

Report on the Implementation of the Chuuk Educational Reform Plan (CERP)

For the Joint Economic Management Committee (JEMCO)

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I. Executive Summary

A report on the review of the Chuuk Educational Reform Plan (CERP) as mandated by JEMCO Resolution attempts to identify the impediments and barriers in the Chuuk State Schools System that hinder the improvement of student performance in the public schools. The CERP implicitly named these problems: Goal 1: Dishonesty, Goal 2: Reactive Governance, Goal 3: Incompetence, Goal 4: Ineffective Outcomes, Goal 5: Limited Curriculum. All these are interrelated and the problems are compounded by the consistent heavy handed approach by JEMCO through the numerous resolutions. The latter has assisted in the swift development of numerous plans. However, the threats of withholding funds have not assisted in the implementation stage of the CERP.

The implementation of the CERP's 72 activities is delayed because most stakeholders have not familiarized themselves with key tenets of the reform plan. In addition, there is a lack of competence in planning among the persons tasked to ensure that the five goals are realized. In order to remedy the situation, it is recommended that the legislative branch of Chuuk State government enact a bill to review the Education Act. This is imperative since the CSSS system is dysfunctional and needs intervention at all levels. The bottom-up planning model needs to be reintroduced because ultimately the CERP is calling for attitudinal reform of the Chuuk State Schools System.

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II. INTRODUCTION

RESOLUTION JEMCO 2012 - MT- 4: Chuuk Education Reform Strategy.

RESOLVED , in order for JEMCO to make sound policy decisions with respect to allocation of Compact Education Sector funds, it would benefit from a review and assessment of the Chuuk Education Reform Strategy.

BE IT FURTHER RESOLVED, no later than August 1, 2012 the GFSM will send a report to JEMCO through the Office of Insular Affairs (OIA) that assesses and validates progress in implementing the Chuuk Education Reform Strategy. The assessment shall be conducted by an independent individual or entity with requisite experience and qualifications in conducting such a review. The selection of the reviewer and the proposed assessment methodology of the reform strategy shall be undertaken following consultation with OIA. The report shall identify successes, delays and impediments in implementation of the Strategy. The report shall also give specific attention to identifying legislative, institutional, and operational barriers to the Strategy's implementation and recommend practical remedies.

BE IT FINALLY RESOLVED, allocation by JEMCO of Fiscal Year 2013 Compact sector and SEG funds to Chuuk State will be contingent upon verifying the validity of elements of the reform strategy, and achievement of progress in implementing the Chuuk Education Reform Strategy.

Background

The Chuuk State Department of Education has developed strategic plans since 1999. Many of these plans were excellent documents but the implementation has been disastrous. The reason given this time was that the internal review conducted by the leadership in CDOE was not comprehensive enough and indicated that the effective implementation of the CERP was delayed by progress impediments and barriers. In order to assist the assessment process, JEMCO framed Resolution MT- 4 with specific outcomes. The first part of the review report was to specifically identify the following:

1. Successes in the implementation of the plan
2. Delays in the implementation of the plan
3. Impediments to the implementation of the plan
4. Institutional barriers to the implementation of the plan
5. Operational barriers to the implementation of the plan
6. Legislative barriers to the implementation of the plan

Context

The implementation of the 2011-2015 Chuuk Education Reform Plan is within a context of fear, confusion, and general lethargy. While the CERP is comprehensive with the necessary planning matrix, the implementation has been fraught with the same challenges of miscommunication, incompetence, and lack of commitment by the leadership.

A survey of several notable issues in Chuuk's context since the implementation in 2011 helped in the identification of impediments, barriers and possible practical remedies.

The unwavering attitude of pessimism and hopelessness towards educational reform amongst most of the stakeholders has reached a tipping point. As a result, this review has been generally viewed as yet another impractical report on the Chuuk State School System. It stems from the fact that no one in the Chuuk Department of Education (CDOE) is professionally trained in education reform planning. Consequently, over the past 10 years of strategic planning, it has become clear that the administrators' input has been mainly piecemeal, reactive, and singular. The cynical outlook is compounded by the lack of reliable data and records to validate any progress in educational reform.

The heavy-handed expatriates' strategy for swift educational reform in Chuuk and even a possible takeover of CSSS has increased the fear of people. This has reinforced the benevolent response of the local leadership, thus breaking down any collaboration amongst the different interest groups. This has played out in the plans by the legislative branch to remove the CDOE Director. There is real anxiety that the CERP will be sidelined as the political leaders refocus their energy on forging alliances in preparation for the upcoming elections in March.

The context of this review is also affected by four appointments: 1) Mr. Ryan Edgar's appointment in OIA to head the education sector, 2) the appointment of Mr. Paul Hadik to Chuuk High School, 3) Mr. Graceful Inlet's reappointment as Special Assistant to the Director, and 4) the Governor's plan to appoint four Board members based on the stagger system outlined in the bylaws.

There is confusion because of the adoption of recommendations from the School Facility Construction Master Plan (SFCMP). Though the consolidation of schools is not explicitly part of the CERP, it has been given priority over the five goals. Unfortunately there was no attempt to align the SFCMP with the CERP. There are too many plans, too little time to know and understand them all. Hence it is almost impossible to implement what is known.

The Process

To write the report, the process mainly involved spending time in Chuuk with the members of the five committees collecting data and highlighting areas in the implementation phase that needed more documentation and explanation. The team facilitated several sessions filling in a table that summarized how each of the five goals were implemented or delayed. We also reviewed the content and background of strategic planning in the Chuuk State School System (CSSS) since 1999, in order to gauge if there are systemic patterns and habits that have hindered or aided the implementation phase of the plans.

The team attempted to communicate to people that this was a collaborative exercise with the CSSS. This required commitment by all stakeholders to the educational reform plan in the long term. Thus the review hinged on good working relationships between CDOE and the other policy makers. It required trust and honesty. The team felt that it would be more effective and culturally appropriate to develop personal contacts and have real dialogue with members from the central office, the Senators, the members of the House of Representatives, the Governor, and other leaders in the community.

The above process enabled the team to candidly identify real people in the legislative, institutional, and operational system that were real barriers to the implementation of the CERP. As previous studies have shown, the barriers in the implementation of reforms plans have inherent cultural and religious nuances that need more than monetary and legislative remedies.

IMPLEMENTATION APPROACH FOR CERP

The conformist based approach was used in the CERP. This means that the planning process was to be judged on whether the outcomes and outputs conformed to the policies mandated by the previous JEMCO resolutions. JEMCO reviewed and approved the CERP and passed it onto the Director who delegated the implementation to a reform consultant and a coordinator. Five committees were created. These were tasked to ensure the implementation of the five goals, comprising 72 activities as presented in the plan. However, this approach was not aligned with the plans since the activity planning matrix listed specific persons who were “tasked to” implement the activities. This caused confusion and a few of the key persons like the Chiefs were not actively involved in the implementation. However, the five committees worked with the plan mainly focusing on the outcomes and output columns.

The other components of the plan for the most part were ignored. Therefore there is no evidence of inputs, starting and ending dates, and monitoring. The latter was justified by a few progress reports which were progressively shelved due to lack of time and funding. In addition, Mr. Inlet’s contract was not renewed by the Public Service Commission. The reason given by PSC was that it was a conflict of interest issue since he was one of the architects of the CERP, coordinator of the implementation, and was to be hired to review the CERP.

