Commonwealth of the Northern Mariana Island
Department of Lands and Natural Resources
Division of Agriculture

USDA-AMS-SCBG-2014

"Promote and Enhance Economic Benefits through the implementation of the SCBGP Project"

Grant No. 14-SCBG-0008

FINAL REPORT

Date: December 27, 2017
September 01, 2014 to September 30, 2017
Submitted by: Mr. Manuel A. Tenorio

Table of Contents:

Accomplishments and Overview:

The SCBG Program completed its intended projects improving agricultural practices throughout the funded year (2014-2017), enhancing the competitiveness of U. S. Specialty Crops. We worked with the three most populated islands (Saipan, Tinian and Rota) promoting "School Garden", "Hydroponics", "Chemical Residue Tests" and "Data Collection and Market Outlets" programs throughout the years.

Partnership with Public School System (PSS), Bureau of Environmental and Coastal Quality (BECQ), Northern Marianas College – Cooperative Research, Extension and Educational Services (NMC-CREES), Department of Lands and Natural Resources (DLNR-Saipan, Rota and Tinian), remained active throughout the funded period.

Parents and Teachers and other stakeholders volunteered assistance in helping students in the implementation of their projects. Documents such as Waiver Forms, Memorandum of Agreements, and Data Collection Forms were circulated, reviewed and improved by partners and participating agencies.

Educational materials and agriculture extension pamphlets when available were distributed during the visits. Various techniques of outreach effort were performed, including the use of billboards, posters, banners and other sources of advertisements in promoting the program. The procurement of advertisement materials and supplies for the projects were shouldered by the program funds.

Most of the challenges experienced during the program were administrative in nature, especially when coordinators retire or resign. These shortfalls of active personnel challenged the programs' ability to move forward. However, with the hiring of Administrative Assistant, Ms. Norma Carayoan, we were able to maintain and continue the program as scheduled. Another challenge is with the schools themselves. At times some of the school even with on-going programs, will just discontinue due to lack of instructors or reshuffling of instructors and rescheduling of classes.

Administrative Portion:

Documents of activities, projects, data collections, and crop productions were collected and attached as reference in the interests and feedbacks from stake holders relative to the programs implementation. Travels and meetings were also performed to discuss relevant matters with off island agencies and participants in both the islands of Rota and Tinian. Setting up of local accounts, vendors, and contacts for the procurement of materials and supplies to be utilized during the implementation of the programs were accomplished. Some supplies were actually brought in from Saipan and distributed during the meetings

Expenditures = Travel			
Item	Grant $$	Encumbered Balance	Balance
Travel	$ 26,863	$ 25,945.74	$ 917.26

PROJECT PROFILES: Promote and Enhance Economic Benefits through the implementation of the SCBGP project

Project Title I: School Garden Program

Summary: School garden project for school year 2014-2017

The programs progressed with the continued assistance of our partner agencies such as the Northern Marianas College –Cooperative Research Education Extension Services, (NMC CREES). With the assistance of PSS and Private Schools:

- ✓ Thirteen (13) School-Garden projects were established at various schools. The students were taught and exposed with hands on experience using their bare hands in nurturing and caring of vegetable crops, harvesting and marketing their crops among their peers as well as taking home some of their harvest to share with their families at the dining table. Students from both private and public schools are very receptive towards the project's mission. They shared profound enthusiasm and took pride of their products.

MAINTAINING PROJECT PARTNER ORGANIZATION: The Division of Agriculture continued to utilize Memorandum of Agreement between the partner's agencies from the beginning of FY 2014 until FY 2017 Specialty Crop Block Grant Program.

Organization: Partner Agencies

- ✓ Private and Public School System (PSS / Private Schools) o Food and Nutrition Services
  - o Various School Levels and Grades (Elementary – Middle School and High School)
- ✓ Northern Marianas College - Cooperative Research Education and Extension Services (NMCCREES)
- ✓ Commonwealth Health Center Corporation (CHCC)
- ✓ Bureau of Environmental and Coastal Quality (BECQ)
- ✓ Various Hotels and Public Markets
- ✓ Public & Private Schools that participated in the school garden, are as follows.

