

Consolidated Grants to the Insular Areas

CFDA Number: 84.403A

Formula Grant

Annual Performance Report (APR)



Background: The Annual Performance Report (APR) provides data on the status of the funded Consolidated Grant (CG) projects. The data relates to the scope and objectives established in the approved CG application and any approved revisions. In accordance with 34 CFR § 76.132(a)(5), Insular Areas are required to “submit an annual report to the Secretary containing information covering the program or programs for which the grant is used and administered, including the financial and program performance information required under 2 CFR 200.327 and 200.328.”

Information provided in the APR will be used by the Insular Areas Team to evaluate whether the grantee has demonstrated substantial progress toward meeting the program’s established project objectives and performance measures.

**Rural, Insular, and Native Achievement Programs
Consolidated Grant to the Insular Areas
Annual Performance Report Cover Sheet
Reporting Period Information: July 1, 2017 – September 30, 2020**

Instructions: Complete the Annual Performance Report Cover Sheet with the appropriate information.

1. Grantee Agency Name GUAM DEPARTMENT OF EDUCATION

2. Address 501 Mariner Avenue

City, State, Zip Barrigada, GU 96913

3. Grantee Identification: PR # S403A 160003

4. Federal Grant Director:

Name: Ignacio C. Santos

Title: Federal Programs Administrator

Tel: 300-1267 Fax: _____

E-mail: icsantos@gdoe.net

5. Authorized Representative of the Grantee (e.g., Commissioner; Director; Superintendent):

Name: Jon J.P. Fernandez

Title: Superintendent of Education

Tel: 300-1547 Fax: _____

E-mail: jonfernandez@gdoe.net

Certification

- To the best of my knowledge and belief, as the authorized representative of this entity, all data in this Annual Performance Report are true and correct.
- The Annual Performance Report fully discloses all known weaknesses concerning the accuracy, reliability and completeness of the data.

Signature of Authorized Representative:  _____

Title: Superintendent of Education

Date: 12/29/2020

Consolidated Grant
Annual Performance Report [FISCAL YEAR] Template

Table 3.1. Program Budget Information (Fiscal Year 2017-2018)

A. Consolidated Grant Amount Obligated	\$28,984,027
B. Total Amount Expended	\$28,984,027
C. Funds Remaining	\$0.00
D. % of Funds Remaining	0%
E. Provide an explanation for the remaining funds: All funds were expended.	

Table 3.1. Program Budget Information (Fiscal Year 2018-2019)

F. Consolidated Grant Amount Obligated	\$31,183,236.00
G. Total Amount Expended	\$25,179,578.94
H. Funds Remaining	<u>\$3,105,354.66</u>
I. % of Funds Remaining	09.9%
J. Provide an explanation for the remaining funds: Unliquidated obligations: \$2,813,473.08 – Encumbrances (GSR 10/01/2020) + \$ 84,829.32 – Obligated for payroll \$2,898,302.40 – Total unliquidated obligations Available Balance: \$3,190,183.98 (GSR 10/01/2020) - \$ 84,829.32 – Obligated for payroll, pending reimbursement <u>\$3,105,354.66</u> – For the completion of project activities under the approved CG projects	

Table 3.1. Program Budget Information (Fiscal Year 2019-2020)

K. Consolidated Grant Amount Obligated	\$31,438,760.00
L. Total Amount Expended	\$6,264,922.83
M. Funds Remaining	\$17,519,095.92
N. % of Funds Remaining	55.7%
O. Provide an explanation for the remaining funds: Unliquidated obligations: \$4,140,831.69 – Encumbrances (GSR 10/01/2020) + \$3,513,341.40 – Obligated for payroll \$7,654,173.09 Available Balance: \$21,033,005.48 (GSR 10/01/2020) - \$ 3,513,341.40 – Obligated for payroll, pending reimbursement <u>\$17,519,664.08</u> - For the completion of project activities under the approved CG projects	

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 1

Teacher and Administrator Effectiveness (TAE)

Consolidated Grant

Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

1.1 Teacher Recruitment-Induction-Retention:

- Improve teacher support and retain mentor-supported teachers. Mentor teachers and provide professional development so they can earn professional educator's certificates; By year 1, increase number of teacher who convert to full certifications by 2% from Year 1; By year 2, increase number of teacher who convert to full certifications by 1% from Year 1; By year 3, increase number of teacher who convert to full certifications by 2% from Year 1.
- Support temporary certified teachers with access to PRAXIS preparation and educational college courses so they may become fully certified teachers. By year 1, increase retention of mentor-supported teachers by 5% from previous SY; By year 2, increase retention of mentor-supported teachers by 8% from previous SY; and by year 1, increase retention of mentor-supported teachers by 5% from previous SY. By year 1, strengthen and diversify recruitment by identifying 20 potential teacher candidates for teacher pipeline established on a list; By year 2, strengthen and diversify recruitment by 20 potential teacher candidates exposed and participating in opportunities in the teaching field; and by year 3, strengthen and diversify recruitment by 60 potential teacher candidates exposed and participating in opportunities in the teaching field.

1.2 Administrator Mentoring:

- Provide support and instruction to administrator mentors. By year 1, improve administrator capacity to provide school level leadership by 4 additional administrators completing mentor internship requirements; By year 2, improve administrator capacity to provide school level leadership by 2 additional administrators attaining national mentor certification; and by year 3, improve administrator capacity to provide school level leadership by 6 administrator mentors actively mentoring all new administrators.

1.3 Instructional Coaching:

- Provide support and instruction to instructional coaches. Instructional coaches will support teachers with analysis of student data and help teachers improve instructional practices in the classroom. By year 1, 100% instructional coaches will collect baseline data of teachers implementing and using effective instructional strategies and be consistent in their walk through observation practices; By year 2, 3% of coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies documents on electronic walk through observation tools from previous year; and by year 3, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies documents on electronic walk through observation tools from previous year.

2. What were the Grantee's actual CG accomplishments this fiscal year?

1.1 Teacher Recruitment-Induction-Retention-The Project initiated the procurement process for contractual professional services for PRAXIS preparation and education coursework which resulted in a draft contract.

1.2 Administrator Mentoring: A draft framework and an agreement was designed but not approved. To build the cadre of administrator mentors, two (2) principals (1-GDOE/ 1-Private Non-Public School) and two (2) GDOE administrators completed the National Mentoring Training and Certification

Consolidated Grant Annual Performance Report FY 2019 Template

Program, sponsored by the National Association of Elementary and Secondary Principals (NAESP) in Columbus, Ohio and Montgomery, Alabama, respectively.

1.3 Instructional Coaching: By the end of the school year, the framework used for implementing this activity and correlating data was evaluated.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

To measure outcome and quality of performance, tools used include LEA surveys, Grant Status Report, course/training completion evaluations, monitoring reports (Programmatic and Fiscal), Quarterly Reports (Quarterly Project Progress Reports, Formative and Summative Assessments), technical assistance communication such as email, face-to-face meetings with State Educational Agency (SEA) and Local Educational Agency (LEA), etc., monitoring/observation reports.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

The projects' goals were met.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

GDOE's procurement process was very lengthy. Although the project succeeded with obtaining a draft contract for professional services for activities such as PRAXIS preparation and education coursework resulting in a draft contract, the project opted to re-issue an improved scope of work to improve the implementation of activities. By the end of the school year, all FY17 funded personnel agreed to return to the classroom.

FY2018 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

1.4 Teacher Recruitment-Induction-Retention:

- Improve teacher support and retain mentor-supported teachers. Mentor teachers and provide professional development so they can earn professional educator's certificates; By year 2, increase number of teacher who convert to full certifications by 1% from Year 1; By year 3, increase number of teacher who convert to full certifications by 2% from Year 1.
- Support temporary certified teachers with access to PRAXIS preparation and educational college courses so they may become fully certified teachers. By year 2, increase retention of mentor-supported teachers by 8% from previous SY; and by year 1, increase retention of mentor-supported teachers by 5% from previous SY. By year 1, strengthen and diversify recruitment by identifying 20 potential teacher candidates for teacher pipeline established on a list; By year 2, strengthen and diversify recruitment by 20 potential teacher candidates exposed and participating in opportunities in the teaching field; and by year 3, strengthen and diversify recruitment by 60 potential teacher candidates exposed and participating in opportunities in the teaching field.

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1.5 Administrator Mentoring:

- Provide support and instruction to administrator mentors. By year 2, improve administrator capacity to provide school level leadership by 2 additional administrators attaining national mentor certification; and by year 3, improve administrator capacity to provide school level leadership by 6 administrator mentors actively mentoring all new administrators.

1.6 Instructional Coaching:

- Provide support and instruction to instructional coaches. Instructional coaches will support teachers with analysis of student data and help teachers improve instructional practices in the classroom. By year 2, 3% of coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies documents on electronic walk through observation tools from previous year; and by year 3, 3% coached teachers will improve instructional practices demonstrated by implementation and use of effective instructional strategies documents on electronic walk through observation tools from previous year.

2. What were the Grantee's actual CG accomplishments this fiscal year?

- Teacher Mentorship – To improve the implementation of activities, the project successfully recruited school based teacher mentors to support new teachers at their respective school sites. Teacher mentors satisfactorily submitted evidence of support that was provided/delivered to new teachers. To support and retain new teachers, an improved scope of work was developed and used to initiate a new procurement process for obtaining contractual services for PRAXIS preparation and other education coursework.
- Three (3) District Mentors were successfully recruited.
- Administrator Mentorship- The project implemented an improved framework requiring improved guidelines to be submitted and approved.
- Instructional Coaches— Sixteen (16) full-time instructional coach (IC) positions were announced and positions filled.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

- To measure outcome and quality of performance, tools used include LEA surveys, Grant Status Report, course/training completion evaluations, monitoring reports (Programmatic and Fiscal), Quarterly Reports (Quarterly Project Progress Reports, Formative and Summative Assessments), technical assistance communication such as email, face-to-face meetings with State Educational Agency (SEA) and Local Educational Agency (LEA), etc., monitoring/observation reports.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

The project's goals were met.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

Procurement is a lengthy process.

Consolidated Grant Annual Performance Report FY 2019 Template

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Project #1: Teacher and Administrator Effectiveness Project	Federal Program & Allowable Use(s) of Funds:	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Title II-A Section 2103(b)(3)(B), Section 2103(b)(3)(H), Section 2103(b)(3)(O)	Federal Programs Oversight:	Maria Blaz – Senior State Program Officer Rachel L.S. Duenas – Senior State Program Officer			
Project Budget		Population Served						
Allocated	Expended	Students Served		Staff Served				
FY19 \$1,498,923.02	FY19 \$276,726.82	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
		Group: [Grade Level(s)]	None		Component 1: - 160 Teachers Beginning, Temporary, Certificated Potential Candidates			

Consolidated Grant Annual Performance Report FY 2019 Template

					Component 2: -24 Administrators Component 3: – 770 Instructional Coaches • Reading, English/Language Arts, and Math Elementary and Middle School teachers • 9 th grade English/Language Arts and Math High School Teachers			
		Group: [Grade Level(s)]						
Total Population Served								
Project Objective(s) <i>List the project’s objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>				
1. COMPONENT 1.1 TEACHER RECRUITMENT, INDUCTION, AND RETENTION 1.1.1 Annually, additional 1% of mentor-supported teachers will be retained in the teaching profession from previous SY 1.1.2 Annually, 80% mentors and coaches will report satisfaction with new knowledge gained from PD 1.1.3 MODIFIED June 2020, additional 5% mentor supported teachers will report increased confidence in teaching 1.1.4 Increase number of teachers who participate in college coursework and convert to full certification by 2% from Year 1 1.1.5 September 2020, an additional 20% of participating teachers will convert to fully certified teachers from start of grant period				1. 1.1.3 Improved teacher support – For FY’19, at least 80% of mentor-supported teachers will indicate increased teaching confidence: # of mentor-supported teachers who report increased confidence in teaching divided by total # of mentor-supported teachers 1.1.1 At least 60% of teachers mentored in SY19-20 will be retained in SY20-21. Retention: # of mentor-supported teachers who return to the classroom divided by total # of mentor-supported teachers For FY’19, at least 5% of mentored teachers will earn a Professional Educators certificate 1.1.2 70% Training participants (mentors and instructional coaches) will indicate satisfaction with PD: # of participants rating satisfaction or higher of skills and knowledge gained from training divided by total # of participants 1.1.4 20% identified temporary certified teachers will be participating in Praxis prep coursework and/or educational college courses 1.1.5 20% of participating teachers will convert to fully certified teachers from the start of the grant period 2. 1.2.2 90% administrator mentees report receiving effective instruction				

Consolidated Grant Annual Performance Report FY 2019 Template

<p>1.1.6 MODIFIED: Summer 2020, up to 20 potential teacher candidates pass UOG placement tests COMPONENT 1.2</p> <p>1.1.8 September 2020, 90% administrator mentees report receiving effective instruction COMPONENT 1.3</p> <p>2. NEW ADMINISTRATOR MENTORING</p> <p>1.1.7 September 2020, improved administrator mentoring framework completed</p> <p>3. INSTRUCTIONAL COACHING 1.1.9 MODIFIED Year 3: May 2020, 16 instructional coaches will support teachers to collect data-implementation and use effective instructional practices</p>	<p>3. Instructional coaches (IC) will report 60% of teachers coached use effective instructional practices in the classroom</p> <p># of IC-supported teachers implementing and using effective instructional practices divided by total # of coach-supported teachers</p> <p>1.3.1 Sixteen (16) instructional coaches representing elementary and secondary levels will support teachers to know what pertinent student data to collect and how to analyze them, for improving instructional practices in the classroom</p>
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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

The COVID-19 global pandemic disrupted the delivery of services to public school students, delayed and halted the opening of SY2020-2021. Despite the unexpected closure and district-wide activities being halted, the TAE Project remained focused and successfully completed activities based on the TAE Project goals and objectives.

Recruitment: A total of twenty-seven (27) limited term teachers registered for College Education Courses at the University of Guam for Spring 2020 and taking courses towards elementary or secondary. A total of thirteen (13) Limited Term Teachers have either taken or have registered for the various levels of the PRAXIS Exam during the period months of January through June 2020.

- The Initial Teacher Certification Assistance activity provides educational courses and PRAXIS® tutorial classes for limited term teachers who have earned a bachelor's degree, but have not been able to meet the requirements to obtain initial teacher certification.
- Attendance Sign-In Sheets for the various college courses
- Registration copies of the PRAXIS Exams.
- Monthly meetings and training provided to mentors. The 4th quarter deliverables were submitted in June 2020.
- Meeting Agenda
- Sign-In Sheets
- On August 13th and 14th, the District Mentors facilitated a two-day virtual training for thirty-three (33) newly recruited teachers. The presentation sessions included the following: Classroom Management, Lesson Planning, Standards-based Learning, and Effective Instructional Strategies.
- In August and September 2020, the TAE District Mentors facilitated the School-based Mentor Monthly Meetings to address the year-long program activities. During these meetings, the following topics were covered: Building Relationships Between School-based Mentors and Mentees and Supporting Social and Emotional Needs of Teacher Mentees.
- In September 2020, the District Mentors submitted data for the 4th Quarter Year Report, which provided information on the following: 1. Number of School-based Mentors Supported: 46; 2. Number of Teacher Mentees 85; 3. Description of Services Provided; and 4. Feedback from those being serviced.
- In September 2020, the District Mentors assisted with the administrative work of reviewing the 4th Quarter deliverables.

Induction & Retention

Consolidated Grant

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- The TAE Project continued to implement Teacher Mentoring for Teacher Mentees. During Fall 2020, the new recruited District Mentors began the processing of SY2020-2021's School-based Mentors' Quarterly Deliverables when working with the Teacher Mentees. To address the current challenges of social distancing and limited face-to-face interaction, online virtual meetings, as well as electronic document submissions have enabled mentoring services and supports to continue without disruption. Activities are able to continue because the Project has increased use of Google Classrooms, Zoom Meetings, Research Assignments, Emails (for two-way feedback), and WhatsApp messages.
- On August 7, 2020, the Project recruited three (3) District Mentors. The District Mentors have been assigned to the four regions to effectively support the School-based Mentors. These supports include monthly Professional Learning Seminars (PLS), Mentorship Support Services, Facilitation of Monthly Meetings, Virtual Observations and Outreach Services as requested.
- The Project successfully acquired 3- District Mentors, 46- School Based Mentors; and mentored 85 – New Teacher Mentees

Recruitment

The data collected for the “Teacher Initial Certification Assistance Program” for the Limited Term Teachers include the number of LT Teachers who completed the survey, the number of LT Teachers who attended the awareness sessions, the number of LT Teachers who attended the Initial Meeting, and the number of teachers who completed the Praxis Training and Education College Courses.

Induction (Initial Teacher Certification Assistance)

The data collected for the Mentorship Program include the number of District Mentors; School-based Mentors, and the number of Teacher Mentees, and the number of Teacher Mentees from SY2019.2020 who have received their Professional Educators Certificate.

- No. of LT teachers who attended initial meeting – 64
- No. of LT teachers who attended awareness sessions – 40
- No. of LT teachers who completed the PRAXIS Tutoring – 27
- No. of LT teachers who completed educational courses - 25

In September 2020, the TAE Project Staff communicated with the Guam Certification Office to validate the ninety-five Teacher Mentees from SY2019-2020 who participated in the program and inquired about the number of these Teacher Mentees who went from holders of Initial Educators Certificates to holders of Professional Educators Certificates. Of the 95 Teacher Mentees, 21 received their Professional Educators Certificate a total of 22%. All LT teachers indicate an interest in pursuing teacher certification.

COMPONENT 1.2 NEW ADMINISTRATOR MENTORING

- Draft Administrator Mentor Guidelines for the Administrator Mentor Process and defining who should be eligible for supports and services was completed. Completed: >50%
- Five administrator mentors continued mentor work as part of their 9-month internship to attain national mentor certification. Ongoing 75% complete
- The draft Administrator Mentor Guidelines collaborated on by a group of six administrator mentors, defines who should be eligible for supports and services under this activity as well as outline the types of supports and services that will be provided. The Project Manager continues to review the draft guidelines.
- Completion of a draft Administrator Mentor Guidelines (AMG) is pending and will be a step closer to achieving an updated administrator mentoring process. The AMG is a tool to facilitate and strengthen the leadership learning and growing experience among new administrators.
- Engagement in actual mentor work by the five administrator mentors will enable them to be of assistance to new administrators as they apply things learned from trainings, and be on track to achieve a national mentor certification.

COMPONENT 1.3 INSTRUCTIONAL COACHING

The TAE Project continues to support Coached Teachers. During Fall 2020, the Instructional Coaches began identifying their first quarter “Coached Teachers” and providing Coaching Services via a virtual platform and in some rare occasions, a face-to-face meeting. These forms of communication include (following

Consolidated Grant Annual Performance Report FY 2019 Template

Government Mandates on social distancing): Google Classroom Sessions, Zoom Meetings, Research Assignments, Email (for two-way feedback), and WhatsApp messages.

- Recruitment of an Instructional Coach
- Training of Instructional Coaches
- Instructional Coaches initial visits and meetings with assigned schools.

In August and September 2020, the TAE Personnel facilitated the Instructional Coaches/District Mentor Monthly Meetings to address the following topics: Coaching Services for the 1st Quarter Period; Identifying both the Coached Teachers and School-based Mentors and Teacher Mentees; Presentation on Mentoring via Zoom (Dr. Clare Camacho, Presenter); and Performance Measures Data Collection

During the months of April and May 2020, and due to the COVID-19 Pandemic, the Instructional Coaches worked rigorously to support teachers in the development of an alternative learning environment. The Instructional Coaches led district meetings with approximately 181 teachers and guided them through the development of Language Arts and Mathematics Lesson Plans that were to be uploaded to the district's Online Learning Resource Website to continue learning via an electronic platform. These Instructional Coaches provided the following services for teachers:

- Facilitated Zoom webinars/meetings to address District Initiatives such as training on the Curriculum & Distance Learning Initiative.
- Participated in the daily local radio talk show to promote educational activities via a virtual platform.
- Provided support to teachers on the use of educational video conferencing platforms such as Google Meet and Zoom.
- Provided training on strategies to implement Distance Learning opportunities.
- Assisted with the development of district lesson plans.

In July 2020, the Instructional Coaches participated in the Social & Emotional Development: Conscious Discipline Training Series with Ms. Amy Speidel. This training was aimed at allowing them to work with their Coached Teachers, especially in light of the COVID-19 Pandemic, to provide them with strategies on dealing with students' Mental Health.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. **New Teacher Recruitment:** A total of twenty-seven (27) limited term teachers registered for College Education Courses at the University of Guam for Spring 2020 and taking courses towards elementary or secondary. A total of thirteen (13) Limited Term Teachers have either taken or have registered for the various levels of the PRAXIS Exam during the period months of January through June 2020.
2. **Induction & Retention:** Implemented Teacher Mentoring for Teacher Mentees. During Fall 2020, the new recruited District Mentors began the processing of SY2020-2021's School-based Mentors' Quarterly Deliverables when working with the Teacher Mentees. To address the current challenges of social distancing and limited face-to-face interaction, online virtual meetings, as well as electronic document submissions have enabled mentoring services and supports to continue without disruption. Activities are able to continue because the Project has increased use of Google Classrooms, Zoom Meetings, Research Assignments, Emails (for two-way feedback), and WhatsApp messages.

On August 7, 2020, the Project recruited three (3) District Mentors. The District Mentors have been assigned to the four regions to effectively support the School-based Mentors. These supports include monthly Professional Learning Seminars (PLS), Mentorship Support Services, Facilitation of Monthly Meetings, Virtual Observations and Outreach Services as requested. The Project successfully acquired 3- District Mentors, 46- School Based Mentors; and mentored 85 – New Teacher Mentees

3. **Induction (Initial Teacher Certification Assistance)**

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The data collected for the Mentorship Program include the number of District Mentors; School-based Mentors, and the number of Teacher Mentees, and the number of Teacher Mentees from SY2019.2020 who have received their Professional Educators Certificate.