III. CERP REVIEW

Identification of Delays, Successes, Impediment and Barriers

In order to systematically assess the CERP, it was decided to review each of the five goals and evaluate if the implementation process proceeded according to the plan. Several basic questions were formulated for each activity. The team, with the assistance of the committee members, attempted to honestly answer them. The tables below present the answers. The team then wrote notes explaining the progress of the goal's achievement. These notes, in addition to interviews and other documents, were then used to identify the successes, delays, impediments, and barriers to the effective and timely implementation of the CERP.

Sample Table with the Focus Questions

ASSESSMENT of GOAL ____					
Objective	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication Competencies	Evidence Documents / Policy / Plans
<u>Activities</u>	<p>Did the activity start and end as planned?</p> <p>Were the outputs aligned with the objectives and goals?</p> <p>Are the outcomes measurable?</p>	<p>Did the inputs assist in the implementation of the plan?</p> <p>Did the people who were tasked to implement and monitor the activity competent in their respective roles?</p> <p>Did the committee model work for this activity?</p>	<p>Is the legislative branch a barrier to the implementation of this activity?</p> <p>Is the CSSS structure and leadership a barrier to this activity?</p> <p>Is the operational system a barrier for this activity? e.g. paper trail too many people before approval.</p>	<p>Is the success or delay of the activity due to human and financial resources?</p> <p>Is the success or delay of the activity due to lack of communication and time for meetings?</p> <p>Is the success or delay of the activity due to the competencies and skills of the personnel?</p>	<p>Are there documents that validate the explanation in the other 4 columns?</p> <p>Do the policies or legislation verify that the activity had been completed?</p> <p>Are there committee notes that explain the process of the activity?</p>

Successes and Delays

The successes and delays were identified by answering the three focus questions for each of the 15 objectives in the first column of the assessment matrix.

The blank boxes under the success column reveal that the objective has not been implemented. Several of the activities may have been completed but either they were not implemented in the plan time or there was no evidence of measurable outputs and outcomes. For example, in Objective 1.1. There was no comparable data that validates the improvement of attendance in all public schools. However, there has been progress towards this objective with the introduction of time sheets and radios.

Objective	Successes	Delays
1.1 Improvement of attendance		X All 4 activities did not end on time
1.2 Promotion of a culture of honesty		X All 3 activities are yet to

		start
1.3 Realignment of division functions		X All 3 activities did not end on time
1.4 Exemption of CSSS from PSC		X All 3 activities did not end on time
2.1 Ensuring a decentralized system		X All 6 activities did not end on time
2.2 Upgrading personnel capacity		X All 3 activities did not end on time
2.3 Strengthening community involvement		X All 3 activities have not started
3.1 Certification of teachers and principals	X The list of unqualified teachers is completed. The other activity has started but will end in 2015.	
3.2 Ensuring teachers are well-prepared		X All 3 activities have not started
3.3 Increasing number of school days to 200	X All 3 activities have been completed	
4.1 Introduction of the FSM Accreditation		X All 8 activities did not end on time
4.2 Ensuring school meet FSM standards		X All four activities did not end on time
4.3 Strengthening School Improvement Plans		X The 2 activities have yet to start
5.1 Improving Career/Technical Ed. Program		X All 4 activities did not end on time
5.2 Establishing Cultural Life Skills Program		X All 3 activities did not end on time
5.3 Establishing K-12 Character Dev. Program		X 3 of the activities did not end on time
5.4 Developing special elective [Military]		X 2 of the 3 activities did not end on time
5.5 Upgrading distance learning		X 2 of the 4 activities did not end on time
5.6 Integrating technology in the classroom		X 2 of the 3 activities did not end on time
5.7 Forming partnerships for youth training		X 2 of the 3 activities did not end on time

Impediments

3.1 **Insistence on Outcomes:** The urgency placed on the CSSS to implement the CERP without a clear understanding of the tenets of the plan resulted in people focusing solely on outcomes and ignoring the fact that each of the 7 indicators was important to the implementation process.

- 3.2 **Timeline:** The “Micronesian time” mindset is inherent in the CSSS which is still used as an excuse for any delay in the implementation. It seems that the timeline for the CERP was arbitrarily determined without serious consideration of: the tradition of failures of previous education plans in Chuuk, competencies, inputs, and alignment with the 5 goals.
- 3.3 **Overwhelming Activities:** The reactive nature of the plan resulted in a “must implement” list comprising 65 activities that had to be completed by August 2012. The other 7 activities were to end by 2015. This required teamwork but is still a big management challenge.
- 3.4 **Short Timeline:** The development and review process of the CERP did not give adequate consideration to the timeline. It was very ambitious and even though the JEMCO resolution allowed for a long term plan, most of the end dates were in 2011. Thus people were given only a year to complete the implementation of a large number of activities.
- 3.5 **Lack of Proper Resources:** The list of inputs that were to assist the timely implementation of the 72 activities consisted mainly of people, a few documents, and a budget. These were actually detrimental to the process because the people concerned were limited to information from their own experiences and interpreted the goals as they saw fit.
- 3.6 **Progress Reports:** The monitoring of the implementation of the CERP depended largely on the progress reports which focused on desired outcomes.
- 3.7 **Misunderstanding of Time Factor:** Many people do not realize that the element of time is one of the main factors for the effective implementation of plans.
- 3.8 **Absence of Budget:** There was no budget for the implementation of the CERP. Hence the people who were tasked to carry out the activities had to perform them in addition to the responsibilities in their regular workload without additional compensation.
- 3.9 **Incompetence:** Many of the people selected to be members of the five committees did not have the skill set to implement the activities. The frequency, attendance, and outcomes of those committee meetings indicate a lack of knowledge among members and poor commitment.
- 3.10 **Silo Mentality:** Like many organizations, personnel in the CSSS have a “silo mentality.” Since they did not have the resources nor training in strategic planning, they focus on day-to-day details while giving little attention and time to the implementation of the reform activities.

IV. BARRIERS

The institution under review is the Chuuk State School System [CSSS]. The impediments to the effective implementation of the CERP have already been highlighted in many of the reports and plans on education. In particular, the ADB report on Federated States of Micronesia: Strengthening the Public Sector [2010], requested by President Mori, serves as a very good framework for the identification and confirmation of impediments.

Institutional / Operational Barriers

4.1 **Centralized Governance:** The centralized nature of the CSSS is itself the greatest impediment. Like all systems, there is a natural response to react to reform and thus adapt itself to the changes, finding ways to survive. It breeds the hand out and entitlement mentality that prohibits creative ways by which the community could participate in education. In addition, the system does not have the capacity to keep multiple plans going at the same time. People do not have the capacity to multi-task. As a result, the structures and resources within the system move into a “tread mill” mode of planning where people repeat the same ineffective solutions. People are exhausted doing the same thing and focusing on the day-to-day work with no energy to think strategically about the future.

4.2 **Reactive Leadership:** The CSSS is in a reactive leadership and management mode. This is caused by the multiple resolutions, recommendations, and directives from OIA and JEMCO. The leadership team’s energy and time are taken up reacting to these and finding ways to cope with the threats and demands from both external and internal stakeholders. Consequently, in the implementation of the CERP, attention was primarily focused on outcomes, ignoring all the other items like monitoring, inputs and outputs.