Public Schools in Saipan and students participating SY 2017-2018

1. Kagman High School - 30
2. Chacha Ocean View Middle School - 90
3. Kagman Elementary School - 182
4. San Vicente Elementary School - 142
5. Dandan Middle School - 290
6. Koblerville Elementary School - 28
7. Marianas High school - 30
8. Hopwood Jr. High School – 147

*Total Saipan Schools: 909+20=*929

P*rivate School in Saipan*

1. Seven Day Adventist Elementary School - 20

Public Schools in Tinian

1. Tinian Elementary School - 48

2. Tinian Jr/High School – 14

TOTAL Tinian Schools: 62

Public Schools in Rota

1. Rota, Sinapalo Elementary School - 67
2. Rota, Dr. Rita Inos Jr/High School – 39

TOTAL Rota Schools: 106

TOTAL STUDENT PARTICIPANTS/CNMI = 1,097

Re-occurring visits:

The schools were revisited by Program Manager, Acting Coordinator, and PSS appointed representative to all participating Saipan, Tinian and Rota schools to meet with their respective principles, new principles and coordinators. Upon their visit, they provide updated and pertinent information regarding the status and expectation of Specialty Crop Block Grant Program with their students. Students are encouraged to work with their bare hands when handling plants with or without tools. Students are also exposed and learn from book knowledge about the science of living plants and agriculture.

School year 2014-17 Summary:

In the school year 2014-2015, there has been small changes with the contact people associated with programs. School visitations were arranged with the assistance of the PSS Coordinator, Mr. Dencio Manglona, who has been very instrumental and helpful in organizing and reaching out to schools and instilling interests in the programs. The acting coordinator and the administrative assistant, accompanied by the PSS coordinator, made repetitious visits with the school principals and teachers discussing new information relative to the program and prepping them for the new project ahead.

Constant visitation and one-on-one contact is important for better relationships and collaboration with our partner agencies. The DOA staff made multiple trips to schools both private and public and travels to neighboring islands, assessing the available resources and needs of the schools and students for the new school years' school garden project. They assisted the teachers with their tools inventory, made suggestions and even assisted in purchasing materials locally. Selected seeds were purchased and provided the local DLNR for their demonstration to students in the art of germinating seeds as well as managing the young seedlings. Students were invited to participate in the preparation of the seedlings as part of their learning process. Other garden materials and supplies such as planting boxes and top soil were provided to the schools in ample time. Mr. Tom Crisostomo, DOA's Nursery man and two agriculture extension agents assisted students in the hands on experience, training, and actual planting of the seedlings.

The targeted quota for the three-year period was an estimated 1000 students throughout the various public and private schools that was reached and involved within the projects. Our target was to also have a cumulative increase of 30% based on a 10% annual increase for three years within the 2014-2017 school year. So far, students from both private and public school have shown positive

receptiveness towards the project's mission. These students shared enthusiasm and pride in their projects.

1. 1st year 1000 students were reached.
2. 2nd year 1100 students reached.
3. 3rd year 1210 students.

We continued to utilize the documents that were designed, formalized, and issued as part of the implementation program. Following were the various documents that were used by the program:

1. Accident Waiver and Release of Liability Form
2. Memorandum of Agreement between PPS/NMC-NMC-CREES/DOA/BECQ
3. Public School System Strategic Work Plan on Gardening and Plant Nursery
4. Introduction to Seeds/Germination
5. Introduction to Hydroponics
6. Table of Definition of Specialty Crops (http.//www.ams.usda.gov//AMSsv1.0/scbgpdefinitional)

Administrative Overview:

The program continues to pay the salary and fringe benefits for one Coordinator to ensure that the program agenda are carried out throughout the program year.

Expenditures = Coordinator			
Item	Grant $$	Encumbered Balance	Balance
Salary and Fringe Benefits	$ 56,104	$ 47,638	$ 8,466

School Garden Project Approach:

Maintained program support by providing and refurbishing top soil, planting materials, seeds, seedlings and tools. As preparations were made by the Division of Agriculture the Plant Industry Nursery man Mr. Tom Crisostomo, selected seeds with short term harvest time were highly recommended due to the limited time class schedules. Such crops selected are: bell pepper, eggplant, okra, and spices (oregano, rosemary, and basil), and occasionally papaya for field planting.