No. of LT teachers who attended initial meeting – 64

No. of LT teachers who attended awareness sessions – 40

No. of LT teachers who completed the PRAXIS Tutoring – 27

No. of LT teachers who completed educational courses - 25

4. COMPONENT 1.2 NEW ADMINISTRATOR MENTORING

Draft Administrator Mentor Guidelines for the Administrator Mentor Process and defining who should be eligible for supports and services was completed. Completed: >50%. Five administrator mentors continued mentor work as part of their 9-month internship to attain national mentor certification. Ongoing 75% complete. The draft Administrator Mentor Guidelines collaborated on by a group of six administrator mentors, defines who should be eligible for supports and services under this activity as well as outline the types of supports and services that will be provided. The Project Manager continues to review the draft guidelines. Completion of a draft Administrator Mentor Guidelines (AMG) is pending and will be a step closer to achieving an updated administrator mentoring process. The AMG is a tool to facilitate and strengthen the leadership learning and growing experience among new administrators. Engagement in actual mentor work by the five administrator mentors will enable them to be of assistance to new administrators as they apply things learned from trainings, and be on track to achieve a national mentor certification.

5. COMPONENT 1.3 INSTRUCTIONAL COACHING

17 Coached Teachers (based on the reports submitted) were provided with instructional coaching. Of the 17 teachers coached, there was a reported increase in the use of instructional strategies in their classrooms. All Instructional Coaches reported various challenges of coaching within the first five weeks of the opening of the school year due to the implementation of the two learning models (virtual and hard-copy curriculum). The face-to-face instruction was halted due to the high number of positive COVID-19 cases. There has been a significant number of request from the Coached Teachers to be supported in the use of technology.

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

Please add more numbers if necessary.

1. The challenges encountered during this period are the widespread closure of school and non-essential services due to the COVID-19 global pandemic.
2. The procurement process for contracting professional services for TAE project continues to be cumbersome and lengthy. Project personnel must obtain necessary information and documentation for the procurement and each step of the process requires a review and approval from various parties.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

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- ❑ **Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- ❑ **Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 2

ISLA - Giha

Consolidated Grant

Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018**.

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

- Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation.
- Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.
- 80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.

2. What were the Grantee's actual CG accomplishments this fiscal year?

- Professional development (Classroom Instruction That Works, Sheltered Instruction Observation Protocol, Early Childhood Education Literacy Training, Mathematical Practice Series Training, Literacy Training (separate from ECE)) was conducted. The district was able to provide training opportunities to increase teacher effectiveness to educators in various grade levels.
- Formative assessments were conducted and data received. Data is used to determine student needs as it applies to intervention.
- District Summative Assessments were administered. This data will be used by teachers to determine placement in the next school year, as well as areas for improvement of instruction and outlines students' strengths and weaknesses.
- District Curricular Resource Project was held and teachers were recruited to develop common lesson plans for various grades in the core content areas (Reading, ELA, Math, Science, Social Studies)
- Supplemental equipment was procured and distributed to secondary teachers of Social Studies.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

- The following performance measures were used by the Grantee to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year:
 - By the end of 2018, at least 12% of students in grades 3-10 will score in "Ready" range on ACT/Aspire assessment
 - By the end of 2018, percent of students scoring Basic and Below Basic in Math on Standards Based Assessments will be reduced by at least 3% in grades 1 and 2
 - By the end of 2018, reduce percentage of freshmen placing into developmental math at the University of Guam
 - By the end of 2018, 20% of participating teachers will be utilizing research proven instructional strategies in their classrooms as evidenced in teacher observations, self-reporting and review of lesson plans
 - By the end of 2018, 40% of participating teachers will utilize formative and annual summative assessment data to identify students'

Consolidated Grant Annual Performance Report FY 2019 Template

- strengths and weaknesses, form instruction and provide interventions where needed
 - By the end of 2018, Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school
 - By the end of 2018, 80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits
 - The following methods, tools and processes were used by the Grantee to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year:
 - Annual formative and summative student assessment results for school grades
 - Developmental math placement rate for incoming freshmen from GDOE schools to University of Guam
 - Participant surveys, classroom observations and lesson plans for participating teachers and administrators
 - Copies of the developed resource materials kit with documentation of receipt at school sites
 - Progress reporting, cadre surveys and use of materials for developed resource material kits
 - Site visits
- 4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.**
- All activities were carried out this fiscal year and goals/objectives were met.
- 5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?**
- The procurement process for obtaining professional services continues to be cumbersome and lengthy, creating backlog for contracts to be effectuated.

FY2018 Consolidated Grant application:

- 1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?**
- 80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring.
 - Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.
 - 50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.
- 2. What were the Grantee's actual CG accomplishments this fiscal year?**
- Teachers changed or reinforced instructional practices that incorporated research-proven teaching strategies to improve student achievement. Through the Training of Trainers (ToT) model, teachers who participated in training provided echo training to colleagues at their school site. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?
 - Sessions were held to revise the Standards-Based Assessments for Social Studies. Teachers were trained on test design elements, key concepts, test

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blueprinting, Bloom's Taxonomy, and important points to consider. Work commenced the revision of test items and the groups will complete the item analysis of the test items.

- The district's formative and summative assessments were conducted for core content areas (Reading, English/Language Arts, Math, Science, and Social Studies).

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

- The following performance measures were used by the Grantee to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year:
 - By the end of 2019, 80% of participating teachers will receive follow up training in Early Childhood Education, Sheltered Instruction Observation Protocol and math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring
 - By the end of 2019, 50% of participating teachers will be using research based models in their classrooms 30% of the time in their classrooms or show proficiency with them as evidenced by teacher and administrator surveys and school site visits
 - By the end of 2019, 50% of participating teachers will utilize formative and annual summative assessment data to identify students' strengths and weaknesses, form instruction and provide intervention where needed
 - By the end of 2019, training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas
 - By the end of 2019, 50% of participating teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys
- The following methods, tools and processes were used by the Grantee to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year:
 - Participant surveys, classroom observations and lesson plans for participating teachers and administrators
 - Copies of the developed resource materials kit with documentation of receipt at school sites
 - Progress reporting, cadre surveys and use of materials for developed resource material kits
 - Site visits

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

- All activities were carried out this fiscal year and goals/objectives were met.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- The procurement process for contracting professional services continues to be cumbersome and lengthy. The process causes delays in obtaining the necessary contractual services to carry out goals and objectives.

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Section 3. The following section collects project specific data for each of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Project #2: Improving Student Learning and Achievement (ISLA): <i>Giha'</i>	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Title I-A Section 1114(a)(B); Title II-A Section 2103 (b)(3)(H); Title III Section 3115 (c)(2)(A)-(D)	Federal Programs Oversight:	Sean Rupley – State Program Officer Rachel L.S. Duenas – Senior State Program Officer
Project Budget		Population Served			
Allocated	Expended	Students Served		Staff Served	
FY19 \$3,984,631.02	FY19 \$152,152.78	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers & Administrators
		Group: K - 5 6 - 8 9 - 12	GDOE – 29,025 PNP- 5,710	29,025 5,710	GDOE-500 PNP- 420
		Group: [Grade Level(s)]			
Total Population Served				34,735	182

Consolidated Grant Annual Performance Report FY 2019 Template

Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>	Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>
<p>1.1 2018-Participating teacher cadres will receive training in ECE, SIOP and Math strategies and will report in teacher and administrator surveys an increase in their knowledge of research proven instructional strategies and school site visits conducted by Project program coordinators will provide evidence of implementation. (Completed)</p> <p>1.2 2019-80% of participating teachers will receive follow up training in ECE, SIOP and Math strategies as evidenced by sign in sheets and will report increased knowledge with site visits supporting implementation is occurring. (Completed)</p> <p>1.3 2020-100% of participating teachers will have received the necessary training to implement the strategies they learned in their classrooms as evidenced by classroom observations and teacher feedback.</p> <p>1.4 2018-Complete sets of high-quality, localized curriculum resource kits will be completed and produced for each school.</p> <p>1.5 2019-Training will be provided to cadres from 80% of schools on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>1.6 2020-60% of participating teachers should have provided training to at least 90% of teachers at their school site on the use of high-quality, localized curriculum resource kits as evidenced by sign in sheets and agendas.</p> <p>2.1 2018-80% of teachers receiving training on formative and summative assessments will increase their knowledge of assessments as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.2 2019-50% of participating teachers will utilize formative and summative assessment data to inform instruction as</p>	<ol style="list-style-type: none"> 1. By the end of 2020, at least 15% of students in grades 3-10 will score in “Ready” range on summative assessments. 2. By the end of 2020, the percent of students scoring Basic and Below Basic in Math on the Standards-Based Assessment (SBA) will have an additional reduction of 3% from SY2018-19. 3. By the end of 2020, the percentage of freshmen placing into developmental math at UOG will be reduced to 60% 4. By year 2020, 97% of participating teachers will be utilizing research proven instructional strategies in their classrooms, as evidenced by observations, self-reporting and review of lesson plans. 5. Use of formative and summative assessment data to inform instruction in the classroom. By year 2020, 60% of participating teachers will utilize formative and annual summative assessment data to identify students’ strengths and weaknesses, inform instruction, and provide interventions where needed.

Consolidated Grant Annual Performance Report FY 2019 Template

<p>evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p> <p>2.3 2020-60% of teachers will utilize formative and summative assessment data to inform instruction as evidenced by teacher and administrator surveys and school site visits conducted by Project program coordinators.</p>	
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Evidence of Success/ Progress *(bullet points)*
List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)
Please add more bullet points if necessary.

- **Professional Development and Training Opportunities for Teachers**
 - 98 Teachers (80-GDOE/ 18 PNP & Charter Schools) trained in Classroom Instruction That Works (CITW)
 - 92% strongly agree that training was beneficial to their work as teachers
 - 95% strongly agree that what they learned and experienced will help improve their teaching
 - 89% strongly agree that the information and experiences presented and undertaken were important and relevant to their work
 - 85% would like more PD workshops and experiences like this
 - 93% strongly agree that their overall experience during the PD session was positive
 - 100% of teachers at PC Lujan Elementary School were trained in using the formative assessment system.
 - 100% elementary and middle school Instructional Coaches were trained in using the formative assessment system.
 - 34 teachers were trained in using inquiry-based teaching strategies to increase critical thinking and higher order thinking skills in students.
- **Assessments**
 - Administration of the Formative Assessment 33% completed (due to COVID-19 Pandemic closure)

Activities
List the major activities that were implemented within this project.
Please add more numbers if necessary.

1. AIMSweb Plus Formative Assessment Administration for Fall 2019
2. Professional Development for AIMSweb Plus
3. Professional Development: Classroom Instruction That Works (CITW)
4. Professional Development: P4C Critical Thinking/ Higher Order Thinking Skills (Inquiry-Based Teaching Strategies)

Observations and/or Challenges
List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.
Please add more numbers if necessary.

Consolidated Grant Annual Performance Report FY 2019 Template

1. Challenges encountered during this period due to the government shutdown for the COVID-19 pandemic affected the implementation of activities such as professional development, etc.
2. The procurement process for contracting professional services for Project ISLA: Giha' continues to be cumbersome and lengthy. Project personnel must obtain necessary information and documentation for the procurement and each step of the process requires a review and approval from various parties. At the final stage of the process, the review by the Attorney General of Guam and the Governor of Guam involves a very comprehensive review before final approval. The entire process takes several months to complete.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 3

ISLA - Ayudante

Consolidated Grant

Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

- **3.1.1 SSIP:** 10% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress.
- **3.1.2 JHTD:** Monitoring reports will indicate 2 additional high schools implementing JTHD with fidelity. 2018-19- Monitoring shows all four schools implementing with fidelity.
- **3.2.1 ESL:** 30% trained teachers report feeling better prepared to teach English Language Learners (ELL) students.
- **3.2.2 Classroom Support:** 25% teachers report classroom support helpful in meeting needs of special populations.
- **3.2.2 Classroom Support:** 40% TA Cohort will report passage of education courses with a grade of C or greater.
- **3.2.3 Na'metgot Tiningo':** Data show online differentiated reading materials accessed by 80% of students with 60% showing adequate progress.
- **3.2.3 Kinder Learn:** 5 of 7 Kindergarten teachers report successful integration of technology in reading instruction.
- **3.3.1 ASPIRE:** 30% of those in ASPIRE will increase AIMSweb benchmark.
- **3.3.2 Eskuelan Puengi:** 40% of 11th & 12th graders participating will earn credits to graduate.
- **3.3.3 Summer School:** 2017-18 - 30% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 50% 6th-8th participants will earn passing grade of 70% or higher.
- **3.3.4 4-H:** 20% of participants will show progress in reading/math in AIMSweb.

2. What were the Grantee's actual CG accomplishments this fiscal year?

3.1 Response to Intervention

- **3.1.1 State Systemic Improvement (SSIP) Project**

4 Professional Development trainings were held throughout the performance period for the 4 participating schools. Trainings focused on Data Literacy, Plan, Do, Study, Act (PDSA) Cycle, Determining Interventions, AIMSweb Administration, and sharing of best practices among the schools. These trainings also started to build teacher capacity at each school level. Table 1 below indicates the increase in teacher knowledge and usage in the classroom. Evidence was gathered from teacher evaluations.

Consolidated Grant

Annual Performance Report FY 2019 Template

Table 1: SSIP Teacher Evaluation Results

Topic	Starting Date	Result	End Date	Result	Increase Amount
Determining Interventions	August 2017	35% of teachers highly using strategies	May 2018	48% of teachers highly using strategies	13% increase
PDSA Cycle focus on “Plan”	May 2018	50% of teachers moderately using strategies	August 2018	51% of teachers moderately using strategies	1% increase
PDSA Cycle focus on “Do”	May 2018	56% of teachers moderately using strategies	August 2018	64% of teachers moderately using strategies	8% increase

- 3.1.2 Johns Hopkins Talent Development (JHTD) Program**

JHTD provided Professional Developments throughout the performance period for the 3 participating schools. Trainings included English and Math Strategies, Restorative Justice, Brain Targeted Teaching, Progress Report Conferencing and Using Cognitive Coaching in the Classroom to name a few.

3 schools successfully implementing JHTD were Oceanview Middle School, George Washington and Southern High School.

3.2 Instructional Supports

- 3.2.1 English as a Second Language Program**

Professional Development was offered to all ESL teachers and coordinators throughout the performance period. Topics included Classroom Instruction That Works (CITW), Sheltered Instructional Observation Protocol (SIOP), and LAS Link Assessment. Evaluation results indicated majority of elementary teachers using new strategies in the classroom.

- 3.2.2 Classroom Instructional Supports**

Training was provided to all Teacher Assistants (TAs) and Instructional Program Aides (IPAs). Topics included Positive Behavior Interventions & Supports (PBIS), Diversity in the Classroom, and Classroom Management. 71% of elementary and middle school teachers reported they Strongly Agree with the supports TAs provide in the classroom. 21% of elementary and middle school teachers also reported they Agree with the support TA provide.

A Cadre of teachers, administrators, and project personnel attended the National Conference on Innovative Teaching Strategies in Atlanta, GA (5 participants). The conference provided opportunity for educators to learn about new insights and strategies for reaching and teaching students K-12. Conference emphasized on evidence based and novel instructional practices from national exemplary programs currently being used. The Cadre also provided training and feedback for FY18 application.

- 3.2.4 Kinder Learn**

Finegayan Elementary School held parent meeting for incoming Kindergarten students. Parents were given an overview of the program, how to help their child access IXL portal online to support their students. Kindergarten students were also trained on how to use and care for laptops. Table 2 below indicated how the Kindergarten students performed on the AIMSweb benchmark assessments for Letter Naming and Number Identification.

Consolidated Grant Annual Performance Report FY 2019 Template

Table 2: Kinder AIMSweb Data

FALL AIMSWEB BENCHMARK	WINTER AIMSWEB BENCHMARK	Results from Fall to Winter
<u>Letter Naming</u> 22%-Tier 1 18%-Tier 2 60%-Tier 3	<u>Letter Naming</u> 57%-Tier 1 17%-Tier 2 26%-Tier 3	<u>Letter Naming</u> 35% Increase in Tier 1 1% Decrease in Tier 2 34% Decrease in Tier 3
<u>Number Identification</u> 36%-Tier 1 16%-Tier 2 48%-Tier 3	<u>Number Identification</u> 62%-Tier 1 24%-Tier 2 14%-Tier 3	<u>Number Identification</u> 26% Increase in Tier 1 8% Increase in Tier 2 34% Decrease in Tier 3

3.3 Extended Learning

- 3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)**

ASPIRE was implemented throughout the performance period. ASPIRE ran from September 2017 – May 2018. An average of 500 students participated each quarter. Table 3 indicates the number of students in ASPIRE that are on benchmark as a result of participation.

Table 3: ASPIRE Students on Benchmark

1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
40.5% of participating students on benchmark 169 Students	50.5% of participating students on benchmark 233 students	52.2% of participating students on benchmark 288 students	50.5% of participating students on benchmark 275 students

- 3.3.2 Eskuelan Puengi**

EP was implemented from February 12 – April 4, 2018. The method of instruction was course by conference, which allowed students to participate who don't have transportation. A total of 1,669 students completed the program (879 Session A and 790 Session B). Students who completed the program earned 0.5 to 1 credit towards graduation. Marks Analysis was done both sessions, Overall Passing rate of 64% (64% Session A and 64% Session B). This goal was met.

- 3.3.3 Summer School**

Summer School was implemented from June 11 – July 17, 2018 for Elementary and Middle School and June 11- July 23, 2018 for High School. A total of 1,894 students completed the program (515 elementary, 170 middle and 1,483 high school). Elementary and middle schools were designed for students performing below grade level needing remediation on key skills to get back on track with grade level or meet benchmark scores. High school was designed as a course by conference for students lacking 0.5 or more credits to graduate. Transportation was provided to all participants.

54% (255) students K-5th grade increased by 10 points or more in the post AIMSweb testing for Oral Reading. 44% (202) students K-5th grade increased by 10 points or more in the post AIMSweb testing for Math Computation. 84.7% (116) students grades 6th – 8th received a passing grade

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70% or higher in Reading. 21 students received a D and below. 88.7% (118) students grades 6th -8th grade received a passing grade 70% or higher in Math.

A total of 1,483 students grades 9th -12th completed the summer school program (826 Session A and 657 Session B). Marks Analysis was done for both sessions, Overall Passing rate of 74.8% (71.9% Session A and 78.5% Session B). This goal was met. 127 students received their diplomas over the summer.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

ISLA: *Ayudante* used a variety of tools to evaluate the effectiveness or the outcomes and quality of implementation of its activities. Listed below are the tools used. Results were analyzed and used to make program changed and next steps. Results were used to improve implementation. In addition collaborating with school administrators and teachers also helped schools take ownership of activities implemented at their school site

- District and School Site Training Evaluations
- Parent & Student Surveys
- School Project Surveys
- School Site Project Observations & Monitoring
- Data Collection from AIMSweb, IXL, & Student Grades
- School Quarterly/ End of Activity Reports
- District Meetings
- Participation Reports

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

ISLA: *Ayudante* had challenges with implementation of these. Many of the challenges were related to procurement issues, such as contracts pending review and approval from the Attorney General's office. The following objectives were not met this fiscal year.

- **3.2.2 Classroom Support:** 40% TA Cohort will report passage of education courses with a grade of C or greater. Although the process to request for a proposal was complete. A contract was not able to be executed by the end of the fiscal year.
- **3.2.3 Na'metgot Tiningo':** Data show online differentiated reading materials accessed by 80% of students with 60% showing adequate progress. The contract for this activity (Achieve 3000) was not executed during this performance period because it remained at the Attorney General's office pending review and approval. This also affected the ability to collect data on online differentiated reading materials being accessed and the increase of Lexile student scores.
- **3.2.3 Kinder Learn:** 5 of 7 Kindergarten teachers report successful integration of technology in reading instruction. This activity was delayed due to the procurement and delivery of student laptops. A purchase order was received by the end of the fiscal year. However, data was collected on student progress with teachers sharing mobile carts that were available at the school site.
- **3.3.4 4-H:** 20% of participants will show progress in reading/math in AIMSweb. A contract between the University of Guam and GDOE to provide 4H services was executed in May 2018. During this period, planning for the implementation for next school year was conducted with the vendor and participating schools. However, the contract had lapsed and was not extended before September 30, 2018, thus causing the project to have to proceed with a new RFP for this activity.

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5. Were there any challenges, obstacles, and/or risks impacting the Grantee’s ability to meet its goals and performance measures this fiscal year?

As indicated in question 4 above, much of the ability of ISLA: *Ayudante*’ meeting its goals and objectives has to do with the lengthy procurement process. Although planning is done upfront prior to the Grant Award Notification (GAN) being issued. External challenges outside the department hinder implementation such as the review and approval of contracts at the Attorney General’s office or pending an IFB/ RFP to proceed. Yet the project was still able to proceed with planning for implementation once a contract is fully executed. Planning included identifying participating schools and teachers, preparing quarterly reports for schools, developing surveys and collaborating with schools on next steps, to name a few.

FY2018 Consolidated Grant application:

1. What were the Grantee’s key objectives for the Consolidated Grant (CG) this fiscal year?

- **3.1.1 SSIP:** 20% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress.
- **3.1.2 JHTD:** Monitoring reports will indicate all 4 schools implementing JTHD with fidelity.
- **3.2.1 ESL:** 50% trained teachers report feeling better prepared to teach ELL students.
- **3.2.2 Classroom Support:** 50% teachers report classroom support helpful in meeting needs of special populations
- **3.2.2 Classroom Support:** 60% TA Cohort will report passage of education courses with a grade of C or greater.
- **3.2.2 Classroom Support:** 50% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum).
- **3.2.3 Na’metgot Tiningo’:** Data to show online differentiated reading materials accessed by 90% of students with 75% showing adequate progress.
- **3.2.3 Kinder Learn:** 6 of 7 Kindergarten and 5 of 7 1st Grade teachers report successful integration of technology in reading instruction.
- **3.2.5 SAM:** Complete SAM Guidelines/ Manual and produce for all high schools.
- **3.3.1 ASPIRE:** 40% of those in ASPIRE will increase AIMSweb benchmark.
- **3.3.2 Eskuelan Puengi:** 50% of 11th & 12th graders participating will earn credits to graduate.
- **3.3.3 Summer School:** 40% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 60% 6th-8th participants will earn passing grade of 70% or higher.
- **3.3.4 4-H:** 30% of participants will show progress in reading/math in AIMSweb.

2. What were the Grantee’s actual CG accomplishments this fiscal year?

3.1 Response to Intervention

- **3.1.1 State Systemic Improvement (SSIP) Project**

Professional Development training were held for teachers in November 2018. This was the last activity done while the contract was being renewed. Training topics included Plan, Do, Study, Act (PDSA) Cycle, Determining Interventions, AIMSweb Administration, and sharing of best practices among the schools. These trainings also started to build teacher capacity at each school level. Table 4 below indicates the increase in teacher knowledge and usage in the classroom from FY17 and FY18. Evidence was gathered from teacher evaluations.