4.3 **Budgetary Planning:** The CSSS is held hostage to budgetary decisions made by JEMCO. It is unclear why the CERP had no budget column. It might have been an oversight by the developers of the CERP or the FY 2011 budget presumed there were funds which would cover the costs for its implementation. As a result, all the 72 activities had to be carried out within the limits of the operational budget.

4.4 **Misaligned Goals:** The people of the CSSS [Governor, Board, Management, Principals, Teacher, and Communities] do not have the competency for strategic reform planning. The CERP was flawed as a planning document. There was misalignment between the goals and the activities; there was no budget item; there was misunderstanding between outputs and outcomes: the monitoring consisted of progress reports but did not indicate who would read these reports. Planning competence of the people “tasked to” implement the plan were very limited causing conflict amongst the management team. It is clear from the minutes of the committee meetings that certain key players withdrew from the process.

4.5 **Departmental Instability:** The CSSS is always in transition. The great number of plans forces the system to change very quickly in order to improve student performance. The changes basically are driven by money backed up by an educational philosophy advocated by a consultant or a decision made in conversation with foreign stakeholders. The CERP is based on the rationale that recentralization [Goal 2] will solve the problems of education in Chuuk. This is backed up by the recent School Facility Construction Master Plan calling for the immediate consolidation of schools. Even though the latter is not in the CERP, people have justified certain decisions because they presume it was a major goal in the CERP. At the present transitional moment, the CSSS is operating with two organizational charts neither of which makes sense to most people. As a result, there is confusion now on the channels of communication and delegation of authority. This has caused major rifts between the Director of CDOE and the political leaders.

4.6 **Lack of a Code of Ethics:** The CSSS has a subculture which is strongly influenced by two powerful cultures: tradition and the Christian churches. The inability to implement Goals 1-4 is due to the fact that the CERP calls for a system to monitor the integrity of principals, teachers, students and the community. This “taboo” subject of integrity has been written about. But to prudently point out that honesty is not only a problem with the CSSS staff but the entire state is almost impossible. Like most societies where respect, reciprocity, and relationships are normally contextually grounded, Chuuk will

have to call on religious and traditional leaders to help reinterpret integrity within a more global code of ethics.

Legislative Barriers

4.7 **Reorganization Bill:** The Legislative Branch is viewed as the main barrier to the enactment of the Reorganization Bill and the legislative amendment exempting the autonomous Public School System from the Chuuk Public Service System. The first Bill is directly related to the adoption of the proposed functional organization chart as part of the decentralization process [Goal 2]. Even though the Board approved it, the AG's office advised the Director that it had to be passed by the Legislative Branches. The latter did see the Bill but it was passed back to the legal advisor for the CSSS to ensure that the proposed legislation would have the proper legal interpretation. As this report is being written, the Bill is still with the lawyer. The proposed amendment to the Education Act is still in the committee stage and legislative have not been informed of the move.

4.8 **Attempt to Remove DOE Director:** The moves to replace the Director by the Governor and the House of Representatives have reinforced the culture of mistrust. It has been pointed out that recent decisions by the Director to terminate teachers, withhold pay and consolidate schools have resulted in people asking their government representative to also respond with force. Thus the elected officials and the Director have spent time on this issue instead of focusing on student performance. This will be affected by the upcoming elections. The plan has three more years and with the new political leadership, there may be changes to the Board, which includes the Director.

4.9 **Weak Board of Education:** The Board to Education consists of political nominees and this is where most of the conflicts in the past years stem from, especially with the appointment and authority of the Director. The Board is vested with authority to pass policies but sometimes these policies, especially those directly affecting the communities, are not passed on to the political leadership for consultation. Many of the delays in the CERP are due mainly to the split in the members of the Board because of political affiliations or leadership styles. Some members turn up for meetings while others have chosen not to attend with the excuse of having other commitments. Goals 1 and 2 should have been monitored by the Board since they deal directly with policies and decentralization. Since the Board members represent the five regions, they could have ensured success by assisting in the dissemination and education of the CERP. The lack of commitment for the CERP by the Board members is known to all since a few had only read the draft of the CERP, while others only read the document when the review team did a presentation for the Board and the management team.

4.10 **Missing Information:** The political leaders' understanding of the education reform plan is skewed by the other state-wide plans and budget. The educational agenda and plans are mainly coached in projects where outcomes are in the form of material goods like rice and boats. However, in fairness to this group, there was no consultation of the CERP perhaps because the developers felt that the political leaders would have no substantial contribution to the reform plan, since they were considered barriers instead of advocates.

4.11 **Political Interference:** The practice of many principals and teachers of circumnavigating the leave polices by going directly to their political leaders to influence the immediate supervisors is still rampant. Report after report highlights this problem, but people continue to protect relatives, church members and friends by signing timesheets which are clearly fabricated.

V. PRACTICAL REMEDIES

Recommendations

5.1 **Long-term Reform Consultants:** The Director hires persons to replace Mr. Paul Hadik and Mr. Graceful Enlet as reform consultant and coordinator to monitor the CERP to ensure the completion of the implementation. Mr Hadik has been moved to Chuuk High School and Mr. Enlet's contract ends in September. The contract for these replacements should be for at least a year and their main responsibilities will include i)advising the Director on further impediments and barriers, ii)developing a budget for the remaining activities, iii)writing proposals, iv) conducting community awareness about the CERP, and v) writing progress reports for OIA. The following practical steps are to be carried out:

- a. Officially appoint Mr. Paul Hadik as Principal of Chuuk High School with a contract of at least one year.
- b. Request that Mr. Graceful Enlet write a job description for the reform coordinator. He will be asked to also give a report on the work he has done in the recent months before this contract expires.
- c. The Director and the Board of Education develop a job description for the CERP consultant. This is to be approved by OIA and communicated to interested parties and stakeholders.
- d. The persons are to be in place by the end of September to study this report and strategize how to complete the implementation.

5.2 **Board of Education:** The present Board of Education takes responsibility to ensure that Goal 1 is successfully implemented by June 2013. This goal calls for development of systems and policies. According to the By-Laws of the CSSS Board, it is the responsibility of the Board to formulate polices which the Director then carries out. The following practical steps are to be implemented:

- a. The Governor is requested to confirm the appointment of four new members of the Board of Education by the end of September 2012.
- b. This new Board submits the name of the present Director to be appointed until the new State Government is functioning. The optimal time of replacement would be the end of the school 2013.
- c. Each of the Board members is given one of the four activities in Objective 1.1. They are to work with the present committee members to ensure that outcomes and outputs are written policies and systems.
- d. The Board, with the management team of CDOE, allocate resources to attend the Chuuk State Long Tem Fiscal Frame [LTFF] meeting as a sector to make representations for the CERP in mid – August.

e. At the State Long Term Fiscal Frame [LTFF] meeting, the Board requests frank dialogue on the legislative's commitment to pass the two proposed Bills that will ____?_ after educational reform: Reorganization Bill and Exemption Bill.

f. The Board seeks discussion on the problem of integrity in the context of a proposed Code of Ethics. A bipartisan task force is named and given funds to work with an outside consultant to develop a working document that will be submitted to the Governor and Legislature for approval as enacted policy.

g. The Board members attend the Leadership Institute in mid- September to focus on the draft Code of Ethics, responsibilities and authority of Board, leadership styles and cultural and political networking.

h. The Board meets to monitor the four objectives of Goal 1.

i. The Board approves funds to review breaches to the monitoring and accountability systems and policies. They are to empower the Director to take necessary action, especially those who have manipulated or creatively improved the personal and management supervision.

j. The Board submits a progress report to OIA in December who will review it and make recommendations based on research and data for the improvement of student performance through better attendance of all staff employed by CDOE.