The Division of Agriculture continues to cultivate ornamentals and fruit trees for the schools landscaping, buffering, and pest repellent (as natural deterrent for unwanted pests) and beautification projects. These ornamentals were also designated as specialty crop designated species. As for the prefab boxes, these were constructed and prepared for distribution based on needs. Most of the used prefab boxes were being recycled and reused. The soil sifter was used, to remove unwanted debris and clumps that would occupy spaces in the planter boxes. Top soil s mixed with commercial potting soil, with perlite and peat moss in the ratio of 2-1-1. This mixture is important in the improve the soil texture and medium, which is utilized to germinate new seedlings.

Some school were re-issued needed supplies and materials, such as wheel barrows, shovels, plastic liners, garden hoses and rakes as part of their needs for gardening tools as part of the program incentives. After the negotiation on the "Memorandum of Agreement" (MOA) on the school garden project, the participating schools have identified and maintained an approved curriculum that is complementary and compatible to the SCBG Program goals and objective.

Participating schools were identified by Public School System, and their respective principles, for the implementation of the School Garden Project. These schools have shown enthusiasm that the project's goals and objectives is included as part of their curriculum for the remaining of the school year.

2014/2017 – School Garden Project - Goals and Outcomes Achieved:

1. By the end of the fiscal year for the school garden projects, we have been able to identify 3,320 students that have participated in the past three years, all of different ages and grade levels. These numbers came to show that students now have the knowledge about agriculture, basically with gardening - what crops to plant, when to plant, maintaining their garden, and the harvest time for their crops.

2. One of the main goals within this project was that students have been able to acquire a first-hand experience with gardening and maintenance. With maintenance, students also learned that applying pesticides was part of agriculture but within their schools, applying chemicals to their garden wasn't necessary. With the help of NMC-CREES, students have learned to use and turn to natural alternatives such as neem leaves, watering down the plants, and using dish soap and water as a pest repellant.

3. The project was intended to reach 13 schools throughout the CNMI. However, in the last year, there has been an additional six (6) schools that were added to the program. Overall, within the three-year time span, nineteen (19) schools have been active with the program and their support.

4. In full support of the program, students were given a survey that would help the program get more information on how many students in the CNMI eat their vegetables whenever they are served. They were also asked if they liked gardening and if they and their families have ever visited the Farmers Market in Garapan.

Beneficiaries:

Within the program, the main beneficiaries for the projects were the students from both the Public School System and Private School System, their school faculty and staff, parents of the students, our partners who assisted with program. An estimated number of people who have benefitted from this program is about 4,500 people.

Photos taken from some of the School Garden Projects:

Sinapalo Elementary School, Rota:

Hopwood Middle School, Saipan:

Koblerville Elementary School, Saipan:

Seventh Day Adventist, Saipan:

Tinian Elementary School, Tinian:

Kagman Elementary School, Saipan:

Tanapag Middle School, Saipan

Chacha Oceanview Middle School, Saipan

Hopwood Middle School, Saipan

2014/2017 - School Garden Project - Problems and Delays/Lessons Learned:

1. Top soil being screened & delivered to the schools by the Division of Agriculture.
2. Seedlings grown in the nursery continues to have high mortality ratio. These could be attributed to the weather inconsistencies and water quality.
3. Available Hardware Store remained limited with resources, and the cost of shipping have increased by 3% due do fuel costs. In addition, restocking of these needed supplies through Ocean Freight experiences long delays.
4. The public School System remained challenged in hiring qualified teachers that will not be reluctant to do the programs, outside of their field of teaching.

Expenditures = School Garden Project			
ITEM	Grant $$	Encumbered Balance	Balance
Supplies and Operation	$ 69,719.00	$ 23,279.61	$ 1,325.74

PROJECT TITLE II: Hydroponic System

The Division maintained its partnership with the Northern Marianas College - Cooperative Research Education and Extension Services (NMC-CREES) to develop hydroponic systems to grow vegetables as an alternative method of growing plants using mineral nutrient solutions in water without soil. This project however did not materialize within this reporting period.