Table 4: SSIP Teacher Evaluation Results

Topic	Starting Date	Result	End Date	Result	Increase Amount
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PDSA Cycle focus on “Plan”	August 2018	40% of teachers highly using strategies	November 2018	45% of teachers highly using strategies	5% increase
PDSA Cycle focus on “Do”	August 2018	29% of teachers highly using strategies	November 2018	40% of teachers highly using strategies	11% increase

New contract between GDOE & the University of Guam CEDDERS was executed on August 21, 2019. Project worked with CEDDERS on the implementation plan and training for School Year 19-20.

- 3.1.2 Johns Hopkins Talent Development (JHTD) Program**

JHTD provided Professional Developments throughout the performance period for the 3 participating schools. Trainings included Cognitive Coaching, Building rigor in all areas of language development for all students, Strategies Reading, Transition from Advanced Math to Algebra, Brain Targeted Teaching, and Early Warning Indicators. Based on evaluation results from teacher surveys comparing knowledge prior to training and after training. There was a moderate increase in teacher knowledge by 8% (46% - prior training knowledge, 54% - post training knowledge).

A Cadre of teachers and administrators attended the Teacher Leader Summit in New Orleans, LA. The conference provided opportunity for educators to gain knowledge and skills to improve teaching and foster culture that engages educators and empowers teachers to take on leadership roles within their classroom and school. The Cadre also provided training and feedback for FY19 application.

3 schools successfully implementing JHTD (Oceanview Middle School, George Washington and Southern High School).

3.2 Instructional Supports

- 3.2.1 English as a Second Language Program**

Laptops were procured and distributed to all ESL teachers and coordinators this performance period.

- 3.2.2 Classroom Instructional Supports**

Training was provided to all Teacher Assistants (TAs) and Instructional Program Aides (IPAs). Topics included Classroom Management & Student Discipline, Use of Social Media & Mandated Reporting, McKinney Vento: Supporting Homeless Youth, Employee Time & Attendance, Understanding Power Struggles, Creating a Culture of Dignity, Useful Strategies for ESL Classrooms, and Critical & Creative Thinking Strategies. Facilitators included personnel that participated in the National Conference for Innovative Teaching Strategies in FY17. 76% of teachers rated the Overall satisfaction of supports TAs/ IPAs provide in the classroom as Outstanding, 31% Satisfactory.

A Cadre of teachers, administrators, and project personnel attended the National Conference on Innovative Teaching Strategies (14 participated) in Las Vegas, NV and the International Society for Technology in Education (ISTE) Conference (13 participants) in Philadelphia, PA. Atlanta, GA. The conference provided opportunity for educators to learn about new insights and strategies for reaching and teaching students K-12 and the latest technology strategies and devices for classroom use to track student performance and delivery of instruction. The Cadre also provided training and feedback for FY19 application.

- 3.2.4 Kinder Learn**

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Kinder Learn expanded to include 1st grade students to the existing Kindergarten students. Teachers were all trained on the use of IXL. 7 of 7 Kinder teachers have integrated the use of technology in the classroom. All 7 1st grade teachers with an additional 1st grade teacher has integrated the use of technology in the classroom. Table 5 below indicates for each quarter the number of skills mastered using IXL data for Kinder and 1st Grade.

Table 5: IXL Data

	Kindergarten			1 st Grade		
	Number of Skills Mastered			Number of Skills Mastered		
	2 nd Quarter	3 rd Quarter	4 th Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Math	1,233	1,998	494	174	477	116
Language Arts	616	1,018	258	149	340	68

Laptops for 1st grade classrooms were received and distributed to the school. The project also expanded to include 4 additional schools.

- **3.2.5 Student Advocate & Mentor (SAM)**

The Student Advocate and Mentor Guidelines was completed in October 2019. A Cadre of high school teachers were paid a stipend to develop the guidelines which included steps on identifying the top at risk students, parental involvement, and student meetings.

3.3 Extended Learning

- **3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)**

ASPIRE was implemented throughout the performance period. ASPIRE ran from September 2018 – May 2019. An average of 541 students participated each quarter. Table 6 indicates the number of students in ASPIRE that increased scores by 10 points in AIMSweb benchmark testing. Students and parents were also surveyed on whether or not they learned something new in the program. 63% of students indicated they Strongly Agree they learned something new in ASPIRE. 43% of parents indicated they Strongly Agree their child learned something new in ASPIRE.

Table 6: ASPIRE Benchmark Results

AIMSweb Probe	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Number of Students Tested	543	517	564	N/A
Oral Reading	175 (39%) increased by 10 points	196 (40%) increased by 10 points	255 (45%) increased by 10 points	N/A
Math Computation	110 (24%) increased by 10 points	137 (28%) increased by 10 points	105 (21%) increased by 10 points	N/A

- **3.3.2 Eskuelan Puengi**

EP was implemented from February 12 – March 21, 2019. The method of instruction was course by conference. A total of 1,768 students completed the program (931 Session A and 837 Session B); an increase of 99 from the previous school year. Students who completed the program earned 0.5 to 1 credit towards graduation. Marks Analysis was done both sessions, Overall Passing rate of 64% (64% Session A and 64% Session B). This goal was met.

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• 3.3.3 Summer School

Summer School was implemented from June 11 – July 17, 2019 for Elementary and Middle School and June 18- July 12, 2019 for High School. A total of 2,537 students completed the program (899 elementary & middle and 1,638 high school). Elementary and middle schools were designed for students performing below grade level needing remediation on key skills to get back on track with grade level or meet benchmark scores. High school was designed as a course by conference for students lacking 0.5 or more credits to graduate. Transportation was provided to all participants.

Table 7 indicated the number of students that increased AIMSweb benchmark scores by 10 points in Oral Reading and Math Computation. 39% (89) students grades 6th – 8th received a passing grade 70% or higher in Reading. 65% (149) students grades 6th -8th grade received a passing grade 70% or higher in Math. 37% (84) students grades 6th -8th grade received a passing grade 70% or higher in Language Arts.

Table 7: AIMSweb Summer School Benchmark Results

AIMSweb Probe	Elementary	Middle School
Oral Reading	259 (49%) of students increased by 10 points	59 (35%) of students increased by 10 points
Math Computation	220 (41%) of students increased by 10 points	8 (6%) of students increased by 10 points

A total of 1,638 students grades 9th -12th completed the summer school program (842 Session A and 796 Session B). The Marks Analysis was done for both sessions, Overall Passing rate of 83.3% (79.9% Session A and 86.9% Session B). This goal was met. 131 students received their diplomas over the summer.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

ISLA: *Ayudante*’ used a variety of tools to evaluate the effectiveness or the outcomes and quality of implementation of its activities. Listed below are the tools used. Results were analyzed and used to make program changed and next steps. Results were used to improve implementation. In addition collaborating with school administrators and teachers also helped schools take ownership of activities implemented at their school site

- District and School Site Training Evaluations
- Parent & Student Surveys
- School Project Surveys
- School Site Project Observations & Monitoring
- Data Collection from AIMSweb, IXL, & Student Grades
- School Quarterly/ End of Activity Reports
- District Meetings

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

ISLA: *Ayudante*’ had challenges with implementation of these Many of the challenges were related to procurement issues, such as contacts pending review and approval from the Attorney General’s office. The following objectives were not met this fiscal year.

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- **3.2.1 English as a Second Language:** 50% trained teachers report feeling better prepared to teach ELL students. Professional Development for Pacific Island Cultural Sensitivity and LAS Link Administration were entered and in RFP process. A contract was not executed in time for implementation.
- **3.2.2 Classroom Support:** 60% TA Cohort will report passage of education courses with a grade of C or greater. Although the process to request for a proposal was complete. A contract was not able to be executed by the end of the fiscal year.
- **3.2.2 Classroom Support:** 50% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum).
- **3.2.3 Na'metgot Tiningo':** Data show online differentiated reading materials accessed by 90% of students with 75% showing adequate progress. The contract for this activity (Achieve 3000) was never executed because it remained at the Attorney General's office pending review and approval. This also affected the ability to collect data on online differentiated reading materials being accessed and the increase of Lexile student scores.
- **3.2.3 Kinder Learn:** 6 of 7 Kindergarten teachers and 5 of 7 1st Grade teachers report successful integration of technology in reading instruction. AIMSweb data was not able to be collected because the contract was with the AG's office for review and approval. Please note that AIMSweb is funded under Project #2: ISLA: GIHA.
- **3.3.4 4-H:** 30% of participants will show progress in reading/math in AIMSweb. Due to the lengthy procurement process this activity overlapped from FY18 into FY19. The Request for Proposal was completed in October 2018. RFP was published in June 2019, however, no acceptable bids were received by the deadline. It was republished, evaluations of acceptable bidders completed in July 2018. 1 bid was received and reviewed, however, not selected by the panel. The RFP was republished a third time. A selection was made and cost negotiations completed in October 2019.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

As indicated in question 4 above, much of the ability of ISLA: *Ayudante* meeting its goals and objectives has to do with the lengthy procurement process. Although planning is done upfront prior to the Grant Award Notification (GAN) being issued. External challenges outside the department hinder implementation such as the review and approval of contracts at the Attorney General's office or pending an IFB/ RFP to proceed. Yet the project was still able to proceed with planning for implementation once a contract is fully executed. Planning included identifying participating schools and teachers, preparing quarterly reports for schools, developing surveys and collaborating with schools on next steps, to name a few.

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Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	#3: Improving Student Learning and Achievement (ISLA): <i>Ayudante</i>		Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.		Title III Sec. 3115(c)(1-3), 2 CFR 200.313, ESEA 2101(c)(4)(B)(ii) and ESEA 2103(b)(3)(A), Title I-A Section 1114 (b)(2)(B)(i), Title II-A Section 2103 (b)(3)(O), Title III Sec. 3115(a)(1), Sec. 3111(2)(B)(ii), Sec. 3111(2)(D)(i), Sec. 3111(2)(D)(ii), Sec. 3111(2)(D)(iii); Title IV-A Section 4108 (5)(C)(ii), Sec. 4109 (a)(6), Sec. 4109(a)(2)(B), Sec. 4109(a)(3),		Federal Programs Oversight:	Shannon Bukikosa, – Senior State Program Officer Rachel L.S. Duenas – Senior State Program Officer	
Project Budget			Population Served						
Allocated		Expended	Students Served			Staff Served			
FY19 \$11,337,432.05		FY19 \$2,290,402.28	Grade Level(s)	<i>Projected</i> Number	<i>Actual</i> Number	<i>Projected</i> Number of Teachers	<i>Actual</i> Number of Teachers	<i>Projected</i> Number of Administrators	<i>Actual</i> Number of Administrators
			Group: <i>K - 5</i>	19,258	12,484	669	387	41	41
			<i>6 – 8</i>	7,283	5,636				
			<i>9 – 12</i>	9,460	4,480				
			Group: <i>[Grade Level(s)]</i>						
Total Population Served					22,600			41	
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>					Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>				

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<ol style="list-style-type: none"> 1. SSIP: 2017-18: 10% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress (2018-19: 20%. 2019-20: 40%) 2. JHTD: 2017-18: Monitoring reports will indicate 2 additional high schools implementing JTHD with fidelity. 2018-19- Monitoring shows all four schools implementing with fidelity. 2019-20 – successful expansion to upper grades and all implementing with fidelity; New: # of students on and off track that have exited 9th grade end of school year. 3. ESL: 2017-18: 30% trained teachers report feeling better prepared to teach ELL students; 2018-19 – 50%; 2019-20 – 70% 4. Classroom Support: 2017-18 – 25% teachers report classroom support helpful in meeting needs of special populations; 2018-19 – 50%; 2019-20 - 75% 5. Classroom Support: 2019-20 – 20% of students tutored will increase AIMSweb benchmark scores in reading and math by 10 points. 6. Classroom Support: 2017-18 40% TA Cohort will report passage of education courses with a grade of C or greater; 2018-19 – 60-%; 2019-20 – 80% 7. Classroom Support: 2018-2019 50% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum); 2019-2020 - 80% 8. Na'metgot Tiningo': 2017-18 – data show online differentiated reading materials accessed by 80% of students with 60% showing adequate progress; 2018-19 – 90% access and 75% progress; 2019-20 – 100% access and 80% progress. 9. Kinder Learn: 2017-18 - 5 of 7 Kindergarten teachers report successful integration of technology in reading instruction; 2018-19 - 6 of 7 K teachers and 7 of 14 first and second grade teachers report successful integration; 2019-20 – 9 of 15 kinder teachers, 6 of 7 1st grade and 5 of 7 second grade teachers report successful integration. 	<p>3.1, 3.2, & 3.3: AIMSweb benchmark data on Oral Reading & Math Computation (Fall, Winter, & Spring)</p> <ol style="list-style-type: none"> 1. SSIP: 40% of teachers attending math/reading training will self-report implementing strategies in the K-5 classroom and monitoring student progress. <ul style="list-style-type: none"> • Teacher surveys at the end of each semester who participated in training who reported using strategies in K-5 classrooms. 2. JHTD: Successful expansion to upper grades and all implementing with fidelity (2 high schools). <ul style="list-style-type: none"> • FY17: Number of schools implementing activity with fidelity based on monitoring and observation reports. • FY18 & FY19: Number of teachers implementing activity with fidelity based on monitoring and observation reports. 3. ESL: 70% trained teachers report feeling better prepared to teach ELL students. <ul style="list-style-type: none"> • Teacher surveys at the end of each semester who participated in training who reported feeling better prepared to teach ESL students. 4. Classroom Supports: 75% teachers report classroom instructional support helpful in meeting needs of students in special population <ul style="list-style-type: none"> • Teacher surveys reporting classroom supports being helpful. 5. Classroom Supports: 20% of students in tutoring will increase AIMSweb benchmark scores by 10 points. <ul style="list-style-type: none"> • Percentage of students that increase AIMSweb scores in Reading and Math in Tier 3 and Tier 2 6. Classroom Supports: 60% of TA cohort with 15 credits earning a grade of C or better in a course towards a degree in education degree. <ul style="list-style-type: none"> • Student transcripts of participating TAs 7. Classroom Supports: 80% of TAs will report passage of WorkKeys assessment with a certificate of completion (bronze, silver, gold, platinum) <ul style="list-style-type: none"> • WorkKeys certificates that indicate certificate earned by participating TAs (bronze, silver, gold, platinum)
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<p>10. SAM: 2018-19 Complete SAM Guidelines/ Manual and produce for all high schools. 2019-20 50% of 9th grade students mentored will be on grade level.</p> <p>11. ASPIRE: 2017-18 – 30% of those in ASPIRE will increase AIMSweb benchmark; 2018-19 – 40%; 2019-20 – 50%.</p> <p>12. Eskuelan Puengi: 2017-18 – 40% of 11th & 12th graders participating will earn credits to graduate; 2018-19 – 50%; 2019-20 – 60%</p> <p>13. Summer School: 2017-18 - 30% K-5 participates will increase AIMSweb Fall benchmark by 10 points. 50% 6th-8th participants will earn passing grade of 70% or higher. 2018-19 – 40%/ 60%; 2019-20 -50%/ 70%.</p> <p>14. 4-H: 2017-18 – 20% of participants will show progress in reading/math in AIMSweb; 2018-19 – 30%; 2019-20 – 40% progress and survey will show 80% satisfaction among participants.</p>	<p>8. Na'metgot Tiningo': Online differentiated reading materials accessed by 100% of students with 80% showing adequate progress in SY19-20.</p> <p>9. Kinder Learn: (1) 9 of 15 Kindergarten teachers and 11 of 14 1st and 2nd grade teachers report successful integration of technology in reading and math instruction. (2) By 2020 80% of participating Kinder students will be at or above grade level for reading and math by end of 2nd grade.</p> <p>10. SAM: 2019-20 50% of 9th grade students mentored will be on grade level.</p> <p>11. ASPIRE: 50% of those in ASPIRE will increase AIMSweb benchmark.</p> <p>12. Eskuelan Puengi: 60% of 11th & 12th graders participating will earn credits to graduate</p> <p>13. Summer School: (1) 50% of those in Summer School K-5th increase AIMSweb Fall benchmark for Oral Reading & Math Computation by 10 points. (2) 70% of 6th -8th graders participating will earn a 70% or greater.</p> <p>14. 4-H: (1) 40% of participants will show progress in reading/math in AIMSweb benchmark. (2) Survey will show 80% satisfaction among participants.</p>
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Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

Table below Indicates AIMSweb benchmark data for school year 2019-2020. Data includes students that scored in each Tier for the Fall and Winter. Spring data was not collected due to COVID-19 school closure. Data focused on the Reading and Math.

Kindergarten in Early Literacy on Fall Benchmark to Winter Benchmark was a decrease of 14% in Tier 3. Tier 3 is in need of immediate intervention. However, an increase of 6% in Tier 2 which is in need of support. In Early Numeracy probe, there was a 16% decrease in Tier 3 and a 3% increase in Tier 2 from Fall to Winter Benchmark.

2nd Grade in Reading was no change (0%) in Tier 3 and a 5% decrease in Tier 2 from Fall to Winter Benchmark. 2nd Grade in Math, there was an increase of 2% in Tier 3 and a decrease of 4% in Tier 2 from Fall to Winter Benchmark.

4th Grade in Reading decreased 2% in Tier 3 and a 2% decrease in Tier 2 from Fall to Winter Benchmark. 4th Grade in Math, decreased 4% in Tier 3 and increased 1% in Tier 2 from Fall to Winter Benchmark.

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6th Grade in Reading increased 1% in Tier 3 and 1% decreased in Tier 2 from Fall to Winter Benchmark. 6th Grade in Math, there was no change for Tier 3 and a decrease of 3% in Tier 2 from Fall to Winter Benchmark.

8th Grade in Reading there was an increase of 5% in Tier 3 and a 6% decrease in Tier 2 from Fall to Winter Benchmark. 8th Grade in Math, there was an increase of 3% in Tier 3 and a decrease of 4% in Tier 2 from Fall to Winter Benchmark.

Grade	Assessment Area	Fall 2019							Winter 2020						
		# of Tested	Percentages			Actual Numbers			# of Tested	Percentages			Actual Numbers		
			Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3		Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
K	Early Literacy	1,828	29%	17%	54%	532	312	984	1,846	36%	24%	40%	670	435	741
	Early Numeracy	1,811	33%	26%	42%	591	463	757	1,806	51%	23%	26%	926	408	472
1st	Early Literacy	2,002	40%	14%	45%	809	289	904	1,988	45%	13%	42%	888	267	833
	Early Numeracy	1,970	41%	21%	38%	803	411	756	1,983	45%	19%	36%	895	377	711
2nd	Reading	2,029	32%	19%	49%	646	395	988	2,032	37%	15%	48%	746	303	983
	Math	2,041	22%	25%	53%	459	508	1074	2,060	24%	21%	54%	501	439	1120
3rd	Reading	1,974	38%	17%	45%	759	330	885	2,005	40%	17%	43%	805	344	856
	Math	2,015	19%	23%	58%	391	462	1162	2,031	25%	16%	59%	501	326	1204
4th	Reading	2,016	36%	22%	42%	727	437	852	2,027	39%	20%	41%	795	406	826
	Math	2,057	19%	22%	59%	384	454	1219	2,033	22%	23%	56%	440	464	1129
5th	Reading	2,062	43%	21%	36%	880	433	749	2,016	49%	17%	34%	988	351	677
	Math	2,065	17%	23%	61%	350	465	1250	2,013	26%	23%	51%	528	458	1027
6th	Reading	1,628	43%	21%	36%	703	337	588	1,560	44%	19%	37%	681	302	577
	Math	1,647	23%	27%	50%	380	444	823	1,621	26%	24%	50%	425	383	813
7th	Reading	1,532	50%	22%	28%	768	334	430	1,429	38%	22%	40%	541	318	570

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	Math	1,655	18%	24%	58%	296	391	968	1,442	25%	25%	50%	360	367	715
8th	Reading	1,561	49%	23%	28%	770	359	432	1,495	51%	17%	32%	755	257	483
	Math	1,614	18%	30%	52%	295	480	839	1,545	20%	26%	55%	302	397	846

3.1 Response to Interventions

3.1.1 State Systemic Improvement (SSIP) Project

The 1st contract between GDOE and the University of Guam CEDDERS was fully executed on September 25, 2019, to provide consultative services. Professional Development training were held for teachers in January 2020. Training topics included Using the Universal Reading Screener and Teaching Explicit Systematic Instruction. Results of the evaluation show there was an increase of knowledge in the PCL process. Majority of teachers are at a moderate level. Table 2 below are the results of the pre and post training evaluations.

Table 2: SSIP Training Evaluation of Knowledge

Topic	Low		Moderate		High	
	Pre	Post	Pre	Post	Pre	Post
Knowledge of PCL Process to Describe, Interpret, and learn from Screening Data	33%	5%	42%	48%	3%	4%
Teaching Using Explicit & Systematic Instructions	6%	0%	23%	2%	34%	32%

3.1.2 Johns Hopkins Talent Development (JHTD)

2 of 3 schools are successfully implementing JHTD. This program has successfully been implemented at the school site that the school was able to sustain the program without funding from the Consolidated Grant. All federally funded teachers had transitioned to locally funded positions in August 2020. Grade distribution was collected and analyzed on the passing rate for 9th and 10th grade students for English and Math. The passing rate for 9th grade English was 68% and 10th grade English 64%. Overall for both levels in English is 67% passing rate. The passing rate for 9th grade Math is 58% and 10th grade Math 62%. Overall for both levels in Math is 60% passing rate.

3.2 Instructional Supports

3.2.2 Classroom Instructional Supports

Training was provided to all Teacher Assistants (TAs) and Instructional Program Aides (IPAs). Topics included Disability Awareness & Confidentiality, Reading Strategies, and Power Session. A total of 203 TAs/ IPAs participated. 47% of teachers rated the Overall satisfaction of supports TAs/ IPAs provide in the classroom as Outstanding and 34% rated Satisfactory. All TAs supported classroom instruction and continued to support Distance Learning as a result of COVID-19.

3.2.4 Kinder Learn

Kinder Learn during this performance period expanded to include grades K-2 and an additional 11 elementary schools. 45 teachers were trained on IXL Foundations and the use of the online system. 43 of 45 teachers grades K-2 have integrated the use of technology in the classroom. Table 3 below indicates IXL

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data (skills mastered, IXL performance and usage) Kinder through 2nd Grade. Note the data only includes 5 schools. The remaining schools were pending the delivery of equipment. Table 4 indicates the AIMSweb Fall Benchmark results.