5.3 Temporarily Suspend Goal 2 – Decentralizing Education Services: The Director and the management team suspend all activities associated with Goal 2. This means the decentralization of education support services and empowerment of stakeholders will be reconsidered in light of the following factors: a) there are no funds in the FY2013 for the changes; b) the new functional organization chart still needs legislative approval; c) there are only a few qualified persons who can fill the posts in the regional offices; d) the consolidation plans needs confirmation before decentralization; and e) the community involvement in this process is vital to the success of the activities since it will be concerned with land, security, familial relationships and money. The following practical remedies are to be put in place.

a. Request the legislature for immediate passage of the Reorganization Bill in order for the suspended activities to move forward.

b. The present organization chart is to be followed with the Chiefs retaining their authority and responsibilities. [pg. 33. CERP]

b. The seven personnel that are already on location in the Faichuk and Northern Namoneas offices be reclassified as advisors and be assigned responsibilities that will assist the implementation of Goals 1 and 3.

c. The Board studies the FY 2013 budget to determine if the remaining activities can be carried out with the present funds. If not, request OIA for funds for implementation.

d. The Director aligns the decentralization and consolidation plans so that there are no independent plans.

e. The Director and head of personnel conduct a personnel audit to determine if there are qualified persons who can fill in the positions.

f. The legal counsel of the CDOE sends the draft reorganization Bill back to the legislators for debate and approval.

g. With the assistance of the legal counsel, the Board discusses the amendment to the education act that will allow CDOE to deal with personnel without being subject to (or independent of) PSC policies and regulations.

h. The Deputy Director, the committee for Goal 2 and the area supervisors of the five Regions conduct an orientation of the main tenets of decentralization with the leaders and communities in the five regions: definition, changes in the organization chart, consolidation of schools, transfer and hiring of personnel, benefits, problems, budget, and student performance.

5.4 Promote Community Involvement: In line with recommendation 3, the CSSS to actively promote the involvement of the community so that there is bottom-up planning and full participation of in education thus creating community ownership. These plans of community needs are to be studied and include an activity with the objective to strengthen local participation. The following practical steps should be carried out:

a. The Community Partnership and Involvement Plan in the 2007-2010 Chuuk State Strategic Plan should be implemented first before any further plans are developed. [see appendix pg. 14]

b. Ensure that there is regional leadership engagement in the entire CERP goals

c. Assist these communities to implement Goal 5 of the CERP in their schools.

d. Insist that regional plans focus on improvement of student performance within the region's culture of communal responsibility and accountability.

e. Create a budget that will include short and long-term fundraising plans in line with the 18-20% decrease in compact funding. The budgetary plan will also incorporate a “matching system” whereby funds will be raised by the region to be matched by the CDOE / SEG budget.

f. The communities in the region develop an assessment strategy that will complement formal instruments outlined in Goals 1, 3 and 4.

5.5 OIA & JEMCO: OIA and JEMCO make a decision to clarify if they want to implement the five goals outlined in the CERP or disregard them and follow the practice of “midnight” plans based mainly on budgetary decisions. There have been instances where new resolutions and new recommendations have unilaterally been decided upon with little or no consultation with CDOE. The best example of this practice is the consolidation plan which was enforced as part of the education reform but is not part of this CERP, the ADB report, 2007-2010 Strategic Reform Plan or the 2020 Education Reform Plan. It is apparent that the recent decisions are not strategically planned, yet JEMCO has consistently demanded that the plans be drawn up in a hurry and then disregarded because someone conjures a sub-plan that he or she thinks will work. As pointed out in the impediments and research, implementation of plans is difficult enough but when multiple plans are forced at the same time, the people will be in a reactive mode causing frustration and lethargy. The following practical remedies should be put in place.

a. OIA moves forward with the recommendation that CDOE hires a person to assist in budgeting and planning.

- b. Mr. Ryan Edgar, the Education Specialist/Grants Manager of OIA, is to be the primary spokesperson on the implementation of the CERP. In cases where there are overlaps with other sectors like health or infrastructure, this needs to be clearly communicated to the CDOE leadership.
- c. JEMCO aligns the future resolutions on educational reform in Chuuk with the CERP and not with previous educational reform plans.
- d. The OIA extends the timeline for Goals 1 and 3. This means these two goals would be completed by the end date of the CERP [2015].
- e. Goals 1 and 3 are to be revised to focus mainly on student performance.
- f. PREL continues to do the work on curriculum and instruction. They would begin by looking at the Curriculum, Instruction and Assessment matrix in the Chuuk State Strategic Plan 2007-2012.
- g. The entire JEMCO team visit Chuuk in late September, 2012 to meet with the Chuuk leadership. At this time the Board of Education and the CDOE management team will be having a Leadership Institute to focus on CERP but particularly ethical leadership since this is the intended outcomes of Goal 1- 4 in the CERP.

5.6 **Recommit Chuuk Leadership to Educational Reform:** The Chuuk leadership is to be briefed on the CERP review by the review team during the State Long Tem Fiscal Frame [LTFF] meeting in August, 2012. Besides the fiscal exercise of planning cuts in the budget in the next 12 years, the leaders will be given an opportunity to understand education reform and then make a public announcement of their commitment. This will then be translated into a resolution. The following practical remedies should be put into place:

- a. Request OIA if sections of findings of this report could be shared with the participants to the LTFF.
- b. Ask OIA to send Mr. Ryan Edgar to this meeting to pass on any plans that they have that will affect or hinder educational reform.
- c. The Board studies the budget, the CERP, and prioritize which activities within the CSSS will end cuts in their budgets in the next 12 years.
- d. The Board do a one day exercise of team building and conflict resolution to ensure that they have agreements on items that are not negotiable.
- e. Request that the political leader commit to education reform. This is to be put into a resolution and communicated to all stakeholders.

5.7 **Discipline Personnel:** The Director takes immediate steps to discipline personnel who have been identified by the review as impediments to the CERP. These people have either tried to sabotage the process with their dishonest action or inaction with regards to the 72 activities. Furthermore, the work of five committees is to be reviewed in terms of its effectiveness.

- a. A list of names of CDOE staff is communicated to the Director who will discuss this issue with the personnel department and the PSC. The people concerned will be informed of the accusation.

- b. This is then passed onto the Board since they deal with these matters.
- c. The Director meets with chairpersons of the committee to discuss the merits of the committee model for the implementation of the CERP.