Hydroponic System Project Approach:

In the past three years, we have worked with nine (9) schools under the Hydroponics project. At first, students didn't know anything about what a hydroponic system is, nor what it is used for. After a brief demonstration of how the system works, students were able to identify the different types of systems out there and what materials are needed for a hydroponic system. In addition, the schools mainly focused on the Nutrient Film Technique (NFT) and a Non-Circulating Hydroponic System. These systems helped students understand and know the difference between growing plants in water versus growing conventionally on the ground.



2016-2017 Hydroponic System Problems and Delays/Lessons Learned:

1. Pumps, or equipment, not being reported that are broken or missing.
2. Quantities of seedling not readily available.
3. Shortage of instruction and staffing from all collaborative agencies.

Goals and Outcomes:

The goals and outcomes that has successfully been conducted was the involvement of students on an alternative way of growing crops. Also, students got to touch base on the differences between soil and water growth and besides conventional gardening, students learned about how crops could grow in water with the help of nutrients added and the amount of water the crops need. Those who

benefitted from this project were about 200 people, those including students, teachers, parents, and our partnering agency NMC-CREES.

Hydroponic System Future Plans:

1. Expand the hydroponic project to more schools on Saipan.
2. Conduct presentations at school to students who don't know what a hydroponic system is.
3. Built bigger and stronger systems.
4. Germinate more seedlings for a successful system to function.

Beneficiaries:

1. Individuals who have benefitted from the Hydroponic System project were mainly school students, the teachers participating with the program, and the community. This has been a new experience for everyone for they have never encountered this kind of propagation method for growing plants.
2. Individuals now have an understanding of how plants can grow in water with the use of fertilizers versus conventional farming (use of soil).

Expenditures = Hydroponic			
Item	Grant $$	Encumbered	Balance
Supplies and Operation	$ 18,715.00	$18,000.00	$ 715.00

Project Title III: Chemical Residue Testing

Partner Agencies

1. Bureau of Environmental and Coastal Quality (BECQ)
    a. Pesticide and Storage Division
2. Enforcement Division Commonwealth Health Center Corporation (CHCC)
    a. Department of Lands & Natural Resources (DLNR)
3. Division of Agriculture (DOA)

Chemical Residue Testing Project Summary:

For the Chemical Residue Testing, we continued with our present partners which consists of the Bureau of Environmental and Coastal Quality (BECQ), Division of Pesticide and Storage, and the Department of Lands and Natural Resources (DLNR) to train our farmers to know how to find out if crops are being sprayed with pesticides. Our enrollment on Saipan was (20) twenty farmers that participated in the workshops. Since only (7) seven completed the Pesticide Training on Saipan, we allowed one more day for a makeup of test. In Tinian, we had (8) Eight completed in the chemical training program with (14) fourteen on Rota. Safety supplies and manuals were issued to the participants that completed the training, along with *Certificate of Participation* issued by the

Division of Agriculture and Bureau of Environmental and Costal Quality. There will be a continuation of training for commercial farmers, stakeholders, beginning farmers, and farmers on proper chemical applications that produce locally grown fruits and vegetables that will be sold at the farmer's market, stores, and the farmer's farm location under the competitiveness of specialty crops.

Chemical Residue Testing/Training: Problems and Delays/Lessons Learned:

1. The Division of Agriculture & Division of Pesticides and Storage encountered problems with Star Marianas Airlines travel to Rota. It is a first come, first serve with payment. Airlines will not reserve the seats even if it is three weeks reserved made by Government.
2. Lunch should be provided by Specialty Crop Block Grant Program for the participants in the chemical applicators.
3. Delays in document handling of purchase requisition, purchase order, and check being prepared for payment, and mailing of check to get to location, too many signatures, time spent routing man-hours & fuel.

Chemical Residue Testing / Training: Future project plans:

1. Training of farmers, beginning farmers, stakeholders, and community participants needs to continue, to provide them with knowledge that will benefit the community with less chemical residue in fruits and vegetables that we all eat.
2. Continue with the Chemical Residue Testing with all stakeholders, and participants to continue to test all fruits and vegetables on all three islands.

Beneficiaries:

1. Those who benefit from this training have a higher chance at identifying crops that have been sprayed with pesticides.
2. The Farmers Market, stores, restaurants, and hotels benefit by purchasing produce for consumption without the worry of making customers sick, ill, etc.
3. Number of people who have benefitted from this project are 50 individuals. They came out from different groups of agencies and private sections, along with our partnering agencies.