Table 3 IXL Data

Grade	Mastered Skills	% Participating	Usage-hours
K	2688	64%	539
1	1574	93%	372
2	4409	95%	995
Total	8651	74%	1906

Table 4: AIMSweb Fall Benchmark Data

Grade	Content	Tier 1	Tier 2	Tier 3
Kinder	Reading	174	110	174
	Math	226	97	129
1 st	Reading	60	19	61
	Math	64	27	61
2 nd	Reading	37	25	70
	Math	90	25	90
Reading Total		271	154	305
		37%	21%	41%
Math Total		312	149	267
		43%	20%	37%

3.2.5 Student Advocate & Mentor (SAM)

The Student Advocate and Mentor Guidelines was completed in November 2019. A Cadre of high school teachers were paid a stipend to develop the guidelines from identifying the top at risk students, to parental involvement, and student meetings. Stakeholder input was also received during this process.

3.3 Extended Learning

3.3.1 After School Program for Instructional Remediation & Enrichment (ASPIRE)

ASPIRE was implemented throughout the performance period. ASPIRE ran from September 2019 – February 2020. 1,565 students participated. Table 11 indicates the number of students in ASPIRE for each tier.

Table 5 Fall Benchmark Scores

Probe	Tier 1	Tier 2	Tier 3
Oral Reading Fluency	612	130	69
	76%	16%	9%
Number Sense Fluency	186	270	298
	25%	36%	40%

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3.3.2 Eskuelan Puengi

EP was implemented from February 2020 – March 2020. The method of instruction was course by conference. A total of 2,006 students completed the program (1,030 Session A and 976 Session B); an increase of 238 from the previous school year. Students who completed the program earned 0.5 to 1 credit towards graduation. Marks Analysis was done both sessions, Overall Passing rate of 81% (80% Session A and 83% Session B) and 18% increase from the previous year. This goal was met.

3 schools received mobile carts for the E-Campus. Contract for learning management system was finalized by September 30, 2020.

3.3.3 Summer School

Summer School was implemented from June – July 2020 for Elementary, Middle and High School. As a result of Executive Order 2020-04 issued on March 16, 2020 relative to responding to confirmed cases of novel coronavirus (COVID-19), closed all non-essential Government of Guam offices and schools. Elementary and middle schools were designed to support all students through Distance Learning (online, hardcopy, and public broadcasting instruction). Teachers were paid a stipend to develop lesson and activities to support students and reinforce skills from previous quarter(s). Hardcopy packets were distributed at all school sites and also housing areas that may not have access to transportation or internet. High school was designed to also support Distance Learning through online and hardcopy instruction for students lacking 0.5 or more credits to graduate.

A total of 1,094 students grades 9th -12th completed the summer school program (628 Session A and 466 Session B). The Marks Analysis was done for both sessions, Overall Passing rate of 67% (68% Session A and 65% Session B) a decrease of 16% from previous year. However, this goal was met. 84 students received their diplomas over the summer.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. 3.1 Response to Interventions

- Professional Development for all teachers, administrators, and support staff in the participating SSIP schools, Chief Brodie, JM Guerrero, MU Lujan and Price Elementary School. Implementation of SSIP.
- JHTD High Schools (George Washington High School & Southern High School) successful Implementation of JHTD program. Also being able sustain activities at the school site without GC funds.

2. 3.2 Instructional Supports

- Training for all Teacher Assistants & Instructional Program Aides. Support provided to students, teachers and schools by the TAs & IPAs to include support for Distance Learning as a result of COVID-19 school closures.
- Successful usage technology and license (IXL) at 4 schools (Finegayan, JQ San Miguel, Maria Ulloa and Upi Elementary School). Expansion of the program to an additional 6 schools (Chief Brodie, JM Guerrero, Merizo, MU Lujan, PC Lujan, and Price Elementary Schools).
- Guidelines for implantation of the Student Advocate & Mentor (SAM)
- Participation in the off island National Conference on Innovative Teaching Strategies

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3. 3.3 Extended Learning

- Successful implementation of ASPIRE, *Eskuelan Puengi* and Summer School

Observations and/or Challenges

*List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or performance measures) were not met, if appropriate.*

Please add more numbers if necessary.

1. The challenge included a result of COVID-19 school closure and activities being cancelled. However, despite this major challenge the Project was still able to move forward with procuring instructional materials, and planning PD for teachers virtually.
2. *Ayudante* has used a variety of tools to evaluate the effectiveness of the Project, District and School Site Evaluation. However, as a result of COVID-19 school closure, and activities being canceled, the Project was unable to collect meaningful data.
3. Lengthy procurement process and contracts not fully executed by the end of the performance period, hindered implementation for JHDT, ESL professional developments, *Na'Metgot Tiningo* (Achieve 3000), TA Courses for those working towards a degree in education, and 4H.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- ❑ **Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- ❑ **Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- ❑ **Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 4

College Pathway

Consolidated Grant

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Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

2017 Consolidated Grant Application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

- a. Provide students access to STEM courses and activities.
- b. Provide students with improved access to advanced learning opportunities.
- c. To increase the awareness of "college life" to high school students in the college path.
- d. Help teachers be more knowledgeable about STEM.
- e. Teachers are better prepared to teach AP courses.
- f. Teachers provide on-line access to high quality courses.

2. What were the Grantee's actual CG accomplishments this fiscal year?

- End of fall 2017, 15% of teachers report increased knowledge 15% of teachers have lesson plans. End of Spring, 2018 30% of teachers report increased knowledge 30% of teachers have lesson plans. More than 120 teachers and counselors from both PNP and GDOE attended the AP Summer Institute in various specific content area, these are Pre-AP Science, Pre-AP Math, Pre-AP Strategy Social Studies, AP Calculus, AP English Lit and Lang and US Politics and Government and AP Counselors.
- There were two teachers whose syllabi was approved by College Board.
- Pre-test results show that about 27% of students were placed into EN110. Post-test results show that 91% of students placed into EN110. The English Summer Camp was extremely successful and exceeded expectations of meeting the goal. On a discretionary note, number of students from pre-test to post-test are not the same. Ten students have dropped out since pre-test results. By comparison, there was a decrease of 92% for EN109 placements and an increase of 133% for EN110 placements. The comparison strongly supports the effectiveness of the English Summer Camp. Pre-test results show that about 48% of students were placed into MA110 or above. Post-test results show that 60% of students were placed into MA110 or above.
- At least 10 STEM competitions held since beginning of Fall 2017 semester.
- Each school team committed to preparing a team for competition in a Guam Lego™Robotics practice completion has materials (or will receive materials) for one robot and one expansion set of materials along with the Competition Kit that contains the mission models and the playing field.

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- Participants have access to all the instructional PowerPoint presentations (PPTs) and handouts used during the workshop. The resources will enable the teachers to present the STEM content and connections to robot (ROV) design and construction. These handouts and PPTs can be used and modified to instruct students and to reinforce the teacher's personal skills and knowledge.
- After experiencing a mock robot ROV competition at the workshop, participants can now visualize the student goal of designing a purposeful mission-based Lego™Robotic ROV for both an island-wide school competition and local GreenSTEM projects.

AQUAPHONICS:

- Each school worked as a team to identify and assess their actions for implementing aquaponics as a Teaching tool, to problem solve any site-based challenges, and to map out their steps to move forward.
- Participants began the process of mapping aquaponics curriculum to Next Generation Science Standards (NGSS) in life science, physical science, earth science, and engineering design. Content teams identified the science and engineering concepts, opportunities to demonstrate understanding, and activities that could be addressed with the aquaponics systems.
- Participating schools getting the systems set up and running, reviewing the classes that will experience aquaponics projects, and for some schools co-teaching aquaponics activities.
- Provide students access to STEM courses and activities. The College Pathway Program facilitated STEM Professional Development which provided target participants to gain access to the following:

LEGO ROBOTS:

- Each teacher participating in the workshop has the ability to implement the engineering design process of constructing and testing EV3 Lego™Robots.
- Implement Technology for high school robotics courses. The College Pathway Program facilitated, over the last year, a series of robotic training to support the teaching of robotics in the high school program. The target participants are now able to understand the skills and concepts of Robotics. The participants are now able to do the following:
 - Each teacher participating in the workshop has the ability to implement the engineering design process of constructing and testing EV3 Lego™Robots.
 - Each school team are now committed to prepare a team for the competition in a Guam Lego™Robotics practice completion has materials (or will receive materials) for one robot and one expansion set of materials along with the Competition Kit that contains the mission models and the playing field.
 - Participants have access to all the instructional PowerPoint presentations (PPTs) and handouts used during the workshop. The resources will enable the teachers to present the STEM content and connections to robot (ROV) design and construction. These handouts and PPTs can be used and modified to instruct students and to reinforce the teacher's personal skills and knowledge.

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- After experiencing a mock robot ROV competition at the workshop, participants can now visualize the student goal of designing a purposeful mission-based Lego™ Robotic ROV for both an island-wide school competition and local GreenSTEM projects.
- Provide students improved access to advanced learning opportunities. The program provided advanced learning opportunities to approximately eighty (80) students who participated in the Dual Enrollment Program.
- Implement AP Coaching. The College Pathway Program provided funding for students to take the AP Tests in the following subjects, AP English, Literature and Language, Calculus, AP Arts, AP Government, AP Biology and AP US History. The program funding provided for more than 500 students who took the AP Tests in the Spring of 2016.
- Implement a College Readiness Program. The program was able provide four-day training to thirty (30) counselors to help students' navigate college applications, financial aid, writing a winning essay, college dorm life and how to advise students regarding advanced placement classes and tests.
- Increase awareness of “college life” to high school students. There were 780 number of students who participated in several College Life awareness sessions at the following schools: Simon Sanchez High School, Southern High School and Tiyan High School.
- Implement the College Fair. The College Pathway Program conducted and completed the College Fair, which included a total of 1,500 public and private high school students, as well as, twenty (20) counselors who were on site to provide guidance to the students.

College Pathway contracted professional development, requesting funds for AP Summer Institute, for an additional 65 middle and 65 high school teachers, 30 counselors, 20 administrators and 45 PNP teachers to the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. Also, CP provided access to AP Placement Test fees by requesting funds for AP tests for 200 high school and 40 PNP students. 2 teachers were allowed to attend the AP Summer Institute.

- College Pathway contracted professional development, requesting funds for AP Summer Institute, for an additional 65 middle and 65 high school teachers, 30 counselors, 20 administrators and 45 PNP teachers to the APSI, AP and Pre-AP strategies and the AP curriculum in the following content areas: Pre-AP Strategies: AP Vertical Teams in English, Pre-AP Strategies: AP Vertical Teams in Mathematics, AP Vertical Teams in History and Social Sciences, AP Calculus AB and BC combined, AP Biology, AP Chemistry, AP English Language and Literature. Also, CP provided access to AP Placement Test fees by requesting funds for AP tests for 200 high school and 40 PNP students. 2 teachers were allowed to attend the AP Summer Institute.
- July 1-August 5, 2018 Summer Dual Enrollment. Implement the College Readiness Math and English Camp Program, requesting funds for tuition, textbooks and student fees of targeted students testing into remedial Mathematics and English through the Dual Enrollment Program between GDOE and the University of Guam and Guam Community College for 119 students, 11th and 12th grade students and 39 PNP students.

3. What performance measures, methods, tools and processes did the Grantee use to evaluate project outcomes and the quality of implemented activities for this fiscal year?

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- Increase the percentage of students who enroll in STEM courses.
- Increase percentage of students who complete STEM courses.
- Increase the participation of graduating seniors attending the College Fair by 10%.
- Increase the participation of students who passed the English and Math Placement Test at the University of Guam and Guam Community College.

4. Are there any goals and objectives that were not met this fiscal year? If yes, please provide rationale.

- The State Administration met its target goals and objectives for the FY17 Consolidated Grant. The FY'17 CG funds were spent according to the approved CG application.

5. Are any challenges obstacles and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- During this reporting period, programmatic and fiscal challenges were met and addressed by the program personnel.
-

2018 Consolidated Grant Application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

- Provide students access to STEM courses and activities.
- Provide students with improved access to advanced learning opportunities.
- To increase the awareness of "college life" to high school students in the college path.
- Help teachers be more knowledgeable about STEM.
- Teachers are better prepared to teach AP courses.
- Teachers provide on-line access to high quality courses.

2. What were the Grantee's actual CG accomplishments this fiscal year?

- 328 teachers attended STEM trainings. From the participant surveys, 100% agreed and strongly agreed that the information was useful, 98% agreed and strongly agreed that the sessions were of high quality and 100% agreed and strongly agreed that the sessions were relevant to their work.

Consolidated Grant

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- 194 teachers attended NGSS introductory trainings and from the participant surveys, 100% agreed and strongly agreed that the information was useful, 100% agreed and strongly agreed that the sessions were of high quality and 100% agreed and strongly agreed that the sessions were relevant to their work.
 - During the Underwater Robotics trainings, the pre-surveys indicated that 27% of the teachers felt comfortable facilitating engineering instruction with students and the post-surveys indicated that 73% felt comfortable facilitating engineering instruction with students.
 - 84 student participants (14 teams) in a regional ROV competition as a result of the two teacher trainings to prepare them to teach engineering using Underwater Remotely Operating Vehicles.
- e. As a result of the success of the first ROV competition on April 22, 2017, Guam has been designated as a Regional MATE ROV Competition site.
- f. As part of a progression engineering skills and understanding, two ROV trainings were held to build teacher capacity to incorporate underwater robotics into the high school curriculum for both Guam DOE public and private schools. This is preparing teachers to work with students to remotely operate the robots to complete tasks similar to those used in ocean engineering careers. The next training will include programming the robots.

Two trainings were held for upper elementary teachers and middle school teachers to work with the LegoRobotics program. This is part of the coherent implementation of robotics across K-12. In total 150 teachers were trained and are using the materials with students. 21 teams participated in the FirstLego League Guam competitions and one middle school, Benavente Middle School, advanced to the regional competition in California.

As part of a pre/post-survey of the two-day training, participants were asked to rate their level of confidence in teaching about plants and animals. Before the training, 30% (10/33) of responding participants said they were mostly or very confident. At the end of the training, all respondents said they were mostly or very confident teaching about plants and animals. As part of a pre/post-survey of the two-day training, participants were asked to rate their level of confidence in teaching about environments. Before the training, 35% (13/37) of responding participants said they were mostly or very confident. At the end of the training, all respondents (100%) said they were mostly or very confident teaching about environments.

A district-wide K-5 FOSS-STEM plan was designed and described to the school STEM teams with four FOSS-STEM modules per school purchased over the past two years and teacher trainings complete.

3. What performance measures, methods, tools and processes did the Grantee use to evaluate project outcomes and the quality of implemented activities for this fiscal year?

- Increase the percentage of students who enroll in STEM courses.
- Increase percentage of students who complete STEM courses.
- Increase the participation of graduating seniors attending the College Fair by 10%.
- Increase the participation of students who passed the English and Math Placement Test at the University of Guam and Guam Community College.

Consolidated Grant Annual Performance Report FY 2019 Template

4. Are there any goals and objectives that were not met this fiscal year? If yes, please provide rationale.

- No goals and objectives were not met this reporting period.

5. Are any challenges obstacles and/or risks impacting the Grantee’s ability to meet its goals and performance measures this fiscal year?

- This is year three of the STEM professional development programs and we are currently gathering implementation data to ascertain the number of students that are reached.
- The goals identified within the action plan of the STEM Strategic Plan currently do not have any mechanism to monitor the activities. That will be implemented once the STEM Strategic Plan is adopted by the board of the Guam Department of Education.
- An external evaluation of the STEM programs is needed to determine performance measures, gather teacher and student survey data and conduct focus group sessions and interviews. This is currently not a part of the overall project funding.
- Gathering school level data for the FOSS science programs has been requested and only a third of the schools have submitted their implementation data. Some of this difficulty stems from the transition of leadership, teachers from one grade level to another and shift among staff resulting in numerous teachers who have not been trained on the materials.
- A general lack of science supplies and materials has impacted the use of the aquaponics materials and many of the teachers who received the training are not using the materials with students. This issue is being addressed with the purchase of science equipment and an expansion of the project-based learning experiences.
- .Sufficient materials were purchased for elementary and middle school teachers to implement the WeDo robotics and having sufficient supplies for the LegoRobotics and the Underwater Robotics is still an issue. As a result, not all of the students in a school have access to the engineering programs. The Guam DOE is continuing to add more training and equipment each year to address this problem.

Section 3. The following section collects project specific data for each of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	#4 College Pathway Joseph L.M. Sanchez – Project Manager Leah Beth Naholowaa, Ed.D – Project Coordinator	Federal Program & Allowable Use(s) of Funds:	Title V, Part B, Subpart 2 - Rural and Low-Income School	Federal Programs Oversight:	Sean Rupley – State Program Officer Rachel L.S.
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		<p>*Identify the Federal Program under which the project is being implemented.</p> <p>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</p>	<p>Program (Title V-B or RLIS)</p> <p>Title 1-A Sec 1114 (e)(1) and (2)(B); Title II-A Sec 2103(b)(3)(M) and Sec 2103 (b)(3)(O); Title IV Sec 4107 (a)(1)(2)(3)(A) and Sec 4107 (a)(1)(2)(3)(D) and Sec 4107 (a)(1)(2)(3)(C) and Sec 4107 (a)(1)(2)(3)(E); Title IV Sec 4109(a)(1)(A)-(D) and Sec 4109(a)(3) and Sec 4205(a)(1)</p>		<p>Duenas – Senior State Program Officer</p>			
Project Budget		Population Served						
Allocated	Expended	Students Served		Staff Served				
FY19 \$2,310,579.00	FY19 \$254,782.29	Grade Level(s)	<i>Projected Number</i>	<i>Actual Number</i>	<i>Projected Number of Teachers</i>	<i>Actual Number of Teachers</i>	<i>Projected Number of Administrators</i>	<i>Actual Number of Administrators</i>
		Group: <i>(Public/Charter)</i>			<i>(Public/Charter)</i>		<i>(Public/Charter)</i>	
		<i>Pre-K</i>	72	72	<i>(PNP)</i>			
		<i>K - 5</i>	3876	3,876	<i>91</i>	91		
		<i>6 – 8</i>	384	384				
		<i>9 – 12</i>	1,644	1,644				
		<i>(PNP)</i>						
		<i>K – 5</i>	50	50				
		<i>6 – 8</i>	100	100				
		<i>9-12</i>	525	525				
		Group: [Grade Level(s)]						
Total Population Served				13,751			529	
Project Objective(s)				Performance Measure(s)				
<p><i>List the project’s objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i></p>				<p><i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i></p>				

Consolidated Grant

Annual Performance Report FY 2019 Template

<p>Goal 1: Year 3: 2020, Fifty (50%) of participating teachers will utilize AP instructional strategies as evidenced by classroom visits, self-reporting surveys and lesson plans.</p> <p>Goal 2 Year 3: 2020: Twenty (20%) of participating teachers will create an approvable AP College Board syllabi, as evidenced by the approved letter of acceptance from AP College Board.</p> <p>Goal 3: By Year 2020, the number of students participating in English and Math camp will increase to 150 as evidenced by attendance logs.</p> <p>Goal 4: By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by activities calendar.</p>	<ol style="list-style-type: none"> 1. The percent of high school students participating in the Advanced Placement Tests who earn a passing score of three (3) will increase by 2 % 2. GDOE students will have access to two (2) additional AP courses approved by College Board. 3. High school students testing into remedial English and Math courses at the University of Guam and Guam Community College will be reduced by 15%. 4. 30% of participating students will indicate interest in STEM careers for College degrees. 5. By Year 2020, Fourteen (14) STEM activities/competitions will be offered to students as evidenced by the activities calendar 6. At least 50% of teachers participating in STEM PD activities will indicate that they feel better prepared to teach STEM topics, are more knowledgeable about STEM related standards, and that they are incorporating more hands on STEM activities in instruction 7. 50% of participating teachers will use AP instructional practices as evidenced by classroom observations, self-reporting surveys and lesson plans. 8. 20% of participants will have approved AP syllabi 9. 150 students participate in English and Math camps as evidenced by attendance logs 10. 95% of students and parents attending College Fair report that the event was effective in providing information for College.
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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

Name of High School	Number of AP Test Takers who Scores 3 or Better*	Total Number of Exams
George Washington High School	4	32
John F. Kennedy High School	36	121
Okkodo High School	10	46
Simon Sanchez High School	10	60
Southern High School	2	13
Tiyan High School	25	67
Total	87	339

***If a student took an AP test in one or more that one subject, the student is counted every time he/she scores a 3 or higher.**

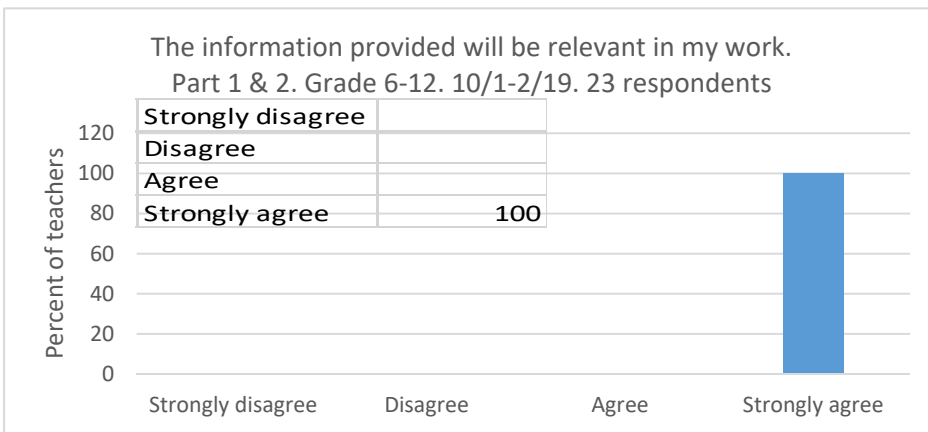
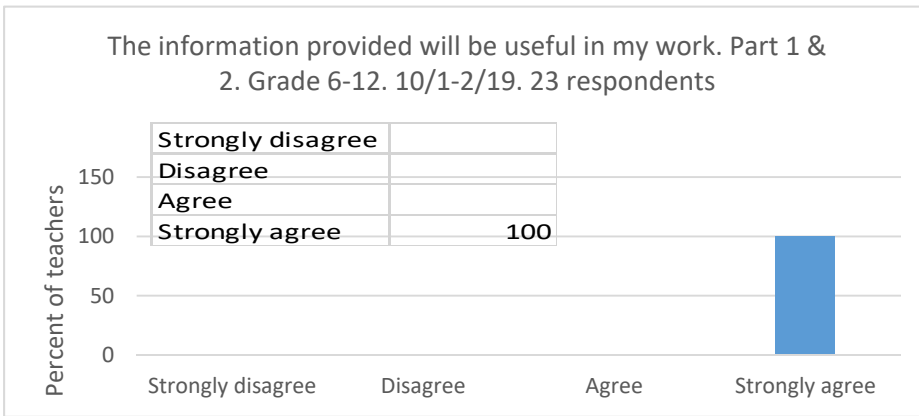
Due to the early school closure brought about by the COVID-19 pandemic, teachers were not surveyed during the 3rd quarter. This was unfortunate because there seemed to be a good indication early on in the 1st quarter that a significant percentage of teachers were applying AP instructional practices in the classroom. The 60% actual percentage of teachers implementing learned AP teaching strategies exceeded the 45% target percentage for that quarter.