5.8 **Revise Goal 4 - Improving Quality of Schools:** Goal 4 is to be suspended until the regional offices are fully functional with properly trained personnel and funds. Although the accreditation is mandated by the FSM, the instrument needs another review since it is cumbersome and needs experts to carry out the activities especially in Stage Two. The CSSS does not have qualified Principals, so the expectation for them to prepare the list of documents like those in the table below is going to further promote dishonesty which suggests sources of evidence of performance for Standard 1: Leadership

<p>1.1 student performance data: student attendance registers and data: teacher attendance data: textbook inventory: school log book: school calendar: discussions with School board and community</p> <p>1.2 curriculum and syllabus documents: teaching programs: lesson plans: written evidence of regular planning meetings</p> <p>1.3 principal appraisal reports: professional development materials and educational texts: evidence of professional development activities: discussions with school board</p> <p>1.4 principal's written reports on classroom observation: written feedback on classroom observations: teacher appraisal reports: teacher self-appraisal documents: discussions with teachers</p>
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The following practical remedies are to be put in place:

- a. The committee for Goal 4 write a report on their work so far, based on the activities that they were supposed to carry out. [Obj.4.1.1-4.1.5]
- b. Request a meeting with the Secretary of Education in FSM to discuss the instrument and the two handbooks on standards. A team of people familiar with the WASC accreditation instrument might be invited to contribute to the discussion.
- c. Shift the activities in Goal 4.3 [School Improvement Plan] to Goal 3. It will now become Goal 3, Objective 3:4.

5.9 **Distribute Goal 5:** The 24 activities in Goal Five should be distributed between Goals 1 and 3. The expansion of curricular programs hinges on the premise that the core curriculum is the basic content for student performance. The offering of technical, vocation and military training may deflect the resources of the administration towards these programs since the latter need major funding, specialized teachers and to a large extent, the outcomes are not measurable. In order to give these programs some credibility, it would be better to distribute the activities so they are in line with the improvement of the quality of learning through teaching and leadership. Below is a table of those activities in Goal 5 that could be incorporated into Goals 1 and 3.

Goal 1	Goal 3
Objective 5.2.1-5.2.4 Cultural Values	Objective 5.1.1-5.1.4
Objective 5.3.1-5.3.3 Character education Program	Objective 5.4.1-5.4.3 Military Service
Objective 5.7.1-5.7.3	Objective 5.5.1-5.5.4 Distance Learning
	Objective 5.6.1-5.6.2 Technology in classrooms

5.10 **Referendum:** The general feelings about the implementation of the CERP are of despair, anger and frustration. The barriers and impediments identified in this report are not new. The mantra is that people in general do not care for public education reform. Most of the people with money and status send their children to private schools or move them to other islands. In order to recapture the attention of the people it might not be a bad idea to propose a referendum that the Education Act be suspended so that a team of professionals can attempt to remedy the system. The following practical remedies are to be put in place.

- a. The plan to exempt the CSSS from the Chuuk State Public Service System should be discussed in the next State Long Tem Fiscal Frame [LTFF] meeting.
- b. Explore with the legal counsel the possibility of putting this proposal up for a vote in the next elections.
- c. Conduct an open forum with candidates to gauge their feelings on this recommendation.

VI. APPENDICES

Notes about the tables.

- Many of the slots have no content since the review team could not find an answer from the committee.
- There was repetition of the same reasons for delay and same list of impediments and barriers.
- A number of activities especially in Goal 5 are yet to start so there are blanks in this table.

GOAL 1: To improve personnel management and supervision

<p style="text-align: center;">ASSESSMENT of GOAL 1 To improve personnel management and supervision</p>					
<p style="text-align: center;">Objective 1.1 To improve employees' attendance and job performance so that by October of 2011 all unauthorized absences are effectively monitored, accounted for, and controlled</p>					
Activities	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication / Competencies	Evidence Documents / Policy / Plans

<p><u>Activity 1.1 (1)</u> Establish a system of monitoring and collecting data with procedures for the verification of all employees' daily attendance</p>	<p>Delayed and no monitoring of activity</p> <p>The equipment needed was inadequate.</p> <p>There is no evidence that there has been improvement in employees' attendance or decrease in absences.</p> <p>Outcomes can be measured but need accurate data on number and procedures. There are guidelines, but not followed. There are sign-in sheets sent but not reliable verification of attendance or absences.</p> <p>The radio system is manipulated by several key people.</p>	<p>No budget for clocks or punch cards</p> <p>The committee did not consider models or systems of monitoring documents</p> <p>The committee model shown by number of meetings, but one key was person missing</p>	<p>The legislative branch is not a barrier.</p> <p>There was reaction from some members to disciplinary action taken by the Director regarding tardiness</p> <p>The CSSS system does not have any written documentation about these sub-systems. The desire for accountability is evident but there is no real trust in the integrity of the principal. The time sheets have to be cited but so many people before salaries are paid out.</p> <p>This system operates on focusing on data but it is always difficult to validate. It breeds mistrust and suspicion.</p>	<p>Delayed because in order to install clocks, punch cards radios need electricity which costs money.</p> <p>The committee members admitted that they did not think about the timeline.</p> <p>The delay is caused by lack of communication between the different sectors e.g. legal, finance, state personnel, principals and teachers</p> <p>The committee did not have authority and has no skill-set to establish policy.</p>	<p>There is evidence of radios and time sheets in some schools</p> <p>There are memos from the Director about the system</p> <p>A daily radio monitoring form was cited but how it was used may indicate abuse of power.</p>
<p><u>Activity 1.1.(2)</u> Develop an accountability system clarifying and formalizing the roles and</p>	<p>Delayed... this activity is directly related to Goal 2 [regional office]</p> <p>Who is accountable to whom at this present moment?</p> <p>All the communities are aware</p>	<p>This issue is a state wide problem that has not been addressed.</p> <p>The Director has made some</p>	<p>The legislative branch could tackle this issue if it was discussed on the State level.</p> <p>The Board</p>	<p>The budget for these changes is to be included in the CSSS budget.</p> <p>Confusion on who is responsible, so the burden falls</p>	<p>PTA chairpersons are signing time sheets, but we do not have names.</p>

responsibilities of principals, regional office staff and communities with regard to monitoring and verifying employees' attendance.	of the problem but to be part of a system, one needs to be included in the structure. The new job descriptions for personnel in the Region does not align with the function of the Regional offices	decisions on roles, but not based on a system.	members as reps of the community have not really involved themselves in this discussion about accountability There are at least 4 systems operating at the same time: the local school, the old org, chart, the new org. chart and cultural.	on the Director who has to contend with strict financial guidelines by PSC, CPI. There is a big problem of communication. Skills of delegation and accountability need to be learned	The function of Regional Centers and the job description of the RC are completed but not aligned with each other?
<u>Activity 1.1 (3)</u> Establish policies that outline the range of incentives to be made and the disciplinary actions to be taken based on employee's performance in general and on employees' attendance in specific.	Delayed... draft policy has been completed and need to be reviewed by legal counsel and approved by BOE	Legal advice is lacking and delayed in this activity.	The communication channels between CDOE, the legal counsel, th AJ' office and the legislative branch are fraught with conflicts and power play		There is a document on incentive from the PSC but it has not been? used to devise one particular for CDOE.
<u>Activity 1.1(4)</u> Clarify, establish, disseminate and implement a consistent policy for addressing performance problems including the management of employees' sick leave and annual leave.	Delayed...still following the PSC policy. See sections of policy on sick leave and annual leave	No mention of PSC policy No policy thus no dent in the stats on sick leave and annual leave. Check recent stats from recent report.	Yes no clarity on this issue; depending on OIA and JEMCO to fix this problem. The CDOE has many checks and balances so much so that the leaves get lost in the paper trail.	People are not honest and want to keep their jobs. People still follow the "tradition" and culture so cannot discipline relatives or friends. C:Communication about this issue is normally muted There is little accountability and integrity in the face of cultural imperatives.	PSC Policy.....