Expenditures= CHEMICAL RESIDUE TESTING			
Item	Grant $$	Encumbered	Balance
Supplies and Operation	$ 42,956.00	$ 42,956.00	$ 0

Project Title IV: Data Collection & Market Outlets

Partnering Agencies:

1. *Public School System Nutrition Program*
2. *School Food Caterers*
3. *Commonwealth Health Care Center (CHCC)*
4. *Public Health Dietician*

Goals and Outcomes Achieved:

The main goal from this project was to get individuals, whom are in the agricultural and farming business, to get a sense on what kind of pesticides are out there that different farmers use for the protection of their crops from pests and insects alike. With a helpful toolkit, it determined if a commodity was sprayed with pesticides in a residue form, beneath the eye where it can't be seen. Also, the individuals that took their place with this project also learned different methods of using natural and organic pesticides, such as neem leaves and dish soap.

Data Collection & Market Outlets Summary:

With the Data Collection and Market Outlets project, the program and its partnering agencies worked together to collect data on whether school students were served meals at their various schools as part of their nutrition program on all three islands. Commonwealth Health Care (CHCC) Center is where the local cafeteria serves food to both patients and employees. Local farmers continue to use these two institutional outlets for the sale of their locally grown specialty crops. The Division of Agriculture provided the necessary forms for the data collection to be used by both the hospital's cafeteria and the PSS nutrition program (caterers). These forms are used to record data of local fruits and vegetables sold by the local producers to the institutions. In addition to the schools, before the end of every school year, the program collected these forms and compiled the information on the types of fruits and vegetables sold. The data collected was on a monthly basis, including the produce's weight, quantity, amount sold by the farmer, and the amount and producers which would be important agriculture planning information.

Data Survey –Schools

Continued are surveys that were prepared and sent to the schools for the students with (3) three questions. The program's target was 1,000 students. Survey forms were then collated for the totals to see the outcome per questions:

1. *Are you or your parents buying local fruits and vegetables, supporting local farmers?*
2. *Have you or your parents visited the local market place?*
3. *How many times have you or your parents visited the local market place?*

Website where you can find the Data Survey:
https://docs.google.com/forms/d/1rzouJz8s3z__8fdnYMimMUAfathfySqcuJbuzsiuwJU/edit

Data Collection & Marketing Outlets Goals/Outcomes:

1. Conducting data collection from various agencies improves the agricultural production levels by looking at what is mostly sold and how much demand there is for that certain produce.
2. Survey forms issued out to the schools have shown great and positive number on how many students, together with parents and family in the CNMI, are and have been supporting the Farmers Market.

DATE	NAME OF SCHOOL	Are you/your parents Buying Local Fruits/Vegs		Have you/your parents visited the local Market Place		How many times have you/ your parents,visited the local Market	
		YES	NO	YES	NO	YES	NO
10/13/2015	Tinian Elementary School	34	6	37	3	18	20
11/3/2015	Rota,Dr. Rita Inos Jr./High School	45	7	43	9	40	12
11/3/2015	Rota Sinapalo ElementarySchool	62	24	55	32	37	29
1/14/2016	Kagman Elementary	84	19	84	7	22	26
1/11/2016	DanDan Middle School	85	35	105	12	6	43
1/19/2016	Koblerville Elementary	60	9	57	12	43	26
1/19/2016	Kagman High School	93	20	93	25	69	35
2/12/2016	Marianas High School	45	13	48	9	30	22
1/13/2016	San Vicente Elementary	108	31	110	29	61	63
1/7/2016	Hopwood Jr./High School	45	24	50	19	23	18
3/21/2016	Kagman (Chacha) Ocean View Middle School	45	15	57	5	51	10
4/27/2016	Seventh Day Adventist School	70	17	72	15	45	17
		776	220	811	177	445	321

	Total	**996**						

SIGN BOARDS

Super Typhoon Soudelor damaged (4) four signs on Saipan and only three sign frames were left standing. Continuation of renewing sign permits for the Specialty Crop Block Grant Program is to replaced (2) two sign boards with their size dimension being 4'x8' for the island of Saipan, which were made and designed to say" BUY FRESH, BUY LOCAL, SUPPORT OUR FARMERS." The following locations for the signs are as follows: (2) for Saipan, (2) for Tinian, and (2) for Rota as part of our promotion and marketing strategy.