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The percentage increase of students who scored 3 or better in the AP Tests for SY19-20 was 26%. *Psychology* and *Statistics* were added as two new AP courses approved by the College Board.

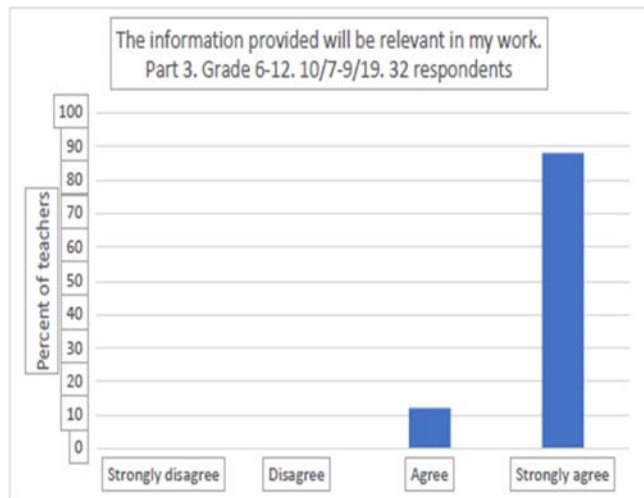
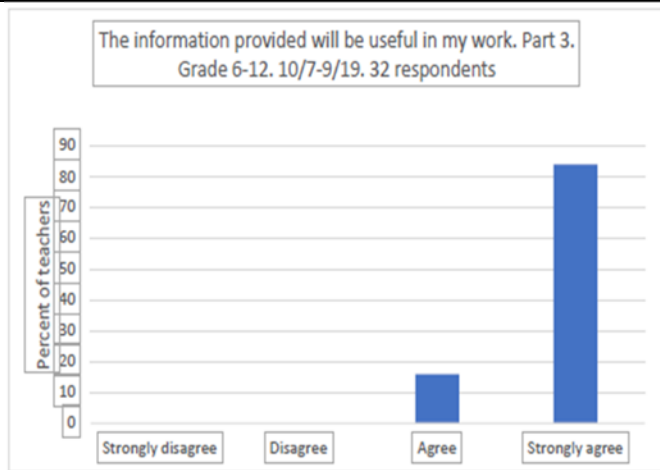
➤ **Next Generation Science Standards (NGSS) Part 2 “Deepening Understanding of NGSS” Next Generation Science Standards (NGSS) Part 2**

- Out of 23 respondents, 100% of middle and high school NGSS cadre leaders strongly agreed or agreed that the PD on NGSS Part 2 was useful and relevant to their course of work. Please refer to Graphs 1 and 2.
- 50% was completed. A continuation of the PD will be conducted in January 2020.



- **Next Generation Science Standards (NGSS) Part 3 “Generating Curriculum Maps for the Next Generation Science Standards”** Out of 32 respondents, 100% of middle and high school NGSS cadre leaders strongly agreed or agreed that the PD on NGSS Part 3 was useful and relevant to their course of work.

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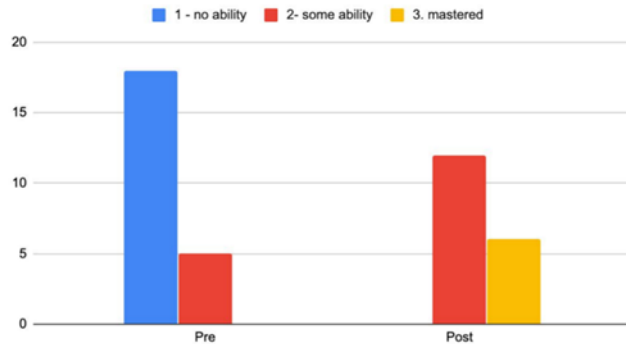


Elementary and Middle School LEGO EV3 Out of 18 respondents, 100% have mastered or gained some ability to teach STEM topics, specifically on the LEGO software. 100% of respondents have mastered or have some knowledge about STEM related standards, such as the language of LEGO. Out of the 18 respondents, only 2 respondents need additional training on how to incorporate more hands-on LEGO EV3 activities in their instruction.

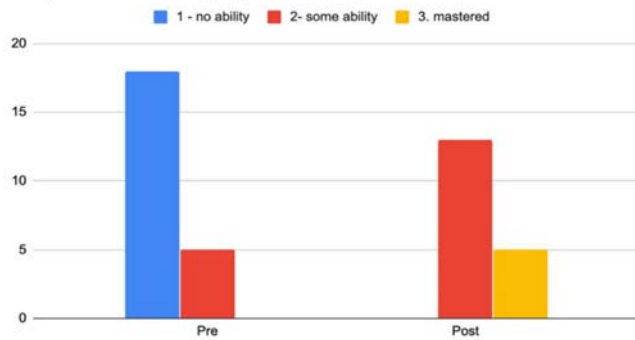
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Consolidated Grant Annual Performance Report FY 2019 Template

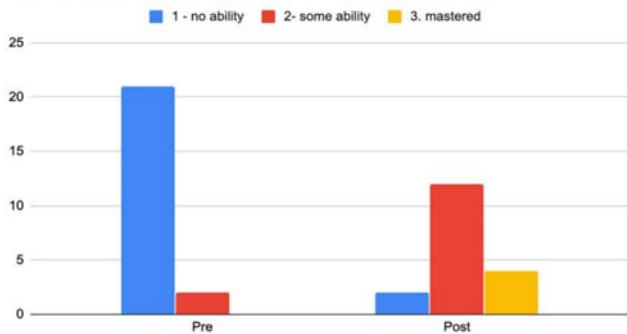
Q5 [I can navigate the LEGO software]



Q2 [I know the Language of LEGO]



Q10 [I can setup and run a classroom challenge]



Out of 21 respondents, 100% have mastered or gained some ability to teach STEM topics, specifically on the LEGO software.
 100% of respondents have more knowledge about STEM related standards, such as the language of LEGO.
 100% of respondents will be incorporating more LEGO EV3 hands-on activities in their instruction.

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Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

1. Full Options Science Systems (FOSS) from October 16-19, 2018 for Elementary PNP and GDOE Teachers
2. Next Generation Science Standard (NGSS) Professional Development for K-5 teachers for both PNP and GDOE teachers, October 29-31, 2018 at the Dusit Thani Hotel.
3. Online learning professional development for Secondary teachers- November 13-15, 2019, Dusit Thani Hotel. The training was facilitated by ACE Digital
4. **Next Generation Science Standards (NGSS) Part 2 “Deepening Understanding of NGSS”**
January 13-24, 2020
For K-5 NGSS Cadre teachers only who participated in Part 1
100 % completed.
5. **Next Generation Science Standards (NGSS) Part 3 “Generating Curriculum Maps for the Next Generation Science Standards”**
January 29, 2020
For Secondary NGSS Cadre teachers/leaders only who completed Parts 1-2
100% completed.
6. **Guam Area Logo (EV3) Robotics & Invention Competition**
January 18, 2020
Intermediate Arena for elementary school and middle school teams (4th-8th grade)
Advanced Arena for middle and high school teams (6th-12th grade).
Advanced Inventions for middle and high school teams (6th-12th grade).
7. **Middle and High School Part 2: Transforming Science Fairs to STEM Expo**
January 24, 2020
Middle School 8:00am-12:00am
High School 1:30 am-4:00pm
100% Completed
8. **Elementary School LEGO Coding Express**
February 17-19, 2020
For Pre-K & Kinder Grade STEM teachers/coaches
100% completed
9. College Pathway held Advanced Placement Summer Institute online professional development for Secondary teachers on August 3-6, 2020.
10. **Middle & High School Drones**
October 10-16, 2019
For secondary STEM teachers

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100% completed

11. Elementary, Middle, & High School 3D Printing

October 17-18, 2019
For secondary STEM teachers
100% completed

12. Elementary WeDo

October 18, 2019
For 2nd and 3rd grade teachers
100% completed

13. Elementary, Middle & High School STEM Expo

November 18-19, 2019
For all grade-level STEM Cadre teachers
100% completed

14. Middle School: Using STEM Technology for Effective Instruction

November 20-22, 2019
For Middle school STEM teachers
50% completed

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

Please add more numbers if necessary.

1. Delays in getting contract approved are the most challenging this quarter as well as the effects of the COVID-19 pandemic
2. Venue for Professional Development was a bit of a challenge, despite reserving the conference room way in advance.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 5

Career Pathway

Consolidated Grant Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee’s key objectives for the Consolidated Grant (CG) this fiscal year?

1. Increasing knowledge 25%, utilizing strategies 25%, increase access to technology
2. As a result of higher quality curriculum, 50% of participating students will receive a passing grade in their career academy.
3. 7 classrooms will have updated equipment and teachers will show evidence of usage of equipment.
4. 60% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate.
5. 29% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion

2. What were the Grantee’s actual CG accomplishments this fiscal year?

1. The project provided 5 training events that helped increase teachers’ knowledge of subject matter, increase the utilization of instructional strategies and increase access to technology.

PROFESSIONAL DEVELOPMENT	TYPE	NUMBER OF PARTICIPANTS
Promethean Board	Access to Technology	30
Choices 360 Online Career Interest Inventory	Access to Technology	68
Business Education	Knowledge	20
Career Academies	Utilizing Strategies	79
Microsoft Office Specialist Certification	Knowledge, Access to Technology	23

Consolidated Grant Annual Performance Report FY 2019 Template

2. Fifty two percent (52%) of those students completing the CTE courses offered received a Certificate of Mastery indicating also that the students received a passing grade (see data table on #5). This objective was met.
3. The project exceeded its goal to equip 7 classrooms with updated equipment. The project procured a total of 16 mobile laptop carts: 2 carts for each high school and 1 set each for 2 middle schools.

	GWHS	JFKHS	JPTSA	OHS	SSHS	SHS	THS	LPUMS	AIJMS
Mobile Laptop Carts	2	2	2	2	2	2	2	1	1

4. The project fell short of meeting its objective to have 60% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher. Forty five percent (45%) of the graduating seniors took the WorkKeys assessment and 38% earned a Bronze or higher score.

SY17-18 WORKKEYS SCORES FOR GDOE HS GRADUATES				
SCORE	NUMBER	PERCENTAGE	≥ SILVER	≥ GOLD
BRONZE	317	16%	22%	8%
SILVER	291	14%		
GOLD	92	5%		
PLATINUM	68	3%		
TOTAL CERTIFICATES EARNED (All Graduates)	768	38%		
NONE	138	7%		
INCOMPLETE	4	0%		
TOTAL ASSESSED	910	45%		
TOTAL NOT ASSESSED	1658	83%		
TOTAL GDOE GRADUATES	2009	100%		

However, the Project realized an 87% increase in the number of students who took the assessment from the previous school year (SY16-17).

Consolidated Grant
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WORKKEYS SCORES EARNED	SY16-17	SY17-18	CHANGE	% CHANGE
Platinum	0	68	+68	
Gold	19	92	+73	384%
Silver	165	291	+126	76%
Bronze	122	317	+195	150%
TOTAL TESTED	411	768	+357	87%

5. A. There were 360 students who received Certificates of Completion and among them 186 received a Certificate of Mastery. 52% (186/360) of those enrolled received Certificates of Mastery, exceeding the targeted percentage of this objective.

2017-18 CERTIFICATE OF COMPLETION	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Automotive Service Technology	0	6	6	13	0	7	32
Collision Repair & Finishing Technology	17	0	0	8	0	n/a	25
Construction Trades-Carpentry	0	17	0	n/a	18	17	52
Construction Trades-AutoCAD	13	n/a	n/a	n/a	n/a	n/a	13
Early Childhood Education	33	n/a	n/a	n/a	n/a	n/a	33
Electronics	0	n/a	10	5	5	n/a	20
Health Careers & Secondary Science	11	13	0	18	5	n/a	47
Marketing	3	8	0	13	5	12	41
Tourism-Lodging Management	6	5	27	11	1	18	68
Tourism-ProStart	10	7	3	7	2	n/a	29
Visual Communications	0	n/a	n/a	n/a	n/a	49	49
TOTAL	93	56	46	75	36	103	360

2017-18 CERTIFICATE OF MASTERY	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Automotive Service Technology	2	5	0	1	6	0	8

Consolidated Grant Annual Performance Report FY 2019 Template

Collision Repair & Finishing Technology	0	0	0	8	0	n/a	0
Construction Trades-Carpentry	0	2	0	n/a	0	1	3
Construction Trades-AutoCAD	0	n/a	n/a	n/a	n/a	n/a	0
Early Childhood Education	6	n/a	n/a	n/a	n/a	n/a	6
Electronics	0	n/a	4	1	4	n/a	9
Health Careers & Secondary Science	3	7	0	0	15	n/a	25
Marketing	6	5	22	15	9	4	61
Tourism-Lodging Management	4	9	3	1	17	2	36
Tourism-ProStart	3	8	12	1	7	n/a	31
Visual Communications	1	n/a	n/a	n/a	n/a	n/a	1
TOTAL	25	36	41	19	58	7	186

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

The performance measures that were used to evaluate the project outcome were data collected on the number of participating teachers in professional development activities, the number of students participating in the WorkKeys curriculum and assessment and the number of students who have earned a certificate of completion and certificate of mastery in Career & Technical Education courses.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

Yes. The project fell short of meeting its objective to have 60% of graduating seniors pass the WorkKeys assessments with a Bronze score or higher. Only 45% of the graduating seniors took the WorkKeys assessment and 38% of those who took the assessment earned a Bronze or higher score. The Project staff worked with the contracted vendor (Guam Community College) to provide awareness sessions to teachers, counselors and administrators and proctor training. Each school develops their own implementation plan that best fits their schedule so students from each school do not have the same amount of time to work on the curriculum to prepare for the Assessment. For example, at John F. Kennedy High School, the WorkKeys placement quizzes are taken in the students' English classes and thereafter the students make time to do the activities. If the student is in a Business Education or

Consolidated Grant

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Family Consumer Science class then the teachers provide time for the students to work on the curriculum activities as well. When they are eligible to take the Assessment indicated by a score of 4-7 on the curriculum quizzes, the WorkKeys coordinator schedules the testing date. At Simon Sanchez High School, the WorkKeys coordinator works with academic teachers to have students take the pre-assessment and then go through the curriculum. As the coordinator must arrange these curriculum sessions some students are only seen once a month so progress on completing the curriculum activities and taking the quizzes is slower.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

1. Contracts may take 6 months to be executed from the time they are entered in our Munis Procurement System as requisitions. There are numerous approvers in the procurement process and if one approver rejects a requisition the whole process starts over, delaying the execution of an activity.
2. Enrollment in CTE courses declined during this period and this may have been caused by the program changes made by the Guam Community College (GCC) who provides the courses in our public schools. One example that contributed to the decrease in total CTE enrollment numbers was the Automotive Program that was dropped from Southern High School. Prior to this school year 3 classes of Automotive (10th, 11th, 12th grade) were offered at the school. Southern High School saw a total decrease in enrollment of 149 students that year.

FY2018 Consolidated Grant application:

1. **What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?**
 - a. Deeper knowledge in 50% more strategies, 50% access & utilize technology
 - b. As a result of higher quality curriculum, 65% of participating students will receive a passing grade in their career academy
 - c. 8 classrooms will have updated equipment and teachers will show evidence of usage of equipment
 - d. 75% of graduating seniors pass the WorkKeys assessment with a Bronze score or higher and achieve an NCRC certificate
 - e. 30% of all GDOE high school students eligible to enroll in GCC courses, with increasing Certificates of Mastery or Completion

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2. What were the Grantee’s actual CG accomplishments this fiscal year?

A. Six hundred thirty (630) laptops (21 laptop carts containing 30 laptops each) were distributed to 21 Career & Technical Education (CTE) teachers to enhance classroom instruction and give students greater access to resources and assessments to help prepare them for their career choices. Teachers utilized the equipment to improve their lessons with teaching websites, resources and games, provide immediate feedback to students on their work and allowed students quicker & greater access to information for research assignments, projects and presentations. The equipment was also used to access the WorkKeys curriculum and Choices 360 Career Interest Inventory to help students prepare for the WorkKeys assessment and help make decisions about the career fields they would like to pursue after graduation. Also, 15 Promethean Boards were distributed to middle and high school CTE teachers to help enhance the delivery of instruction.

MOBILE LAPTOP CARTS WITH 30 LAPTOPS/CART									
AIJMS	AMS	FBLGMS	IMS	JRMS	LPUMS	OMS	VBMS	JPTSA	OHS
2	2	2	3	2	4	2	2	1	1

PROMETHEAN BOARDS															
AIJMS	AMS	FBLGMS	IMS	JRMS	LPUMS	OMS	VBMS	GWHS	JFKHS	JPTSA	OHS	SSHS	SHS	THS	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

B. In SY18-19 all 6 participating high schools reported more than 65% of CTE students received a 70% or above in their CTE courses.

HIGH SCHOOL	No. students enrolled in CTE classes	No. students received 70% or above	Percentage of students received 70% or above
George Washington HS	561	475	85%
John F. Kennedy HS	558	481	86%
Okkodo HS	417	329	79%
Simon Sanchez HS	556	498	90%
Southern HS	655	591	90%
Tiyan HS	397	345	87%

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- C. Teachers from middle and high schools reported multiple ways equipment was used & expressed their satisfaction with having technology equipment to help with instruction and provide students with easier access to information to help with their learning.

SCHOOL	HOW WAS EQUIPMENT USED	SUCSESSES/HIGHLIGHTS WITH USING EQUIPMENT
George Washington HS	Creating Business Franchise Brochures; Teacher/Student Presentations; Teacher/Student Research; Job & Career Research; Resume Creation & Writing Business Letters; PowerPoint Presentations	Students were able to utilize technology to complete assignments and projects in the classroom.
John F. Kennedy HS	Students used computers start their final research project. Students utilized the internet and use Google Docs to a one on one review of their research with the teacher. Google chat was used to communicate questions and feedback.	Immediate feedback and communication with teacher and student. Students were able to access the wide vast of information needed for their research project.
Okkodo HS	Mobile cart & projector used for timed drill and typing lesson evaluation for their performance exam, create projects Projector used for Powerpoint presentation and lesson delivery. Students researched terms, did lesson assignments, developed a portfolio and worked on online assignments.	The student had the opportunity to work on their personal in class assignments and practice on skills discuss in class with no issues of borrowing or wait. Also, having a personal laptop and internet gave the students the opportunity to learn from real life lessons and contents online. They also had the materials needed to accomplish their service learning project and portfolios needed to pass the course.

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Southern HS	<p>Student use for a final research project</p> <p>Used daily to access email, powerschool, google for research, and Microsoft office.</p>	<p>Students' are becoming familiar with Microsoft Office through regular use of the equipment</p>
Tiyán HS	<p>Used to show media to students and Powerpoint from Textbook</p> <p>Full usage in class daily. Job hunting, Job researching, Student assignments, demonstration of content knowledge, submitting assignments, producing transferrable skills.</p>	<p>Each piece of equipment allows for added value to the content area and student understanding. Some students benefit more from visual learning and others benefit from exploratory learning. This also increases our mission to achieve technology literate students as student have to complete assignments using technology and email their work to the teacher. This allows creditability to the student who completes work timely and should the rare case of missing work, easily locating the work submitted via email.</p>
LP Untalan MS	<p>Students used the laptops to create print advertisements, to create online storyboards and public service announcement videos</p>	<p>The students improved the quality of their work. Assignments had a more polished and professional appearance; The added technology increased student engagement and the desire to work on assignments</p>

D. During SY18-19, 832 students out of 979 high school seniors (85%) who took the WorkKeys Assessment scored a Bronze or higher.

WORKKEYS SCORES	TOTAL NUMBER OF STUDENTS
Bronze	370
Silver	239

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Gold	138
Platinum	85
TOTAL CERTIFICATES EARNED	832
Incomplete/None	147
TOTAL ASSESSED	979

The number of Certificates of Mastery for SY18-19 was 202.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

The Project personnel collected monthly reports from teachers on the equipment usage and highlights of using the equipment.

The Guam Community College, contracted vendor for managing the WorkKeys and Choices 360 Programs at the secondary schools, assists schools with activating student accounts and then collects data on the activities completed for each program.

Evaluations on the Professional Development Training are conducted to determine usefulness, relevance and effectiveness of the training.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

The project fell short of getting 75% of graduating seniors to score at Bronze or higher in the WorkKeys Assessment. While significant increases in the number of students scoring at Bronze or higher in the WorkKeys Assessment were realized (832 out of 979 who took the test or 85%) but the participation rate still remained low when compared to the number of students enrolled as 12th graders who are targeted to take the test (832 of 1,684 12th graders enrolled or 49%). The challenge the schools are faced with is providing enough time for the students to work on the WorkKeys curriculum around the student's daily schedule

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

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Significant increases in the number of students scoring at Bronze or higher in the WorkKeys Assessment were realized (832 out of 979 who took the test or 85%) but the participation rate still remained low when compared to the number of students enrolled as 12th graders who are targeted to take the test (832 of 1,684 12th graders enrolled or 49%). The challenge the schools are faced with is providing enough time for the students to work on the WorkKeys curriculum around the student’s daily schedule. Class time is already filled with instruction and lesson activities so teachers would have to make a conscious effort to incorporate the time regularly in the class period for the students to work on the WorkKeys Curriculum to get them ready & prepared to take the Assessment in the Spring Semester. Many times this is not possible because the priority is for the students to complete their content/subject assignments before they can spend time on the WorkKeys curriculum.