Objective 1.2 To promote a culture of honesty, a sense of duty and responsibility, and ethical behavior among all faculty and staff of the Department of Education.

<p>Activity 1.2 (1) Promulgate policies, rules and procedures governing standards of professional conduct or Code of Ethics for Chuuk State Educators.</p>	<p>YET TO START</p>
<p>Activity 1.2.(2) Develop a program of encouraging and rewarding honesty in the face of other cultural imperatives.</p>	<p>YET TO START</p>
<p>Activity 1.2 (3) Publish, disseminate, educate employees on Chuuk Educators' Code of Ethics</p>	<p>YET TO START</p>

Objective 1.3 To review, revise, standardize and re-align division functions, budgets, work-plans and job descriptions by September 2012.

<p>Assign the task of reviewing, revising and developing functional analyses to division chiefs with completion deadlines.</p>	<p>Delayed..... Confused on what this activity aims to achieve. The new recommendation from the budget meetings makes it difficult to do this re-alignment exercise</p>		<p>Using both organizational charts has created conflicts between the chiefs and the Directors</p>		
<p>Standardize</p>					

division functions and job descriptions	YET TO START				
Align 2013 budget and annual work plans with core functions of each division and department	YET TO START				
Objective 1.4 To seek legislative amendment exempting the autonomous Public School System from the Chuuk State Public Service System so that by 2012 the Department of Education may have full control and authority over its own employees.					
Establish and assign a committee to identify requirements for the proposed transfer of full authority	Success, the requirements were identified		The legal counsel is the barrier. There is no communication between the AG office and CDOE.		
Meet with Chuuk State leadership to discuss proposed legislative amendment designed to allow the Department of Education to better manage, supervise and discipline its employees.	There is no record of meetings between the two groups.	Legal advice is necessary here.	There is a blame game going on between the different groups. In the		
Draft proposed policy and legislative amendment for the Board of Education's approval before transmittal to the State Legislature	APPROVED				
Make preparations and					

adjustments at the Department as necessary depending on the action taken by the Legislature	YET TO START
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Notes

- The existing system for monitoring and collecting data is not written and clearly understood and not enforceable.
- There is no culture of honesty and sense of duty and responsibility.
- There is a Chuuk State Government Merit System but not known by many people.
- The committee system did not work since the responsibility was all on the chairperson who had other commitments.
- The delay is basically caused by the perceived urgency to implement Goal 2: Decentralizing Education Services. Working within the framework of two organization charts has caused confusion and conflict with the CSSS. We have systems within a system!
- It is presumed that this objective 1:1 can be realized if systems [Act 1 and 2] and policies [3 and 4] are established. But this is primarily a function of the Board of Education who seem to be unaware of this responsibility. [See Bylaws of the Board (a) and CSSS].
- The issues of government employees' attendance, absence and accountability are a state wide problem. If so, the all branches of the State government have to be involved in this project. [See previous state reports and plans]
- The resolutions, directives and reports initiated by JEMCO have usurped the activities of these objectives. [See consolidation plans, physical facilities report, termination of teachers, appointment of advisors, financial restructuring, and the budget constraints.]
- The Director's decision-making strategies in this area have caused conflict with the main stakeholders, including the legislators. This has created a culture of mistrust and a breakdown of communication amongst the key decision makers.
- The objective hinges on the basic value of honesty. Despite the Christian influence, there is a cultural interpretation of integrity that puts everyone involved in a dilemma.
- People naturally want to keep their jobs and get paid but the sense of responsibility for the intellectual care of the children is still not a priority.

GOAL 2: Decentralizing Education Services

ASSESSMENT of GOAL 2					
Goal: To improve efficiency and effectiveness of the Chuuk State School system through decentralization of education support services and empowerment of stakeholders.					
Objective: 2.1 Ensure that a system of supporting, monitoring and managing local schools are situated and sustained closer to the points of learning service.					
Activities	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication Competencies	Evidence Documents / Policy / Plans
<u>Activity 2.1 (1)</u> Define and finalize the specific functions and roles and support to be decentralized to onsite schools	<p>Did the activity start and end as planned? No, specific functions, roles and responsibilities were developed. These were distributed to the two Regional Centers staff.</p> <p>Were the outputs aligned with the objectives and goals?</p> <p>Are the outcomes measurable?</p>	<p>Did the inputs assist in the plan? Division statement of goals and objectives?</p> <p>Did the people who were tasked to implement and monitor the activity competent to play this role? The Division chiefs should have been the key players There was an over-all chairman who coordinated this activity Did the committee model work for this activity? Yes: see minutes</p>	<p>Is the legislative branch a barrier to the implementation of this activity? Yes, since the job descriptions depend on the new organizational chart</p> <p>Is the CSSS structure and leadership a barrier to this activity? This activity has the documentation but still uses the old organizational chart</p> <p>Is the operational system a barrier for this activity? The system has five divisions sometimes working against each other</p>	<p>Is the success or delay of the activity due to human and financial resources?</p> <p>Is the success or delay of the activity due to lack of communication and time for meetings? Lack of communication between committee, new division chiefs and old division chiefs</p> <p>Is the success or delay of the activity due to competencies and skills set of the people who are tasked to ensure that the activity is completed? Deputy Director and Division Chiefs</p>	<p>Are there documents that validate the explanation in the other columns? Written functions and job responsibilities</p> <p>Do the policies or legislation verify that the activity had been completed? committee meeting reports & minutes</p> <p>Are there sub-plans and committee notes that explain the implementation of the activity? Assessment plan on location</p>

<p><u>Activity 2.1 (2)</u> Educate communities and schools on establishment of monitoring systems</p>	<p>Delayed... Community awareness activities were not conducted according to schedule until staffing of the regional service centers were on board Yes... Yes...the number of meeting with the community b???</p>	<p>No funding for community meetings</p>	<p>Yes since the reps were not informed. Legislative action on amending the organizational structure to be in line with the new chart in the reform plan had delayed the community awareness activities because staff members were not sure whether to go on or wait for the amendment to go through legislative process.</p>	<p>The proposed legislation has to be transmitted to the legislature by the State Attorney General in consultation with the CSSS Legal Counsel. This process takes a while to get done.</p>	<p>Comprehensive draft monitoring system document Date? Author? Copies of work plan and progress reports.</p>
<p><u>Activity 2.1 (3)</u> Secure office space for decentralized offices and living accommodation for personnel</p>	<p>Delayed... Office space for the two offices are now in place despite confusions regarding the legislative process, but need some repairs and installation of communication equipment such as radios, telephone and internet access. Living accommodations for Faichuk Staff was delayed because the Public Service Commission rejected the request for accommodation costs until reorganizational legislation is amended.</p>	<p>No funding</p>	<p>The process of transmitting legislation is a long process. Timing to get things done is too exaggerated.</p>	<p>Amendment to the CSSS organizational structure</p>	<p>Copy of on-site visit to assess possible sites for Faichuk Regional Service Center</p>
<p><u>Activity 2.1 (4)</u> Recruit and/or</p>	<p>Delayed ... Both Service Centers are</p>		<p>Public Service Commission</p>		<p>Copies of personnel</p>