Photo: Saipan (Garapan)

(Susupe)

Rota:

Tinian:

Data Collection – CHCC/Dialysis Dietician

Data Collection and Market Outlets - Problems/Delays:

- Data collection started very late with Dietitian for the Commonwealth Health Center due to hospital problems from Super Typhoon Soudelor.

Outreach to the general public:

- ENVIROMENTAL EXPO FOR STUDENTS.

SPECIALTY CROP BLOCK GRANT PROGRAM												
2016 ENVIRONMENTAL EXPO.												

DATE	SCHOOL NAME	Are you /parents Buying local fruits/vegs?			Have you / parents visited local market place?			How many time have you/ Parents visited the farmers market?				
		YES		NO		YES	NO		1 TO 4		5 TO 9	
4/19/2016	WSR Eelementary School	64		10		60	14		41		21	
	Kobleville Elementary School	41		12		41	12		28		23	
4/20/2016	Oleai Elementary School	35		8		30	13		23		13	
	Kagman Elementary School	18		2		18	2		4		16	
	GT Camacho Elementary School	18		2		15	5		6		13	
4/21/2016	Garapan Elementary	17		5		14	8		14		7	
	Grace Christian Academy School	16		0		13	3		9		7	
	San Vicent Elementary School	27		3		25	5		14		13	
	Total	236		42		216	62		139		113	

DIVISION OF AGRICULTURE/SPECIALTY CROP BLOCK GRANT PROGRAM
GARAPAN PUBLIC MARKET
MONTHLY DATA COLLECTION
MONTH: SEPTEMBER 2016-SEPT. 2017