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Federal Program & Allowable Use(s) of Funds:	Federal Programs Oversight:
#5 Career Pathway Project	<p>*Identify the Federal Program under which the project is being implemented.</p> <p>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</p>	<p>Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS) Title I, Sec 1003A(c)(3)(ii), Sec 1111(b)(1)(D)(i), Sec 1111(c)(4)(B)(v), Sec 1111(h)(1)(C)(xiv), Sec 1112(b)(10), Sec 1112(b)(12), Sec 1114(B)(7)(A)(iii)(II), Sec 1114(e), Title II, Sec 2101(c)(4)(B)(iv), Sec 2103(b)(3)(C), Sec 2101(c)(4)(B)(xviii), Sec 2103(b)(3)(O); Title IV, Sec 4104(b)(3)(B)(iv), Sec 4104(b)(3)(C)(iii), Sec. 4104 (C)(i)(l) Sec 4107(a)(3)(A), Sec</p> <p>Roque Yamashita – State Program Officer Rachel L.S. Duenas – Senior State Program Officer</p>

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			4109 (a)(1)(D), Sec 4109 (a)(2)(A)(B), Title VIII, Sec 8101(52)					
Project Budget		Population Served						
Allocated	Expended	Students Served		Staff Served				
FY19 \$ 2,929,122.00	\$ 2,186,009.89	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
		Group: [6-8]	6,466	6,466	27	35	25	12
		Group: [9-12]	9,201 DOE 296 GACs	9,201 DOE 296 GACs	55	68	29	11
Total Population Served				15,963				126
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>				
<p>1. Goal 1 Year 3: 75 % using strategies learned in PD, 75% CTE students access & use of technology (Modified in Year 2)</p> <p>2. Goal 2 Year 3: as a result of a higher quality curriculum, 80% of participating students will receive a passing grade in their career academy</p> <p>3. Goal 3 Year 3: 15 classrooms will have updated equipment and teachers will show evidence of usage of equipment</p> <p>4. Goal 4 Year 3: 90% of all test takers pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate (Modified in Year 2)</p>				<p>1. <u>GDOE 21st Century CTE Classrooms</u> A. 15 classrooms will have updated equipment and teachers will show evidence of usage of equipment B. 75% of CTE teachers trained using strategies learned in PD, 75% of CTE students will access & use technology</p> <p>2. <u>ACT WorkKeys Curriculum (WKC, Formerly KeyTrain) Training and WorkKeys Assessment</u> A. 86% of all test takers pass the WorkKeys assessments with a Bronze score or higher and achieve an NCRC certificate</p> <p>3. <u>CTE Academies</u> A. By year 2020, percentage of students who are participating in CTE course offerings will increase by 1% B. As a result of a higher quality curriculum, 87% of participating students will receive a passing grade in their career academy C. 60% of CTE students will earn Certificates of Mastery or Completion</p>				

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<p>5. Goal 5 Year 3: 32% of all GDOE high school students will enroll in GCC courses, of which 60% will earn Certificates of Mastery or Completion (Modified in Year 2)</p>	<p>4. Professional Development for CTE teachers</p> <ul style="list-style-type: none"> A. 92% of GDOE and PNP teachers attending CTE training will self-report implementing strategies in CTE classrooms and monitoring student progress. B. 82% of participating students receiving a passing grade of 70% or higher.
<p>Evidence of Success/ Progress (bullet points) <i>List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)</i> Please add more bullet points if necessary.</p>	
<ul style="list-style-type: none"> • On average, 89% of students enrolled in CTE courses pass the course with a C or better. This exceeds the target goal of 87% of students will receive a passing grade in their career academy. Data is collected by the Guam Community College (GCC), Guam’s State Vocational Agency, who offer CTE courses in all the public high schools. GCC instructors teach relevant courses of the various academies offered in the schools and maintain the academic record of students in these classes. 	
<p>Activities <i>List the major activities that were implemented within this project.</i> Please add more numbers if necessary.</p>	
<ol style="list-style-type: none"> 1. The Health Certificate Training for 30 students was conducted in November 2019 at one high school by the Department of Public Health & Social Services. These certificates will increase the student’s eligibility for jobs in the food industry 2. Career Interest Inventory licenses were procured for 16 elementary schools as a pilot program to provide awareness to elementary students on various careers in the community and to help students identify their interests and strengths that can help them in these careers. Schools indicated that they will implement the program beginning on October 16 when the 2nd quarter of the school year begins. 3. Twenty six (26) educators participated in the Microsoft Office Word & Excel Training in July – August 2020 and after passing the exam will receive national certification. 4. All public high schools offered a series of CTE courses from 13 CTE Academies in the Fall 2019 with a total enrollment of 2,727 students (see table below) 	

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Table 1. CTE Enrollment by Program During the Period of January 2020 – March 2020

	GWHS	JFKHS	OHS	SHS	SSHS	THS	TOTAL
Allied Health	86	81		57	72		296
Auto Services Tech	55	55	60	42	42	63	317
Auto Collisions Repair	55			61			116
Construction Trades - Auto CAD	40						40
Construction Trades - Carpentry	47	58	44		54	45	248
Construction Trades - HVAC				25			25
Early Childhood Education	90						90
Electronics Technology	64		87	50	66		267
Marketing	52	79	85	42	71	56	385
Tourism LMP	71	82	83	39	86	77	438
Tourism ProStart	66	71	78	47	52	61	375
Telecommunications						65	65
Visual Communications	66					60	126
TOTAL ENROLLMENT	692	426	437	363	443	457	2727
1st Semester Grades of C or higher	586	391	385	311	413	329	2415
Percentage	85%	92%	88%	86%	93%	90%	89%

5. During the 2nd quarter, 311 new accounts for the Choices 360 were created increasing the total number of student accounts available for SY19-20. During this period 3,321 students accessed (see Total Active column) the various modules available in the system.

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CHOICES 360				6 th		7 th		8 th		9 th		10 th		11 th		12 th	
	TOTAL ENROLLMENT	TOTAL ACCOUNTS CREATED	TOTAL ACTIVE	Early Skills	Career Cluster Map	Career Cluster Survey	Directions After Hs	The Career Key	Focus Career Cluster	Interest Profiler	Work Values Sorter	Personal Values	Career Plans	My Goals	Basic Skills Survey	WorkKeys	After High School
GWHS	1644	0	5														
JFKHS	3876	9	842							348	337	339	324	10	22	1	9
JPTSA	324	42	60							0	0	0	0				4
OHS	2581	24	395							209	179	0	0				2
SSHS	1823	3	64							1	0	0	0				
SHS	1926	0	3							0	0	0	0				
THS	1307	0	278							213	134	140	113				
AJMS	1056	156	240						166								
AMS	826	21	95	86	16	174	139	144	155								
FBLGMS	1501	0	604			246	308	287	135								
IMS	648	0	2					0	0								
JRMS	1155	20	273			221	187	6	0								
LPUMS	1401	23	208			32	22	105	37								
OMS	575	0	0			33	32	33	21								
VBMS	1109	13	252			80	39	112	100								
TOTAL	20752	311	3321	86	16	786	727	687	614	771	650	479	437	10	22	1	15

6. Two cohorts of Construction Craft Laborer classes with the Guam Trades Academy were completed. The Basic Core Curriculum class ran through the Christmas Break and 6 modules were completed during that time.

7.

SCHOOL	Fall 2019 Core Curriculum	Fall 2019 Construction Craft Laborer I	Fall 2019 Construction Craft Laborer 2	Christmas Break Core Curriculum Cohort
George Washington HS	0	1	1	
John F. Kennedy HS	0	1	4	1
JP Torres SA	26	2	4	
Okkodo HS	0	2	2	
Simon Sanchez HS	0	0	0	4
Southern HS	0	2	0	0
Tiyan HS	0	0	0	0
TOTAL	26	8	11	5

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Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

Please add more numbers if necessary.

1. The biggest challenge that influenced the Project's ability to implement all the activities was the onset of the COVID-19 pandemic. On March 16, 2020, Governor Lou Leon Guerrero, through Executive Order 2020-04, suspended all Government of Guam operations, including the Department of Education, until March 30, 2020 in response to the positive cases of COVID-19 in Guam. After the subsequent Executive Order 2020-09 extended the government closure until May 5, 2020, Superintendent Jon Fernandez canceled classes through the end of the SY19-20. With this closure and cancellation of classes, processing of procurement items was very slow because business vendors were also closed and forced to work remotely making it difficult for end-users to obtain price quotations. Further, all GDOE staff were teleworking from home so communication on procurement items in progress took longer than usual. As a result, professional development training sessions were not held, classroom instruction for the remainder of the SY year was cut, technology equipment was not procured or delivered and assessments were not administered so data was not available for these activities.
2. Another challenge was providing support services such as the Career Interest Inventory system, Choices 360 and the WorkKeys Curriculum & Assessment instrument to students. Because Guam has been on PCOR1, Guam DOE schools are providing instruction in only 2 modes: online learning and hard-copy. "Hard copy" students do not have technology equipment and/or do not have internet access so they pick up materials once a week and do all assignments at home from written instructions provided by the teachers then return them to school for grading. As Choices 360 is an online tool, these students are unable to avail of the resource. With WorkKeys, while the curriculum is available in PDF the schools are unable to make all the copies of it because of limited supply of paper so students may not get the materials at all. Online students are still able to access Choices 360 and WorkKeys curriculum and teachers encourage their students to make time to use them but the Assessment is only given face-to-face to protect the integrity of the test. So, WorkKeys Assessments were not given to Seniors from SY19-20 and Project staff and contracted vendor continue to look for other options to administer the assessment with the current pandemic restrictions.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 6

Gifted and Talented Education (GATE)

Consolidated Grant

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Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

Objective 6.1: Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD)

Year 1: 50% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings, Year 2: 55%, Year 3: 60%.

Objective 6. 2: Math Enrichment Program (4th/5th grade GATE)

Year 1: 70% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 2: 75%. Year 3: 80%.

Objective 6.3: Academic Special Events

Year 1: 65% of students participating in academic special events will report being more engaged in learning (as determined on a measure of engagement from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf) and feeling more confident in their academic work, Year 2: 70%, Year 3: 75%.

Objective 6.4: Visual Arts, Theater and Music Programs

Year 1: 65% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work; Year 2: 70%, Year 3: 75%

2. What were the Grantee's actual CG accomplishments this fiscal year?

- Identification through assessments for Prekindergarten students with high-ability skills is based on assessment results, as well as, recommendations from teachers, parents, daycare providers, and/or grandparents (with parental consent), whereas students in K-5 must be recommended by teachers, principals, librarians, and/or nurses. For this reporting period, there was a total of 1,414 GATE identified students (125) PreK Students and (1,289) K-5th grade students.
- The Project received a total of 250 referrals for testing in which 148 Qualified (59.2%), the project increased its identification of GATE students compared to last School Year by 3.5%.
- Of the 430 GATE identified 4th (212) and 5th(218) grade students from 23 elementary schools, the ACT Aspire for SY'17-18, 64% scored "Ready" or "Exceeding" in Math, a 17% increase from SY16-17 (47%).
- The GATE Academic Special Events Program included 7 additional Public Schools; 3 Elementary, 2 Middle and 2 High.

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- Professional Development through contractual services was provided for 35 GATE Teachers, 14 PNP Teachers and 3 GATE office staff January 22nd to the 26th.
- GATE Theatre was able to produce “SHREK THE MUSICAL” on April 3rd through the 5th with a total of 72 (27 Public / 45 PNP) students participating in the production.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

- a. 10% increase in number of students participating in GATE activities (academic special events, visual arts, theater and music).
The total number of GATE students identified in SY16-17 was 1,590. The total number of students identified for GATE in SY17-18 was 1,941, an increase of 22.08%. Although we lost a Music Teacher, we gained a dance instructor who offered services to a good number of students.
- b. 60% of GATE students will score at READY level in ACT Aspire Reading and Mathematics assessments.
The GATE Math Enrichment Teacher provided services to 23 elementary schools with a total of 430 GATE students; 4th (212) and 5th (218) grade students. Based on ACT Aspire for SY’17-18, 64% scored “Ready” or “Exceeding” in Math (146 of 212 for 4th graders & 129 of 218 for 5th graders). Each school is provided 2 hours of services per week.
- c. 50% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings.
Professional Development was provided to 23 GATE Academic Teachers, 9 GATE PreK Teachers, 2 GATE Visual Performing Arts Teachers, a GATE Math Enrichment Teacher and 3 GATE Office staff on January 22nd through January 26th. All Teachers responded that all supplies/materials and strategies taught were being applied in their respective areas.
- d. 70% of 4th/5th grade math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 2: 75%. Year 3: 80%.
The GATE Project has one Math Enrichment Teacher and all items procured were used for instruction.
- e. 65% of students participating in academic special events will report being more engaged in learning (as determined on a measure of engagement from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf) and feeling more confident in their academic work.
Due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program’s Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.
- f. 65% of students who participate in Visual Performing Arts, Theater and Music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.

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Due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

Objective 6.3 & 6.4 were not met due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- a. The GATE Tester resigned after SY16-17 and not being able to use a 100% federally funded staff to administer tests caused the project to put a halt to all testing pending the hiring of a locally funded GATE Tester. Testing resumed using all GATE Academic Teachers in the month of March. GATE hired a Tester that started September 24, 2018.
- b. Productions with the Theatre Program couldn't be held at Southern High Auditorium due to no air conditioning causing the program to rent another facility.
- c. Math Enrichment Program sessions at some school sites and ASE were missed due to lost days from Typhoon Mangkhut and teacher training days.
- d. Scheduling around a very tight rehearsal time frame for GATE Theatre is extremely challenging not only for the instructor but for the students and parents involved.

FY2018 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

Objective 6.1: Guam Academic Program / Professional Development for Educators (PreK – 5th) (Year 1 STEM PD, Year 2 Art integration PD, year 3 Social Emotional Development PD)

Year 1: 50% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings, Year 2: 55%, Year 3: 60%.

Objective 6.2: Math Enrichment Program (4th/5th grade GATE)

Year 1: 70% of math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 2: 75%. Year 3: 80%.

Consolidated Grant

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Objective 6.3: Academic Special Events

Year 1: 65% of students participating in academic special events will report being more engaged in learning (as determined on a measure of engagement from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf) and feeling more confident in their academic work, Year 2: 70%, Year 3: 75%.

Objective 6.4: Visual Arts, Theater and Music Programs

Year 1: 65% of students who participate in Visual Performing Arts, theater and music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work; Year 2: 70%, Year 3: 75%

2. What were the Grantee's actual CG accomplishments this fiscal year?

- Identification through assessments for Prekindergarten students with high-ability skills is based on assessment results, as well as, recommendations from teachers, parents, daycare providers, and/or grandparents (with parental consent), whereas students in K-5 must be recommended by teachers, principals, librarians, and/or nurses. For this reporting period, there was a total of 1,263 GATE identified students (126) PreK Students and (1,137) K-5th grade students.
- The Project received a total of 456 referrals for testing in which 353 Qualified (77.4%), the project increased its identification of GATE students compared to the 265 referrals with 199 Qualified (75%) last School Year by 2.4%.
- Of the 430 GATE identified 4th (212) and 5th (218) grade students from 23 elementary schools, the ACT Aspire for SY'17-18 reported, 64% scored "Ready" or "Exceeding" in Math (146 4th graders and 129 5th graders, a 17% increase from SY16-17 (47%).
- The GATE Academic Special Events Program included 7 additional Public Schools; 3 Elementary, 2 Middle and 2 High. A total of 599 students participated from both public and private-non-public (220- Academic Challenge Bowl (M), 149-Academic Challenge Bowl (High), 30-National Forensic League, 33-MathCounts and 167-Math Olympiad.
- Professional Development through contractual services was provided for 35 GATE Teachers, 14 PNP Teachers and 3 GATE office staff January 22-26, 2018. Resource kits were provided to each participant.
- GATE Theatre was able to produce "SHREK THE MUSICAL" from April 3rd through the 5th with a total of 72 (27 Public / 45 PNP) students participating in the production. Matinees were provided for students throughout the island that were bussed to the theatre for the show.
- GATE Music Program was fortunate to have 2 GATE Music Teachers providing services to a total of 307 students at 6 elementary schools.
- GATE Art Teacher provided services to 78 students at 3 elementary schools.

Consolidated Grant

Annual Performance Report FY 2019 Template

- 3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?**
- a) 10% increase in number of students participating in GATE activities (academic special events, visual arts, theater, music).
The total number of GATE students identified in SY16-17 was 3,018. The total number of students identified for GATE in SY17-18 was 2,775, a decrease of .08%. Although we lost a Music Teacher, we gained a dance instructor and part-time band instructor who offered services to a good number of students. Art and Music varies in number of students participating based on auditions and selection.
- b) 60% of GATE students will score at READY level in ACT Aspire Reading and Mathematics assessments.
The GATE Math Enrichment Teacher provided services to 23 elementary schools with a total of 430 GATE students; 4th (212) and 5th (218) grade students. Based on ACT Aspire for SY'17-18, 69% scored "Ready" or "Exceeding" for 4th grade in Math and 59% for 5th grade.
- c) 50% PK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings.
Professional Development was provided to 23 GATE Academic Teachers, 9 GATE PreK Teachers, 2 GATE Visual Performing Arts Teachers, a GATE Math Enrichment Teacher and 3 GATE Office staff on January 22-26, 2018. All Teachers responded that strategies received at PD were applied in their respective classrooms. Supplies and materials received were well appreciated and used accordingly.
- d) 70% of 4th/5th grade math teachers in math enrichment program will report using supplemental instructional materials in teaching math. Year 2: 75%. Year 3: 80%.
The GATE Project has one Math Enrichment Teacher providing 2 instructional hours a week for identified GATE elementary 4th and 5th grade students. All items procured were used for classroom instruction.
- e) 65% of students participating in academic special events will report being more engaged in learning (as determined on a measure of engagement from https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2011098.pdf) and feeling more confident in their academic work.
Due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.
- f) 65% of students who participate in Visual Performing Arts, Theater and Music programs will be engaged (using same measure of engagement as 6.3) and report feeling more confident in their academic work.
Due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel. With permission from Lisa M. Thompson-Caruthers, Ph.D., M.S.W., B.F.A., with modifications, the survey tool was completed and will be used for next fiscal year.

Consolidated Grant Annual Performance Report FY 2019 Template

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

Objective 6.3 & 6.4 were not met due to length of survey instrument and low submissions, GATE Project sought guidance and worked with Federal Program's Office personnel.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- a) The GATE Tester resigned after SY16-17 and not being able to use a 100% federally funded staff to administer tests caused the project to put a halt to all testing pending the hiring of a locally funded GATE Tester. In order to address growing number of referrals, all GATE Academic Teachers conducted testing in the month of March. GATE eventually hired a Tester that started September 24, 2018.
- b) Productions with the Theatre Program couldn't be held at Southern High Auditorium due to no air conditioning causing the program to rent a theatre space for shows or partnering with community organizations.
- c) Scheduling around a very tight rehearsal time frame for GATE Theatre is extremely challenging not only for the instructor but for the students and parents involved. A central facility was necessary for rehearsals in order to accommodate students and others involved in the theatre production.
- d) Math Enrichment Program sessions at some school sites and ASE were missed due to lost days from Typhoon Mangkhut and teacher training days.
- e) The GATE Tester had challenges with the time lapse between teachers verifying the students attending their current schools as well as securing a testing space to conduct tests for students at school location.
- f) The GATE Art Teacher experienced a large number of students participating in the after school GATE Art Program, making it challenging to manage.
- g) The survey tool to be used for the VPAs and ASE participants needed a lot of adjustments due to the length of the survey. Federal Program's Data staff was able to assist in hopes that the tool will be easier to complete

Consolidated Grant Annual Performance Report FY 2019 Template

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	#4 Gifted and Talented Education	Federal Program & Allowable Use(s) of Funds:	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B or RLIS)	Federal Programs Oversight:	Shandice Calano – State Program Officer Rachel L.S. Duenas – Senior State Program Officer			
		*Identify the Federal Program under which the project is being implemented.	Title V-B Sec. 5211(a)(1)(A); Title I-A Sect. 1003A(c)(4)(C); Title IV-A Sec. 4107(a)(3)(A)(i); Title IV-A Sec. 4107(a)(3)(A)(ii); Title IV-A Sec. 4107(a)(3)(C)(i); Title IV-A Sec. 4107(a)(3)(C)(iii), Title IV-A Sec. 4107(a)(1)(2)					
		*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.						
Project Budget		Population Served						
Allocated	Expended	Students Served			Staff Served			
FY19 \$1,273,467.02	FY19 \$404,043.13	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
		Group: (Public/Charter) Pre-K K - 5 6 - 8	1764	1891	43	40	3	3

Consolidated Grant
Annual Performance Report FY 2019 Template

		9 – 12 (PNP) K – 5 6 – 8 9-12	332	343	5			
		Group: [Grade Level(s)]						
Total Population Served				2234			43	
Project Objective(s) <i>List the project’s objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>				
<p>Goal 1: Increase student participation in GATE activities (Academic Special Events, Visual Arts, Theater, and Music). Year 3: 15% increase from Year 2 in number of students participating in GATE activities.</p> <p>Goal 2 Goal 2: Increase the academic success of GATE students. Year3: 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments.</p>				<ol style="list-style-type: none"> 1. 15% increase in number of students participating in GATE activities (academic special events, visual arts, theater, music) from year 2. 2. 65% of GATE students will score at either READY or EXCEEDING level in ACT Aspire Reading and Mathematics assessments. 3. 60% PreK-5th grade teachers receiving training and materials will implement strategies learned in PD in the classroom as determined during quarterly in-service meetings. 4. 80% Math Enrichment Teacher will report using supplemental instructional materials being used while servicing 4th and 5th grade GATE students. 5. 75% of responding students participating in academic special events will report being more engaged in learning and feeling more confident in their academic work (using MODIFIED: a survey produced by GATE project personnel with the assistance of the PCIV - data). 6. 75% of students who participate in Visual Performing Arts (VPA), Theater and Music programs will be engaged and report feeling more confident in their academic work (using same measure of engagement as 6.3). 				
<p style="text-align: center;">Evidence of Success/ Progress (bullet points) <i>List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.) Please add more bullet points if necessary.</i></p>								