transfer the needed personnel for Regional Service Centers	now fully staffed after being put on hold for several months due to the delay of legislative amendment to the organizational structure of the CSSS. These personnel are being transferred from the central office and some schools		could not begin recruitment process until legislative amendment is in place		reassignment
<u>Activity 2.1 (5)</u> Mobilize office supplies and needed equipment to respective Regional Centers	Some office supplies are in place. Communication equipment still needs to be purchased and installed. Faichuk Service Center is utilizing the SSB radio located at the Special Ed. Field office where the Center is also located.	Some needed equipment such as boat, SSB radio, and computers were not included in the budget	(Operational) processing of procurement documents takes almost one month to be completed	The reform plan does not have funding to carry out the activities	Copies of POs and requisitions
<u>Activity 2.1 (6)</u> Develop infrastructure for ensuring ongoing communication and exchange between Regional Service Centers and Central Office	Delayed... Telephone has been installed at the Northern Namoneas Service Center which is located at the Chuuk High School campus while Faichuk Service Center which is located at Faichuk High School campus is utilizing the SSB radio. Internet access for both centers will be available soon.	No funding to purchase radios and solar panel for power in the reform plan.			Progress reports with sub-plans
<u>Activity 2.1 (7)</u> Begin operation of the new Regional Service Centers according to schedule of implementation	Delayed... Operations of the two new centers have already begun although not according to the implementation schedule due to	Legislative process to amend organizational structure of the CSSS		Uncertainties regarding the legislative process	Draft One Year Plan for Faichuk Region [April 17, 2012]

	confusion over whether to go ahead or wait for the reorganization amendment to become effective.				
Objective 2.2: To upgrade the capability of principals, teachers, school staff and communities through increased mentoring and training opportunities.					
<u>Activity 2.2. (1)</u> Complete annual work plans and schedule of activities with assigned responsibilities	Delayed... Work plans for both Regional Service Centers have been developed and implemented	Legislative process which had prevented timely recruitment of personnel.	Institutional process as well as operational	According to the Reform Plan, most of the activities were tasked to the Chiefs in addition to their daily responsibilities.	Copies of annual work plan
<u>Activity 2.2 (2)</u> Secure funding for contracts, transportation, training, mentoring & monitoring, assessment and associated logistical support	Delayed... Moving costs for some of Faichuk personnel have been approved; one outboard engine was purchased while monitoring costs are being charged to education admin. Budget.	The reform plan does not provide funding for monitoring activities and other needs	Operational process	Not enough funding being allocated in the current budget of the department. Some costs cannot be executed until Legislative amendment is done	Copy of DOE current budget.
<u>Activity 2.2 (3)</u> Implement work plan for each area of support at each school: Curriculum and instruction, leadership and management, assessment, school accreditation and community involvement	Delayed... Regional Service Center personnel are now visiting schools according to their work plan. Delays for this activity are the same as the other delays mentioned above.	Confusion regarding legal process and procedures to be followed	Institutional	Communication and collaboration were not in place	Copies of work plan and progress reports
Objective 2.3 To strengthen community involvement in the schools.					
<u>Activity 2.3(1)</u> Develop guidelines for involving community members and stakeholders in	Delayed... The PREL Clustered PTA module will be utilized as guidelines for community involvement in the schools	Legislative process to amend existing organizational structure	Institutional – Public Service Commission Policy	Organizational structure needs to be amended	

the schools					
<u>Activity 2.3 (2)</u> Provide training on guidelines for community involvement	Delayed ... Schedule of community training is included in the Work Plans for both Regional Centers			Late or delayed?? process of amending reorganizational structure	Regional Work Plan
<u>Activity 2.3 (3)</u> Establish school councils involving principals, teachers, parents, community leaders and other interest groups	Delayed ... School councils have not been officially established until clustered PTAs are in place as members			Timeline for the activities is too exaggerated	Work Plan

Notes

1. The concept of decentralization of education services is not clear to the stakeholders especially the community.
2. Time and communication
3. The documentation is with the committee chairperson but there is no knowledge of the implementation of the goal.
4. The notion of an autonomous school system with decentralized governance in five districts based on geographical regions has been an idea that has been discussed since 2001.
5. We need to check the audits.
6. All the activities were delayed due to confusion about responsibilities.
7. There was no clarity on the powers of the Board to initiate reform.
8. The barrier is clearly the legislative but the institutional and operational barriers will have to be articulated.

Goal 3: Improve quality of teachers and principals

ASSESSMENT of GOAL 3					
To improve quality of learning through effective teaching and leadership at all schools					
Objective 3:1 Ensure that all teachers and principals meet minimum certification requirements and satisfy accreditation standards of good teaching by 2015					
Objective	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication / Competencies	Evidence Documents / Policy / Plans
<u>Activity 3.1 (1)</u> Identify all unqualified teachers and principals thorough availability of IDPs (Individual Degree Plan)	Success: All unqualified teachers and principals have been identified			This was a success because this activity began before the development of the CERP.	The list has been completed.
<u>Activity 3.1 (2)</u> Provide opportunities for teachers to complete degree requirements and pass NSTT by 2015	Success: IDPs are in place for all non-degree teachers and principals			Data was readily available	Committee minutes 4/17/2012
Activity 3.2 Ensure that teachers and principals are well prepared for their respective responsibilities.					
<u>Activity 3.2 (1)</u> Assess training needs and provide targeted ongoing professional development for both	Success Targeted trainings were developed during 2011 education symposium with a budget submitted for approval by Grants Manager			With the guidance of the Chairman, the Committee systematically addressed the objective beginning with data on the teachers and principals	See FY 2013 Budget Proposal from Deputy Director for Administration and C& I Date??

teachers and principals					
<u>Activity 3.2 (2)</u> Develop and implement in-house training programs for new teachers	Delayed... There is a plan to begin an in-house training program in August 22 2012 in the Faichuk Region	Consolidation Plan		Termination of 120 unqualified teachers in June	No evidence from C&I Meeting minutes 4/17/12 An in-house training package is ready as soon as the issue on school consolidation is resolved
<u>Activity 3.2 (3)</u> Provide evaluation and monitoring tool to assess teacher's performance	Has not started	The Principals do not seem to have this capacity to evaluate the teachers' performance	Institutional Operational: PSC?	Supervision of teachers comes under the two Chiefs [Secondary and Elementary] There seems to be lack of monitoring.	Does CSSS have an evaluation tool?
Objective 3.3 Increase the number of school days from 180-200 days a year by September 2012					
<u>Activity 3.3 (1)</u> Review and approve policy on the minimum number of school days and instructional hours	Success. The Board has approved the number of days. It will be implemented in SY 2012-2013			Need to see the decision of the Board.	May have to check the legal authority of this decision.
<u>Activity 3.3 (2)</u> Inform all school staff and communities on the establishment of new policy	Success. All have been informed during the education symposium during summer 2011			Some administrators and teachers do not see any rationale for this. Increasing the contact days will not work in the CDOE	Were the legislative and executive branches informed of this new policy?
<u>Activity 3.3 (3)</u> Implement academic calendar in accordance with established policy	Delayed... The academic calendar is yet to be finalized like increased number of school days and instructional hours			Taken for granted!	See comment in Meeting minutes 4/17/2012 ...school calendar for SY 2012-2013 is drawn up early and distributed not later than the end of this school year