	DATE	9/20-30/2016	10/1-31/2016	11/1-30/2016	12/1-31/2016	01/01-31/2017	02/01-28/2017	03/01-31/2017	04/01-30/2017	05/01-31/2017	06/1-30/2017	07/1-31/2017	08/1-31/2017	09/1-30/2017	Annual Yeld
	VEGETABLES	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	
1	BEANS	0	133	414.5	4255	237	85	187	83	140.5	280	62.5	167.5	95.5	6120.5
2	BELL PEPPER	0	0	43.5	10	65	19.5	19.5	53	90.5	0	0	0	0	301
3	BITTERMELON	0	0	207.5	285.5	368.5	110.9	0	53	12	55	524.5	362	193.5	2172.4
4	BUSH BEAN	0	0	0	0	0	4	0	0	0	0	0	0	0	4
5	CABBAGE (HEAD)	0	0	10	37	0	0	0	0	0	0	0	0	0	47
6	CUCUMBER	41.5	338.5	1126.5	1287.5	456.5	525	1320	618.5	875.01	408	875.5	1727.5	341	9941.01
7	EGGPLANT	42.5	416.95	493.5	747	413.5	131.34	195.5	112.5	112.5	771	930	713	747	5826.29
8	OKRA	36	176	206	148	97.5	30.92	86	193.5	137	178.5	0	185.5	475	1949.92
9	TOMATO (REG.)	0	15	9	270.64	33.88	34.8	54	144.41	73.85	373.65	0	0	15	1024.23
10	TOMATO (CHERRY)	0	0	0	1	47.5	26.5	25	0	9.5	0	0	0	17	126.5
11	PATOLA	0	14	26	10.5	0	0	0	0	0	0	0	0	0	50.5
12	SQUASH (LONG)	0	112.02	436	412	802	100	0	20	0	0	80	0	233	2195.02
13	NAPA	0	17	0	83	0	0	29	0	0	24	0	0	0	153
14	PUMPKIN	96	0	227	576.5	0	34	131	168	0	244.5	440	151.5	383	2451.5
15	BANANA HEART	0	0	3.66	0	0	0	0	0	0	0	0	0	0	3.66
16	HOT PEPPER	0	0	3.18	0	0	0	1	0	0	0	0	0	50	54.18
17	CORN	0	0	19.5	99	35	87	56.5	0	0	0	0	387	0	646
18	PAKCHOI	0	0	0	31	0	0	0	0	0	0	0	0	0	31
19	PETCHAI	0	0	0	15	0	0	0	0	0	0	0	0	0	15
20	SPINACH	0	0	0	6	0	0	0	0	0	0	7	3	7	23
21	LETTUCE	0	0	0	0	0	0	0	0	0	10	0	55	0	65
22	KANG KUNG	0	0	0	0	0	0	0	0	0	22	33	22	30	107
23	PUMPKIN TIPS	0	0	0	0	0	0	0	0	0	0	107	75	0	182
	ROOT CROPS	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	
1	CHIVES	0	0	102	122	83	31	2	0	0	32	46	42	18	478
2	GINGER	0	24.9	67	26	15.5	0	0	0	0	0	0	106	0	239.4
3	GREEN ONIONS	0	46	2.5	15	0	81	0	0	93	28	92	0	0	355.5
4	RADISH (RED/WHITE)	0	23.96	5	39	15	0	0	0	0	20	0	0	0	102.96
5	SWEET POTATO	10.5	13.5	74.5	149	0	0	405	0	0	402	283	410	205	1952.5
6	TAPIOCA	0	163	316	243.5	25	0	0	197.5	160	30.5	59.5	296	159.5	1650.5
7	TARO (DRY LAND)	0	176	54	78.65	227.5	107	0	140	220.5	209	213.5	205	105	1736.15
8	TARO (WET LAND)	0	99	8	25	0	0	0	0	0	66.5	14	108	0	320.5
9	TARO LEAF	0	0	9	0	0	0	0	0	0	0	22	40	15	86
10	TUMERIC	0	0	14	19	25	0	27	0	0	16	0	0	0	101
11	YAM/NIKA	0	28.78	89	143.5	151.5	57	0	0	0	0	0	0	119	588.78
12	JAPANESE TARO	0	0	14	90.5	0	51	0	0	0	0	0	0	0	155.5
	FRUITS		LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	LB.	
1	AVOCADO	0	0	0	0	0	0	0	0	0	201.12	422.95	828	785	2037.07
2	BANANA	41.5	584.5	756.8	1313	1949.84	1579.5	1937	1156.5	1710.75	2421.5	1965.2	3211.5	1895	20322.59
3	CITRUS	30	453.7	711.84	592.3	101	416		244	205.8	72	108	256	761.74	3952.48
4	GUAVA	0	0	56.76	66.5	19.5	0	6	107.5	2	26.5	146	662.71	309	1402.47
5	MANGO	0	0	0	0	0	0	100	0	119	42.95	72.5	0	293	627.45
6	MELON	0	0	0	0	0	37	0	20	33	95.5	39	34.5	0	259
7	MOUNTAIN APPLE	0	0	0	0	6.5	0	0	0	0	45.5	35.5	82	0	169.5
8	PAPAYA	107.25	10.5	67.42	45	355.96	230.96	314.5	509.5	391.4	628.5	462	1063	784	4947.99
9	PINEAPPLE	0	6.58	0	0	0	0		0	13	17	323	379	0	738.58
10	SOUR SOP	128	276.38	230	23.5	148.5	0	10	12.5	45.34	472.5	170.24	188	250.5	1955.46
11	WATERMELON	0	0	0	0	0	0	0	19	0	1023	0	0	0	1042
12	SUGAR CANE	14	0	11	0	0	0	0	0	0	0	0	0	0	25
13	POMELO	121	65.5	178.5	244	108	144.5	0	79	18	0	0	0	152	1110.5
14	JACK FRUIT	0	7.5	0	0	0	0	0	0	38.5	269	53	16	0	384
15	BREAD FRUIT	0	357.1	115.5	0	0	0	0	0	0	0	64.5	159	79	775.1
16	DRAGON FRUIT	0	200	0	0	0	0	0	0	0	11	4	128.5	127	470.5
17	SWEET SOP	0	0	30	0	0	0	0	0	45.34	69	8	24	0	176.34
18	POMEGRANATE	0	0	6	0	0	0	0	0	45	7.5	34	14.91	16	123.41
19	STAR FRUIT	0	0	0	0	86.5	11.5	29	0	25	0	39	85.5	56	330.5
20	PASSION FRUIT	0	0	0	0	0	0	0	17.5	34	20	10	109	25	215.5
21	SERINIM CHERRY	0	0	0	0	0	0	0	22	0	0	0	0	0	22
22	CHICKO	0	0	0	0	0	0	0	0	11	0	0	20	6	37
23	SANTOL	0	0	0	0	0	0	0	0	0	0	0	0	9	9

Problems and Delays

1. Caters prefer, if end of year the Data could be collected.
2. Caters, accountants request more time to download data.
3. Super Typhoon Soudelor Recovery for Saipan.

