives of internal control will be maintained, such as: 1) effectiveness and efficiency of operations; 2) reliability of financial reporting; and 3) compliance with applicable rules and regulations.

PROGRAM PERFORMANCE EVALUATION PLAN

The CNMI plans to contract with an organization to conduct the evaluation of all activities included in this grant proposal. Through this evaluation process, the CNMI will identify our progress towards stated goals, objectives, and activities. This process will also assist us in identifying gaps, barriers, and continuous program improvement. We will employ different activities and methods to evaluate our progress, for example conducting monthly “check-ins” with the different teams regarding progress, identifying barriers and program improvement. We will include in all activities related to parents, providers, and the community opportunities for feedback, such as surveys and completing evaluations, to identify what worked well, what recommendations they may have or other comments.

SUSTAINABILITY PLAN

As a small territory, we have very limited resources and as such, have looked to each other for support, partnership, and often times, expertise. This proposal will bring together all stakeholders in the territory to achieve our goal of “safe, healthy, and thriving children”. The result of the Needs Assessment as well as contributions from all stakeholders will help identify what we currently have, what we need, and any barriers and challenges to achieving our goal. As all stakeholders meet, plan, discuss, and work towards achieving our short term and long-term goals, the CNMI will be able to sustain the activities.

DISSEMINATION PLAN

All information gathered through this proposal will be shared territory wide (Saipan, Rota, and Tinian). We will take advantage of every opportunity to share the results of all activities whether this maybe through the Child Care Licensing Program (CCLP) which handles the CNMI's consumer education website, newsletters, Village to Village Information sharing events, and partners' respective websites. We will utilize our team of Family Resource Specialists to share information generated as a result of the activities included in this proposal. They will be able to do this in their face to face daily interactions with families. We will create informational brochures, flyers, roadside billboards to share with the community regarding updates and messages related to this grant. We will also share the results of the Needs Assessments and work/activities related to this proposal in our Annual Infant and Early Childhood Conference (usually held around the 3rd Quarter of the Federal fiscal year. By doing all these communication activities, our community will be well informed regarding all efforts to support our goal of "safe, healthy, and thriving children."