Notes

1. A success story since the timeline is adequate for the implementation which ends 2015.
2. The outputs are primarily data [list] and documentation so these are not aligned with the goal.
3. The goal is tasked to the Staff Development Office but the work was done by the Deputy and the assigned committee.
4. A glaring gap is the absence of an existing evaluation tool for measuring teachers' performance.
5. The termination of unqualified teachers and the consolidation plans have caused many other problems for the teachers and schools.
6. The output of this goal will have to be translated in measurable data of student results.
7. The perennial problems identified by the committee [Meeting 7/6/11] will have to be addressed in a more coordinated way beyond what is in this plan.
8. The issue of accreditation and certification is part of this goal so there needs to be some alignment with Goal 4.
9. Take note of the solutions that the committee recommended to address the problems of low quality of learning.
10. There are many other plans that are running parallel to this.

GOAL 4: Improving Quality of Schools

ASSESSMENT of GOAL 4					
To ensure that all schools in Chuuk meet FSM School Accreditation Standards					
Objective 4.1 To introduce the FM School Accreditation System so that by 2015, 50% of schools meet or exceed accreditation standards.					
Activities	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication Competencies	Evidence Documents / Policy / Plans
<u>Activity 4.1 (1)</u> Establish an Accreditation Committee by June 2011	Success. Committee established with 15 members				
<u>Activity 4.1 (2)</u> Secure trainers, identify trainees and facilitate training	Success. Trainer identified. Staff of NDOE, principals and specialists				
<u>Activity 4.1 (3)</u> Conduct training for administrators and principals in the FSM School Accreditation System by June 2011	Delayed...			No budget for this activity.	
<u>Activity 4.1 (4)</u> Conduct Stage 1 School Accreditation visits to all schools by December 2011	Delayed... 10 schools which were identified by only 3 schools have been visited			No budget	
<u>Activity 4.1 (5)</u> Conduct Stage 2 School Accreditation visits to all schools by December 15 2011	YET TO START				
<u>Activity 4.1 (6)</u> Take appropriate action to turn around schools that fail to achieve accreditation standards	YET TO START				
<u>Activity 4.1 (7)</u> Establish public autonomous schools among those not meeting accreditation standards	YET TO START				
<u>Activity 4.1 (8)</u> Collect, analyze and publish school data by July 2011 and annually thereafter	YET TO START				

Notes

1. The “real” goal of this accreditation process is to monitor and control the principals. Though there is some research to show a correlation between student performance and accreditation, several key people and structures must be in place, the main one being the competence and commitment of the principal.
2. It was very difficult to meet with the members of this committee.
3. The committee had the materials [School Improvement Handbook 2009, FSM National Curriculum Standards, and Benchmark, FSM Accreditation System Procedure Manual], but it is very doubtful if they fully understand the contents.
4. It is unclear about the content and strategy used to conduct the training of principals with regards to the accreditation process.
5. The timeline for the activities was unrealistic considering the problems with transportation and absenteeism.
6. The School Improvement Plan would be the most practical strategy to introduce the CDOE principals to accreditation and standards.
7. It would be better to ask if schools would like to pilot the accreditation process so that the accreditation instrument can be tested and modified before it is imposed on all schools.

GOAL 5: Expanding Curricular Offerings

ASSESSMENT of GOAL 5					
To expand curricular program offerings to include career and technical education, cultural and life skills, character development and military preparation.					
	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication/ Competencies	Evidence
Objective: 5.1 Improve and diversify course offered under the Career and Technical Education Program for implementation by September of 2012					
Activities	Success or Delay Time / Outputs / Outcomes	Impediments Inputs / Persons / Model	Barriers Legislative / Institutional / Operational	Reasons Resources / Communication/ Competencies	
<u>Activity 5.1 (1)</u> Review, modify, align and integrate existing Career and Technical Education Standards for high schools	Success: - Focus areas identified - Course descriptions developed for focus areas - CTE standards available at SDOE Delays: - Alignment and integration of existing curriculum with CTE standards	Lack of expertise in properly implementing CTE	No expert or consultant to work with instructors and specialists on implementing CTE	Ineffective planning and lack of knowledge in implementing standards	- Copies of Draft CTE Standards are available - copies of committee meetings agenda
<u>Activity 5.1 (2)</u> Secure instructional materials, tools and equipment	Success: Instructional materials tools and equipment available for ongoing courses	Lack of proper facilities and resources	Identification of resources for focus areas not yet acted upon	CTE Standards have been aligned	Records on procurement and distribution of said items
Activity 5.1 (3) Recruit qualified instructors	Delay... lack of qualified applicants	Positions for needed Voc. Ed. Instructors not filled due to elevated certification requirement	Elevated certification requirement for Voc. Ed. Instructors	Low no. of prospective vocational instructors	Copy of budget documents
Activity 5.1 (4) Train teachers, specialists and principals on	Success: Awareness visits made to some schools (both	Delayed identification of consultant/trainer	Not budgeted	Lack of expertise, locally	Visits outlines schedules Symposium

CTE Standards	elementary and secondary) - Similar materials were disseminated at symposium Delay: Intended teacher/principal training				outlines
Objective: 5.2 Establish a Cultural Life Skills Program for all grade levels for implementation by September of 2012					
Activity 5.2 (1) Review, modify, align, and integrate existing Chuukese Cultural Studies Curriculum to FSM Social Studies Standards.	A draft copy of Standards and Benchmarks in Cultural Studies, Grades 1- 12 is completed.	None	None		Copy of Standards and Benchmarks
Activity 5.2 (2) Train teachers, specialists, principals, and communities on use and implementation of approved Life Skills Program.	Delayed. Training on implementation of Standards and Benchmarks were not conducted	Awaiting the approval/blessings of the Board of Education			
Activity 5.2. (3) Develop local instructional materials at appropriate grade level	Delayed... Instructional materials were not developed.	No identified funding source	Not budgeted		
Activity 5.2.(4) Identify, recruit resource persons,	Delayed Identification and recruitment of staff	Personnel funding not available			

instructors and staff.	not done.				
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Notes

1. The Objectives 5 .2. 5.3.5.4 and 5.6 should be met by September 2012. Therefore assessment tables were not developed. As this report is being written, it is very clear that fulfilment of these will be delayed because of the same impediments and barriers lists for the other goals.
2. The Career and Technical Education Standards will still be difficult to implement if the present student standards are mainly 5th grade level in English and Math.
3. These expanded curricular programs need to be interrelated so that students link them with the academic subjects.
4. A few of the objectives can be realized through school based planning and do not need direct supervision from the central office or administrators. The community can ensure that these are developed and implemented. e.g. cultural and life skills, character and technology.
5. The improvement of classroom instruction using technology may be better planned by regions or schools. They can write proposals which are then submitted to the central office for approval.
6. The budget for this goal will be very high so there needs to be strict monitoring and minorng.
7. There should be direct communication between the high school and the military.