Local Fruits & Vegetables – Food caters public & private schools.

Need to continue to follow up with Ms. Kaisa Anderson RD - Nutritionists -For Public & Private Schools/Saipan/Tinian/Rota, for data collection now at end of school year.

List of (5) five Caters that provide meals to public and private schools:

Name	Email	Contact No.
LSG- Lufthansa Services Saipan	E-mail Ceaser.Sangalang @lsgskychefsc.om.	(670) 288-0563
M.V. Reyes/ Marge F. Reyes	E-mail magefarmsworth@yahoo.com	(670) 256-1724
Herman's Modern Bakery, INC.	E-mail Christine.marcelo@hermansbakery.com	(670) 234-1726
Kalayaan INC.	E-mail kalayaan.spn@gmail.com	(670) 235-3027

Expenditures = Data Collection			
Item	Grant $$	Encumbered	Balance
Supplies and Operation	$ 8,643.00	$ 8,643	$ 0

Commitment Letter from various schools in the CNMI (Saipan, Tinian, and Rota)

Grant/Business Unit/Account #	Cumulative Budget	Revenue	Year To Date Expenses	Cumulative Expend.	Encumber	Fund Balance
10170 SpecltyCropBlockGrantProFarmB						
854855611 Grants DUNS number						
09/30/2014 Beginning Grant Period						
09/29/2017 Ending Grant Period						
21000 U.S. Dept of Agriculture						
21039 14-SCBGP-MP-0008 10.170						
A4170A DLNR-'14SCBGP-Farm Bi						
44130 Federal Grants	.00	168,660.00-	.00	.00	.00	.00
61090 Wages and Salaries	45,642.00	.00	8,018.58	40,972.81	.00	4,669.19
61180 Personnel Insuranc	518.00	.00	26.37	52.74	.00	465.26
61196 FICA Contribution	4,096.00	.00	697.15	2,540.30	.00	1,465.70
61210 Health Insurance P	6,473.00	.00	382.06	3,482.05	.00	990.95
61220 Medicare Contribut	1,469.00	.00	116.35	594.19	.00	874.81
62080 Advertising	4,000.00	.00	1,750.00	2,250.00	1,540.08	209.92
62250 Communications	7,368.00	.00	2,894.47	5,793.53	1,574.47	.00
62300 Printing and Photo	7,816.00	.00	2,410.00	3,520.00	3,996.00	.00
62480 Rental-Others	4,800.00	.00	4,800.00	4,800.00	.00	.00
62500 TRAVEL	26,863.00	.00	9,701.50	21,854.93	4,090.75	917.26
62660 Repair and Mainten	3,234.00	.00	1,239.91	1,746.91	1,487.09	.00
62680 Freight and Handli	1,728.00	.00	.00	728.20	999.80	.00
62790 Indirect Costs	9,745.00	.00	5,570.00	8,177.00	.00	1,568.00
63030 Fuel & Lubricate	5,100.00	.00	2,345.13	4,180.16	918.47	1.43
63050 Supplies-Operation	89,407.00	.00	30,187.39	77,621.54	11,785.46	.00
63120 Equipments under $	5,677.00	.00	5,052.00	5,415.80	.00	261.20
64540 Machinery, Tools &	1,250.00	.00	1,249.99	1,249.99	.00	.01
64570 Office Furniture &	204.00	.00	.00	203.70	.00	.30
A4170A DLNR-'14SCBGP-Farm Bi	223,000.00	168,660.00-	76,440.90	185,183.85	26,392.12	11,424.03
21039 14-SCBGP-MP-0008 10.170	223,000.00	168,660.00-	76,440.90	185,183.85	26,392.12	11,424.03
10170 SpecltyCropBlockGrantProFarmB	223,000.00	168,660.00-	76,440.90	185,183.85	26,392.12	11,424.03