Consolidated Grant
Annual Performance Report FY 2019 Template

- **Professional Development held virtually on August 17-21, 2020.**

<i>PD Training: Integrating Social and Emotional Learning for GATE Students</i>	
Type of Attendee	No. of Participants
Public school teachers	43
Public school teacher assistants	9
Private, non-public school (PNP) teachers	0
GATE Staff	4

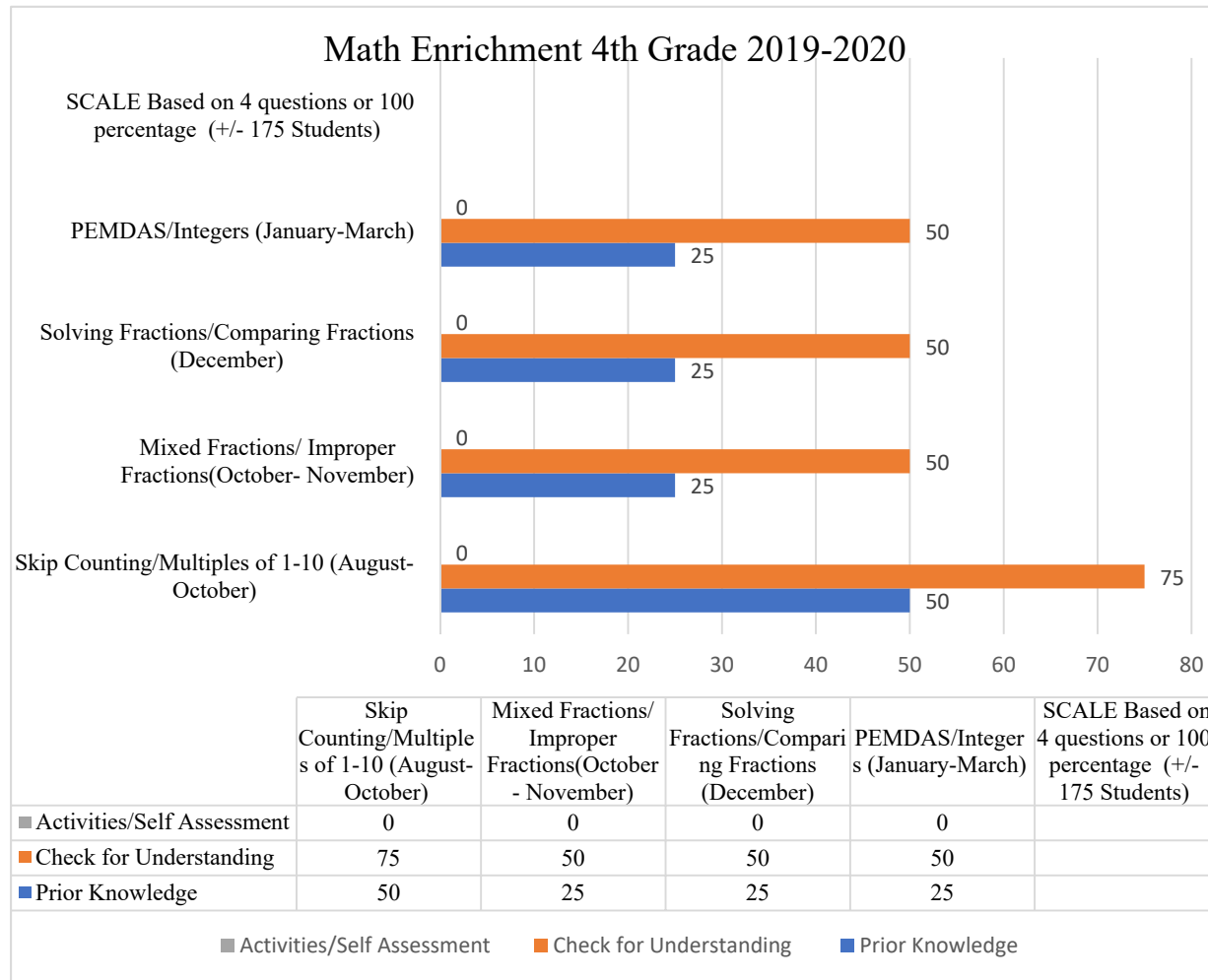
- **Academic Special Events:** Below are the number of students in each event that participated this reporting period:

Event	Public School Students	Private Non Public Students
Math Olympiad (Elementary School)	64	32
MATHCOUNTS (Middle School)	21	56
Academic Challenge Bowl (Middle School)	75	92
Academic Challenge Bowl (High School)	58	87
National Forensic League (High School)	11	76
Totals:	229	343

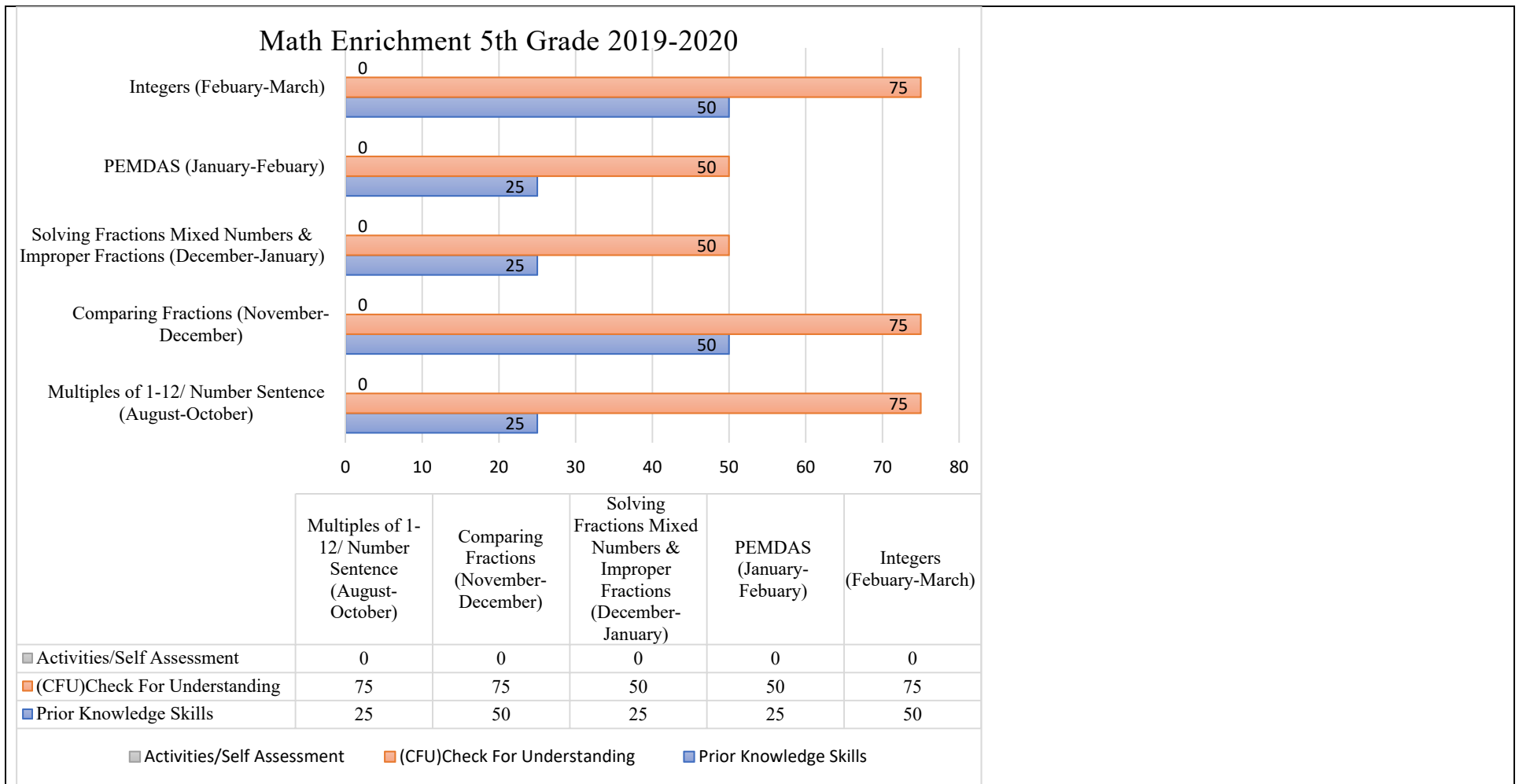
Based on number of students surveyed for SY19-20, 86.2% overall percentage of students were engaged.

Consolidated Grant Annual Performance Report FY 2019 Template

- Math Enrichment Program:** Below are tables for 4th & 5th grade GATE students reflecting percentage of improvement from Prior Knowledge to Understanding in 4 areas discussed from August 2019 to March 2020.



Consolidated Grant Annual Performance Report FY 2019 Template



- **Visual Performing Arts:** Below are the number of students in each activity that participated this reporting period:

Activity	Number of Participants
Music	86
Drama	31
Art	72
Dance	368
Theatre	86
Total:	643

Based on number of students surveyed for SY19-20, 86.6% overall percentage of students were engaged.

Consolidated Grant
Annual Performance Report FY 2019 Template

Activities

*List the major activities that were implemented within this project.
Please add more numbers if necessary.*

1. Professional Development
2. Math Enrichment Program
3. Academic Special Events
4. Visual Arts/ Theatre / Music Programs

Observations and/or Challenges

*List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.
Please add more numbers if necessary.*

1. No face-to-face instruction due to COVID-19 pandemic.
2. Delays in getting contract approved are the most challenging this quarter as well as the effects of the COVID-19 pandemic.
3. Not being able to provide Theatre Production, “Little Shop of Horrors” to our students and community.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 7

Student Parent Community Engagement (SPCE)

Consolidated Grant

Annual Performance Report FFY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018**.

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

7.1 SSOT:

- 1: Utilize an effective tracking system to monitor students receiving services
 - Year 1: By 2017, plan a student Tracking System (STS) to monitor the status of students receiving program social support services
 - Year 2: By 2018, implement STS to monitor the status of students receiving program social support services
 - Year 3: Determine the effectiveness of STS and make necessary adjustments to system.
- 2: 9% increase in At-risk students receiving SPCE program services successfully progressing from grade to grade:
 - Year 1: 2% points increase
 - Year 2: 2% points increase
 - Year 3: 5% points increase
- 3: 85% of Referrals received will be completed
 - Year 1: 60% successful completion (issue(s) addressed and resolved)
 - Year 2: 75% successful completion (issue(s) addressed and resolved)

7.2 PBIS Framework:

- 1: 15% increase in each school site level of implementation of the PBIS Framework
 - Year 1 - 3: 15% Annual Increase in school level Implementation of the PBIS Framework
- 2: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018
 - Year 1 - 3: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS)

7.3 Promoting Positive Behavior and Safe School Environment:

- 1: 25% increase SPCE and school personnel knowledge and practices supporting safe schools
 - Year 1: 50% SPCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned
 - Year 2: 60% more knowledgeable and more confident
 - Year 3: 75% more knowledgeable and more confident
- 2: 25% decrease in student internet safety infractions
 - Year 1: 5% reduction
 - Year 2: 10% reduction
 - Year 3: 25% reduction

7.4 Health & Safety:

- 1: 25% increase in teacher knowledge and practices
 - Year 1: 50% teachers will align lesson plans and implement strategies learned from training
 - Year 2: 100% teachers will create and implement fitness programs for each individual needs/goals.
 - Year 3: 75% students BMI data will be tracked/reported to determine progress/success

Consolidated Grant

Annual Performance Report FFY 2019 Template

2. What were the Grantee's actual CG accomplishments this fiscal year?

7.1 SSOT:

1. Project personnel collected project data to monitor students receiving services, at no cost to the Project.
 - All students receiving services progressed to the next grade.
 - Project personnel maintained a successful completion rate of 92% - 96% throughout the year.

7.2 PBIS Implementation:

1. Tiered Fidelity Inventory (TFI):
 - Elem: **Tier 1:** 85%, 89%, 92%, **Tier 2:** 77%; 29%; 78%, **Tier 3:** 77%, 71% 73%; Middle: **Tier 1:** 73%, 28% (fewer schools completed assessment), 87%; High: **Tier 1:** 78% (3 schools), 28% (5 schools), 61% (all)
2. SSS:
 - Elem Avg: 82%; Middle Avg: 81%; High Avg: 70%;
SAS: (Risk Factors/Protective Factors)
 - Elem Avg: 33%/73%; Middle Avg: 59%/74%; High Avg: 56%, 68%

7.3 Promoting Positive Behavior and Safe School Environment:

1. SSS: Elem Avg: 82%; Middle Avg: 81%; High Avg: 70%; SAS: (Risk Factors/Protective Factors) Elem Avg: 33%/73%; Middle Avg: 59%/74%; High Avg: 56%, 68%
2. Technology Infractions: **SY16-17: 103 Infractions/12,239 Total Infractions (1%); SY17-18: 59 Infractions/11,275 Total Infractions (1%)**

7.4 Health & Safety:

Teachers have received training and the fitness trackers. Due to delays in procuring supporting equipment such as laptops with accessories, student data from the fitness trackers were not downloaded and compiled to meet the end of the year report. The laptops were just delivered to the schools and teachers will be working with the Tech Support (FSAIS) to install the application to compile the data. Data will be made included in the next quarter reporting cycle.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

The project utilized LEA surveys, Grant Status Reports, workshop evaluations, monitoring reports (Programmatic and Fiscal), Quarterly Reports (Quarterly Project Progress Reports, Formative and Summative Assessments), technical assistance communication such as email, face-to-face meetings, etc., observation reports, course/training completion and evaluations.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

The projects' goals and objectives were met.

Consolidated Grant

Annual Performance Report FFY 2019 Template

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

7.1 SSOT:

- The Student Tracking System (STS) was not implemented. The original plans to utilize available tracking cells in the GDOE Student Information System (PowerSchool) fell through as other Divisions utilized all "trackable cells" intended for SPCE purposes. Any future plans to utilize the PowerSchool would result in project funds being used to procure additional modules to create additional "trackable cells" in the system.
- This measure was deemed problematic, as all GDOE student K-5 and 6-8 automatically progressed to the next grade. GDOE does not practice retaining students in the elementary and middle school grades. It should be noted that all students receiving project SSOT services did in fact remain in school to move onto the next grade level. In addition, high school students are not tracked by grade level, but by the number of credits earned. Also problematic is a recently amended local law that changed the compulsory age from 16 years to 18, thus students have to remain in school until the age of 18. This measure needs to be reevaluated and changed.

7.2 PBIS Implementation:

- Both performance measure rates are difficult to meet (15% increase annually). Recommendation is to reduce the measures to a more reasonable and attainable measure.
- Supports continue to be provided; however, it has been challenging to help administrators and school site personnel understand the need to prioritize behavior supports along with instruction supports and to move beyond punitive measures when dealing with behavior.

7.3 Positive Behavior and Safe School Environment:

- Completing the procurement process of contractual services continue to be challenging as local requirements include the review and approval of all contracts at the Attorney General's Office and the Governor's Office. This has caused delays on the start date on various activities and reducing the amount of time to complete activities due to the availability of funds and the performance period deadlines.

7.4 Health and Safety:

- Although the fitness trackers were procured early on in the three year cycle, other equipment procurement ran into delays and stalled the ability to collect the necessary data. Other activities continued such as training to teachers and lessons/training to students. Data collection is still ongoing and the review pending before any decision can be made on the effectiveness of project efforts.

FY2018 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

7.1 SSOT:

- 1: Utilize an effective tracking system to monitor students receiving services
Year 2. By 2018, implement STS to monitor the status of students receiving program social support services
Year 3: Determine the effectiveness of STS and make necessary adjustments to system.
- 2: 9% increase in At-risk students receiving SPCE program services successfully progressing from grade to grade:
Year 2: 2% points increase

Consolidated Grant

Annual Performance Report FFY 2019 Template

Year 3: 5% points increase

3: 85% of Referrals received will be completed

Year 2: 75% successful completion (issue(s) addressed and resolved)

7.2 PBIS FRAMEWORK:

1: 15% increase in each school site level of implementation of the PBIS Framework

Year 2- 3: 15% Annual Increase in school level Implementation of the PBIS Framework

2: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018

Year 2 - 3: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS)

7.3 PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT

1: 25% increase SPCE and school personnel knowledge and practices supporting safe schools

Year 2: 60% more knowledgeable and more confident

Year 3: 75% more knowledgeable and more confident

2: 25% decrease in student internet safety infractions

Year 2: 10% reduction

Year 3: 25% reduction

7.4 HEALTH & SAFETY

1: 25% increase in teacher knowledge and practices

Year 2: 100% teachers will create and implement fitness programs for each individual needs/goals.

Year 3: 75% students BMI data will be tracked/reported to determine progress/success

2. What were the Grantee's actual CG accomplishments this fiscal year?

7.1 SSOT:

1. Project personnel collected project data to monitor students receiving services, at no cost to the Project.

- All students receiving services progressed to the next grade.
- Project personnel maintained a successful completion rate of 92% - 96% throughout the year.

7.2 PBIS Implementation:

2. Tiered Fidelity Inventory (TFI):

- Elem: **Tier 1:** 85%, 89%, 92% **Tier 2:** 77%, 79%, 78% **Tier 3:** 77%, 71%, 73% Middle: **Tier 1:** 73%, 28% (fewer schools completed assessment), 87%; High: **Tier 1:** 78% (3 schools), 21% (5 schools), 61% (all)

3. SSS and SAS: School Safety Survey and Self-Assessment Survey were not collected.

7.3 Promoting Positive Behavior and Safe School Environment:

Major Offenses Elem. 315, 370, 262, 59; Middle 2136, 2461, 2392, 372; High 1751, 1903, 1251 and 475

SAS: Self-Assessment Survey was not collected

7.4 Health & Safety:

Teachers have received training and the fitness trackers. Due to delays in procuring supporting equipment such as laptops with accessories, student data from the fitness trackers were not downloaded and compiled to meet the end of the year report. The laptops were just delivered to the schools and teachers will be working with the Tech Support (FSAIS) to install the application to compile the data. Data will be made included in the next quarter reporting cycle.

Consolidated Grant Annual Performance Report FFY 2019 Template

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

The project utilized LEA surveys, Grant Status Reports, workshop evaluations, monitoring reports (Programmatic and Fiscal), Quarterly Reports (Quarterly Project Progress Reports, Formative and Summative Assessments), technical assistance communication such as email, face-to-face meetings, virtual online meetings, observation reports, course/training completion and evaluations.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

The project’s goals and objectives were met.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee’s ability to meet its goals and performance measures this fiscal year?

The procurement process is a lengthy and difficult process to complete.

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Project #7: Student Parent Community Engagement Project	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the	Title V, Part B, Subpart 2 - Rural and Low-Income School Program (Title V-B RLIS) Title I-A Sec 1115(b)(2)(F); Title III Sec 3115(c)(3)(A)(B); Title IV-A Sec 4108(2)(3)(4)(5)(C)(ii-vii)(G)(H)(i-iii)	Federal Programs Oversight:	Maria Blaz – State Program Officer Rachel L.S. Duenas – Senior State Program Officer
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Consolidated Grant
Annual Performance Report FFY 2019 Template

		activities are authorized.							
Project Budget		Population Served							
Allocated	Expended	Students Served			Staff Served				
FY19: \$3,009,359.02	FY19: \$342,655.78	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators	
		Group: (Pre) K-5		4008/2078		1946/ 622		654	
		Group: 6-8		3180/689		821/355		444	
		Group: 9-12		1941/556		830/182		523	
Total Population Served				9129/3320		3597/1159		1621	
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>					Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>				
<p>7.1 SSOT:</p> <ol style="list-style-type: none"> Utilize an effective tracking system to monitor students receiving services 9% increase in At-risk students receiving SPCE project services successfully progressing from grade to grade: 85% of Referrals received will be completed <p>7.2 PBIS FRAMEWORK:</p> <ol style="list-style-type: none"> 15% increase in each school site level of implementation of the PBIS Framework Implementation of the PBIS Framework 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS): 2020, 2019 and 2018 <p>7.3 PROMOTING POSITIVE BEHAVIORS AND SAFE SCHOOL ENVIRONMENT</p>					<p>7.1 SSOT</p> <p>7.1.1</p> <p>Year 1. By 2017, research effective STS to monitor the status of students receiving project social support services</p> <p>Year 2. By 2018, implement STS to monitor the status of students receiving project social support services</p> <p>Year 3: Determine the effectiveness of STS and make necessary adjustments to system.</p> <p>7.1.2</p> <p>Year 1: 2% points increase</p> <p>Year 2: 2% points increase</p> <p>Year 3: 5% points increase</p> <p>7.1.3</p> <p>Year 1: 60% successful completion (issue(s) addressed and resolved)</p> <p>Year 2: 75% successful completion (issue(s) addressed and resolved)</p> <p>Year 3: 85% successful completion (issue(s) addressed and resolved)</p>				

Consolidated Grant Annual Performance Report FFY 2019 Template

<p>1. 25% increase SPCE and school personnel knowledge and practices supporting safe schools</p> <p>2. 25% decrease in student internet safety infractions</p> <p>7.4 HEALTH & SAFETY</p> <p>1. 25% increase in teacher knowledge and practices</p>	<p>PBIS Framework</p> <p>7.2.1 Year 1 - 3: 15% Annual Increase in school level</p> <p>7.2.2 Year 1 - 3: 15% annual increase of each schools' School Safety Perception Rate (SAS and SSS)</p> <p>Promoting Positive Behaviors and Safe School Environment</p> <p>7.3.1 Year 1: 50% SPCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned Year 2: 60% more knowledgeable and more confident Year 3: 75% more knowledgeable and more confident</p> <p>7.3.2 Year 1: 5% reduction Year 2: 10% reduction Year 3: 25% reduction</p> <p>Health & Safety</p> <p>7.4.1 Year 1: 50% teachers will align lesson plans and implement strategies learned from training</p>
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Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

- 7.1.3 Project personnel have repeated met and exceeded the target of successful completion of referrals.
 - Qtr 1: 90% completion rate – 2,224 total referrals = 2,008 completed and 216 open
 - Qtr 2: 91% completion rate – 2,092 total referrals = 1,908 completed and 184 open
 - Qtr 3: 92% completion rate – 150 total referrals = 138 complete and 12 open
- 7.2.2 PBIS Implementation target rate met for the Tiered Fidelity Inventory (TFI) Implementation Assessment Tool
 - Qtr 1: Average implementation rates for Tier I Interventions – 26 Elementary Schools (ES): 88%, 8 Middle School (MS): 86% and 1 High School (HS): 93%
 - Qtr 2: Average implementation rates for Tier I Interventions – 25 Elementary Schools (ES): 93%, 8 Middle School (MS): 81% and 3 High School (HS): 79%
- 7.3.2 Reduction in Internet Safety Infractions
 - Qtr 1: ES – 6 out of 251 infractions = 2%; MS 9 out of 1,693 infractions = > 1%; HS 15 out of 1,532 = >1%
 - Qtr 2: ES – 0 out of 281 infractions = 0%; MS 6 out of 1,571 infractions = > 1%; HS 2 out of 1,231 = >1%

Consolidated Grant Annual Performance Report FFY 2019 Template

Activities

*List the major activities that were implemented within this project.
Please add more numbers if necessary.*

- 7.1 Social Service and Outreach Team (SSOT) services, implementation and activities
- 7.2 Positive Behavior Intervention Supports (PBIS) Framework training, implementation and activities
- 7.3 Promoting Positive Behavior and Safe School Environment training, implementation and activities
- 7.4 Health & Safety professional development training and implementation

As a result of implementing these major activities, the project is credited with:

- 1. Completion of 6,010 referrals out of 6,660
- 2. Coordinated 12 student engagement activities, with 2,697 participants and 13 parent engagement activities, with 3,221 participants.
- 3. Maintain the internet infractions to less than 3%

Observations and/or Challenges

*List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.
Please add more numbers if necessary.*

- 1. Student Tracking System did not materialize due to the lack of trackable cells within the student information system.
- 2. Although targets were met, more referrals could have been completed. The COVID-19 Pandemic has resulted in a district-wide shut down, with little to no interaction with students and families.
- 3. Due to the COVID-19 Pandemic resulting in a district-wide shut down, assessments could not be completed or an insufficient number of participants completed the assessments.
- 4. Due to the COVID-19 Pandemic resulting in a district-wide shut down, procurement processes have been delayed, prolonging the delivery of needed supplies and materials, equipment and services. These include vendors not open to provide quotes for products, limited access to procurement system via telework or ability to complete the required process (scanning and attaching required documents) and the review of contracts prioritized to distance learning activities only.
- 5. Due to the COVID-19 Pandemic resulting in a district-wide shut down, trainings or professional development have been cancelled or postponed.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 8

Second Chance

Consolidated Grant Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

Second Chance's key objectives were:

- a. Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project at JPTSA.
- b. Objective 1.2 Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project at JPSTA.
- c. Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school.
- d. Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.
- e. Objective 1.5 The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported.

2. What were the Grantee's actual CG accomplishments this fiscal year?

Second Chance's actual accomplishment for FY2017 were:

- a. Objective 1. 85% of Seniors currently enrolled in the project at JPTSA graduated.
- b. Objective 1.2 71% Freshmen, 82% Sophomores, and 85% Juniors currently enrolled in the project at JPSTA increased by one grade level.
- c. Objective 1.3 13 % of participating students who have been incarcerated during high school increase by one grade level
- d. Objective 1.4 13% of participating students who are housed at the Youth Shelter increase by one grade level
- e. Objective 1.5 The project's student perception survey that measures the extent to which they feel safe, positive and supported remains 59% Strongly Agree and 41% Agree that they feel safe, positive and supported.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

Project monitoring was conducted by directly and indirectly observing the credit recovery methods of the

Consolidated Grant

Annual Performance Report FY 2019 Template

teachers. Student attendance, discipline, and academics were closely monitored and documented on a daily basis.

Students that were in need of personalized assistance were identified and provided interventions in an effort to help them succeed. Project Lead was present on a daily basis at both project sites, and twice a week at the alternative site. All student grades and applicable interventions are documented in POWERSCHOOL; the district's database of records.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

All goals and objectives were met this Fiscal year.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

1. The project was not able to complete the certification of three (3) project personnel to attain certification with the National Dropout Prevention Program. This was attributed to the host university not being able to accept purchase orders from the Guam Department of Education. The project will be seeking alternative ways to navigate this issue for future reference.

2. One of the challenges that was observed with the implementation of the Project was a need to offer a variety of flexible options for students with specific circumstances and to help address any of their challenges. The Project explored several options while its teachers and staff members attended the National Alternative Education Conference and focused on two (2) options for the next phase of the projects implementation: 1. Contract an accredited, professionally monitored, and self-paced credit recovery service to provide services outside of normal school hours and; 2) Increase its online credit recovery services.

3. The Project explored a variety of options to support students beyond the regular school hours and days. The Project assigned Instructional School Aides to assist at-risk students and provide tutoring/instructional support after school hours, during school breaks and summer. The Instructional School Aides under the guidance of the credit recovery teachers were able to assist students and provide a greater range of flexibility.

FY2018 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

Second Chance's key objectives were:

- a. Objective 1.1 On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project at JPTSA.
- b. Objective 1.2 Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project at JPSTA.

Consolidated Grant

Annual Performance Report FY 2019 Template

- c. Objective 1.3 Annually increase by one grade level 10% of participating students who have been incarcerated during high school.
- d. Objective 1.4 Annually increase by one grade level 10% of participating students who are housed at the Youth Shelter.
- e. Objective 1.5 The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported.

2. What were the Grantee's actual CG accomplishments this fiscal year?

Second Chance's actual accomplishment for FY2018 were:

- a. Objective 1. 88% of Seniors currently enrolled in the project at JPTSA graduated.
- b. Objective 1.2 75% Freshmen, 71% Sophomores, and 71% Juniors currently enrolled in the project at JPSTA increased by one grade level.
- c. Objective 1.3 98% of participating students who have been incarcerated during high school increase by one grade level
- d. Objective 1.4 100% of participating students who are housed at the Youth Shelter increase by one grade level
- e. Objective 1.5 The project's student perception survey that measures the extent to which they feel safe, positive and supported remains 13% Strongly Agree and 87% Agree that they feel safe, positive and supported.

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

Project monitoring was conducted by directly and indirectly observing the credit recovery methods of the teachers. Student attendance, discipline, and academics were closely monitored and documented on a daily basis. Students that were in need of personalized assistance were identified and provided interventions in an effort to help them succeed. Project Lead was present on a daily basis at both project sites, and twice a week at the alternative site. All student grades and applicable interventions are documented in POWERSCHOOL; the district's database of records.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

All goals and objectives were met this Fiscal year.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

None this year.

Consolidated Grant Annual Performance Report FY 2019 Template

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	Project # 8 Second Chance	Federal Program & Allowable Use(s) of Funds:		FFY17 & FFY18 Title I-A sec 1114 (b) (i) (I)	Federal Programs Oversight:		Stephanie N. Chargualaf – State Program Officer Rachel L.S. Duenas – Senior State Program Officer	
		*Identify the Federal Program under which the project is being implemented.		FFY 19 Title IV-A Sec 4108(C)(v)				
		*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.						
Project Budget		Population Served						
Allocated	Expended	Students Served			Staff Served			
FY19: \$ 1,268,248.00	FY19 \$605,979.36	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
		Group: FFY 17	270	235	14	1	14	1
		Group: FFY 18	270	246	14	1	14	1
		Group: FFY 19	270	357	14	1	23	7
Total Population Served				(FFY17) 235 (FFY18) 246 (FFY19) 357			FFY17) 15 (FFY18) 15 (FFY19) 30	

Consolidated Grant Annual Performance Report FY 2019 Template

<p style="text-align: center;">Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i></p>	<p style="text-align: center;">Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i></p>
<ol style="list-style-type: none"> 1. On an annual basis graduate a minimum of 85% of Seniors currently enrolled in the project at JPTSA. 2. Annually increase by one grade level at least 70% of our Freshmen, Sophomores, and Juniors currently enrolled in the project at JPSTA. 3. Annually increase by one grade level 10% of participating students who have been incarcerated during high school. 4. The project will quarterly rate at least satisfactory based on a quarterly student perception survey that measures the extent to which they feel safe, positive and supported. 	<ol style="list-style-type: none"> 5. # of students on track to graduate divided by # of students eligible to graduate 6. # of students on track per grade level divided by # of students per grade level 7. # of High School Students Progressing divided by # of Students Incarcerated (HS) 8. # of High School Students Progressing divided by # of Students at the Youth Shelter 9. # of satisfied stakeholders divided by the total # of stakeholders
<p>Evidence of Success/ Progress (bullet points) <i>List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys). Please add more bullet points if necessary.</i></p>	
<ol style="list-style-type: none"> 1. The project was able to have 85% of its high school seniors graduate for school year 2017-2018 meeting its objectives for SY 2017 – 2018 2. The project was able to have 88% of its high school seniors graduate for school year 2017-2018 meeting its objectives for SY 2018 – 2019 3. The project was able to have 90% of its high school seniors graduate for school year 2019-2020 meeting its objectives for SY 2019-2020 4. In FFY 17 the project was able to have 85% of its projected juniors progress to the next grade level exceeding the project's goal of 70%. 5. In FFY 18 the project was able to have 75% of its projected juniors progress to the next grade level exceeding the project's goal of 70%. 6. In FFY 19 the project was able to have 83% of its projected juniors progress to the next grade level exceeding the project's goal of 70%. 7. In FFY 17 the project was able to have 83 % of its projected sophomores progress to the next grade level exceeding the project's goal of 70%. 8. In FFY 18 the project was able to have 71 % of its projected sophomores progress to the next grade level exceeding the project's goal of 70%. 9. In FFY 19 the project was able to have 56 % of its projected sophomores progress to the next grade 14% below the project's goal of 70%. 10. In FFY 17 the project was able to have 71% of its projected freshmen progress to the next grade level exceeding the project's goal of 70%. 11. In FFY 18 the project was able to have 71% of its projected freshmen progress to the next grade level exceeding the project's goal of 70%. 12. In FFY 19 the project was able to have 70% of its projected freshmen progress to the next grade level meeting the project's goal of 70%. 13. In FFY 17 the project was able to have 13% of its incarcerated high school student population progress exceeding its goal pf 10%. 14. In FFY 18 the project was able to have 66% of its incarcerated high school student population progress exceeding its goal pf 10%. 	

Consolidated Grant Annual Performance Report FY 2019 Template

15. In FFY 19 the project was able to have 80% of its incarcerated high school student population progress exceeding its goal pf 10%.
16. In FFY 17 the project was able to have 14% of its high school student population at the youth shelter progress exceeding its goal pf 10%.
17. In FFY 18 the project was able to have 14% of its high school student population at the youth shelter progress exceeding its goal pf 10%.
18. In FFY 19 the project was able to have 14% of its high school student population at the youth shelter progress exceeding its goal pf 10%.
19. Stakeholders satisfaction surveys for FFY17, FFY18 and FFY19 have been above 95% satisfied with the project implementation.
20. While not implemented in FFY17 & FFY18; In FFY19 Alternative Pathways was implemented with the following results:
Seniors 94% progressed
Juniors 100% progressed
Sophomores 100% progressed
Freshmen 100% progressed

Activities

*List the major activities that were implemented within this project.
Please add more numbers if necessary.*

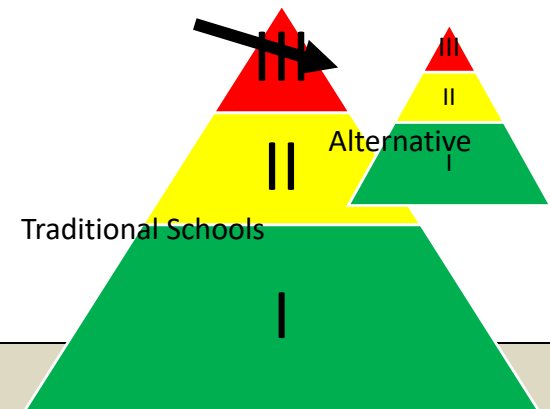
1. In both the youth shelters and youth correctional facilities the project for the past three cycles have been focusing on screening students for disabilities, continually gathering student behavior data and shifting instructional methods based on that data, and aiming instruction to re-engaging our youth in the education process.
2. One of the key activities for the success of our high risk students is that credits are earned through demonstration of mastery. This means each student must produce evidence that they have learned something and this evidence can be provided through a variety of assessments. Performance based assessment is key to our credit recovery teachers' practices. Performance assessments are long-term, public, and relevant assessment methods that provide the opportunity for students to demonstrate a synthesis of what they have learned through experience.
3. One of the key activities for this project over the years has been the substantial effort to train credit recovery teachers and managers to develop skills in four areas: school / teacher effects, program connection and educational (at risk) change. This was accomplished through a series of training via national workshops specifically addressing these needs. The National Alternative Education Association, National Dropout Prevention Associations, and the National Youth at Risk Symposium. The project has trained a series of administrators, teachers, and program staff in these areas and has filtered trained personnel to three traditional high schools.
4. While not implemented in FFY17 & 18 due to contractual issues in finding the appropriate vendor, Alternative Pathways was implemented in FFY19. Program personnel screened, registered, and conducted weekly monitoring of the participating students from the six traditional high schools. Screening over 200 applicants and servicing 167 students.

Observations and/or Challenges

*List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.
Please add more numbers if necessary.*

Consolidated Grant Annual Performance Report FY 2019 Template

1. One of the most difficult mind sets to change within the district both in schools and the district, is the concept that the level of support, funding, and programs cannot be applied evenly across the board. Alternative schooling programs are generally resource intensive and require a formula “not based on school population.” The figure to the right depicts the scenario. Traditional School provide interventions in Tiers: Universally (I) to all students, Individualized (II) to a smaller subset and finally Intensive (III) to generally consisting of 5% of the student population.



Projects comparable to Second Chance, take responsibility of the Tier III students from the traditional schools apply the same model to the most severe students from the traditional schools. A Tier I (Universal) intervention at an alternative school is an intensive universal intervention and Does require more resources.

Once this mindset is changed, the allocation of resources will be completed smoothly and without unneeded debate.

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- ❑ **Advanced (4)** – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.
- ❑ **Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- ❑ **Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- ❑ **Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- ❑ **Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

DEPARTMENT OF EDUCATION
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**FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas**

Annual Performance Report (APR)

Project No. 9

Enhancing Education Through Technology (EETT)

Consolidated Grant

Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018**.

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

9.1 Improving technology support/IT services

- Teachers/staff report timely, high quality and effective services; SY18-19: 75%; SY19-20: 80%; SY20-21: 80%.
- Provide annual service and maintenance for 750 Laptops (3-5yrs old).
- Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3.

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- Annual schedules show teachers using computer labs at least once a week and 10% increase each year in students reporting using technology in courses.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- 50% of students (of teachers participating in off-island training) will indicate they see technology and technology tools used by the teacher during class time validating teachers sent for training using technology tools learned by teacher.
- 100% of teachers, librarians and librarian techs with interactive whiteboards will have completed training by June 2018 and 75% report use with students.
- 100% of all teachers requesting access to PowerTeacher online will be given training.
- 50% of teachers participating in online learning courses will complete draft scope and sequence for technology aligned to ISTE Standards will be developed.
- 100% of principals will receive training and access to LDS "at risk report and 50% will access monthly.
- Create customized templates in Tyler Pulse system by June 2018

9.4 Implementing a Fully Automated Library System in all Public Schools

- **Annually** 90 % of the libraries will be using the Automated Library System for circulation with students and generate reports required by the principals, develop school library webpages populating them for students and teachers along with monthly themes.
- Schools will have completed loading the adopted textbooks and fixed assets using the textbook module within the Library Automation System;
SY18-19: 75%; SY19-20: 100%.

Consolidated Grant Annual Performance Report FY 2019 Template

2. What were the Grantee’s actual CG accomplishments this fiscal year?

9.1 Improving Technology Support/IT Services

- IT services – the CG-EETT funded technicians provided tremendous troubleshooting assistance in ensuring devices are in working order and provided access to internet connectivity.

CATEGORY	1ST QUARTER	2ND QUARTER	3RD QUARTER	4TH QUARTER	TOTAL
FILTERING	0	3	3	0	6
HARDWARE INSTALLATION	52	46	3	38	139
INTERNET ACCESS PROBLEM	64	60	41	93	258
LAPTOP	113	365	494	49	1021
LOG-IN	67	365	76	47	555
MOBILE CART	386	46	15	82	529
OTHER	46	85	166	116	413
OTHER FEDERALLY FUNDED EQUIPMENT	11	10	13	41	75
PASSWORD RESET	24	38	20	57	139
PROMETHEAN BOARD	25	22	24	25	96
REPORT/FILE	3	1	2	0	6
SECURITY MANAGEMENT FORM	0	2	2	19	23
SOFTWARE INSTALLATION	66	94	63	131	354
STUDENT EMAIL ACCESS	0	3	3	7	13
SURVEY COMPUTERS	12	1	25	10	48
TEACHER LAPTOP REQUEST	0	0	0	13	13
TELEPHONE PROBLEM	0	1	1		2
XEROX	37	31	39	50	157
TOTAL	906	1173	990	778	3847

- 1,006** Laptop and **19** mobile carts 3-5 years old received service and maintenance

Consolidated Grant Annual Performance Report FY 2019 Template

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- 7 Computer Labs and 6 Library Learning Centers were established to expand access to technology to classrooms, teachers, and students

SCHOOL(S)	EQUIPMENT	PURPOSE
AHES, FES, HSTES, MMES, PCLES, HBPE, CBES	Mobile cart, laptops, access point, digital projector	Computer Lab
Southern Christian Academy Guam Adventist Academy Catholic Schools St. Paul Christian School St. Johns School	Mobile cart, laptops, access point, Promethean Board and accessories, digital projectors (SPCS only)	Tools for Schools
MES, JQSMES, TES, CBES, JRMS, SSHS, Catholic Schools	Mobile cart, laptops, access point, Promethean Board and accessories	Library Learning Center

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- Coordinated with University of Guam Professional International Program on converting online courses to graduate credit bearing courses to help teachers earn credits towards certification. Graduate course titled ‘Teaching K-12 Educational Technology for the 21st Century Learner.’
- Facilitated the Connected Educator Technology Conference to Teachers, School Administrators, and Librarians in K-12 Integration of Technology from March 19-23, 2018

9.3a Connected Educator Conference March 19-23, 2018				
SUMMARY Number of Attendees				
GDOE: 111		PNP: 14		
Teachers	55	Teachers	13	
Administrators	25	Administrator	1	
Librarians	31	Librarians	-	
Number of Daily Attendees				
March 19	March 20	March 21	March 22	March 23
108	133	129	52	95

- Coordinated Promethean Board Training for public and private school teachers:

Entity	# of Participants	Level of Session	# of Participants
GDOE	18	Level I	16

Consolidated Grant Annual Performance Report FY 2019 Template

		Level II	10
PNP	19	Level I	18
		Level II	5

- Monitor teacher requests for laptops and providing access to PowerTeacher distance learning.

9.4 Implementing a Fully Automated Library System in all Public Schools

- Renewed and implemented Library Automation activity inclusive of webinars and on-site training to all Librarians
 - Webinar Training were conducted on January 22, February 13, and February 14, 2019
 - On-site training were conducted May 16-18 and August 21-24, 2018

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

9.1 Improving Technology Support/IT Services

- **85.13%** teachers/staff report timely, high quality and effective services and **86.33%** reported having access to well-functioning technology and reliable connectivity for teaching; METHOD OF EVALUATION: Satisfactory Survey sent to those that requested IT services through the FSAIS Helpdesk
- **1,006** Laptop and **19** mobile carts 3-5 years old received service and maintenance; METHOD OF EVALUATION: Vendor Service Ticket and services verified by technicians

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- **7** Computer Labs and **6** Library Learning Centers were established during the 4th quarter due to delay in shipping & delivery; METHOD OF EVALUATION: Delivery Receipts provided by Property Management Office
- **93.2%** of students surveyed report using technology in courses; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- **5%** of teachers rated themselves as beginning technology users; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey
- **93.2%** of students of teachers who received training indicated technology was used by the teacher; METHOD OF EVALUATION: Student Survey

Consolidated Grant

Annual Performance Report FY 2019 Template

- **50%** of teachers and librarians who received interactive whiteboards completed 2 levels of courses; METHOD OF EVALUATION: Training Sign-in Sheets and Equipment Distribution Plan
- **100%** of all teachers who requested access to PowerTeacher online were given access to training with **48%** successfully completing; METHOD OF EVALUATION: Project records of those who requested access and certificates of completion.
- **27%** of teachers participating in online learning courses completed; METHOD OF EVALUATION: Project and Instructor of Record data

9.4 Implementing a Fully Automated Library System in all Public Schools

- **100%** use the system and **90%** indicate resources support teaching; METHOD OF EVALUATION: Atrium System report dashboard and Librarian Survey
- **83%** used the Automated Library System for circulation with students.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

9.1 Improving Technology Support/IT Services

- There was no reduction in the number of WIFI/Connectivity tickets. District-Wide WIFI Project impacted overall improvement but no increase in tickets given the additional users and devices as well.

WIFI Connectivity Tickets (Fall 2016 number of tickets: 446 (baseline))			
1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
2.88% reduction from Fall 2016 tickets	2.88% reduction from Fall 2016 tickets	83% reduction from Fall 2016 tickets	39% increase for connectivity issues from 3 rd Quarter. Total tickets for FY17 performance period was 447.

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- Given the performance measure using percentage of teacher using computer labs in a particular school, the EETT project depends on all possible teachers to respond to the survey to have accurate results. Therefore only 2 schools met the annual target. Several schools had facility emergencies and in need of classroom space thus had to use the lab as a classroom and have the technology mobile from class to class.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

Consolidated Grant

Annual Performance Report FY 2019 Template

- Scope and Sequence workshop did not occur during reporting period due to delay in procurement and typhoon during the scheduled event in September 2018.
- Tyler Pulse is the name of the longitudinal data system (LDS). They are one and the same. Project needed to re-evaluate this activity. Changes in district staff as well as priorities resulted in EETT needing to look at all the features of Tyler Pulse available to principals. A survey of administrators revealed they have not all had training in the system or make use of access. They are however using the system with the help of colleagues to monitor the discipline incidences housed in Tyler Pulse.

9.4 Implementing a Fully Automated Library System in all Public Schools

- 1 school is at full implementation, using the check-in and check-out feature to show which teachers are in possession of books.
 - 10 schools are at 90% completion with entering books into the system
 - 8 schools are at 80% completion with entering books in the system
 - 2 schools are at 60% completion with entering books in the system

There have been some challenges with implementation such as the system down for a little bit when we were syncing data with PowerSchool Student Information System, temporary site upgrades, and most recently, the SSL certificate needed to be renewed.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- The biggest challenge is always the time it takes to procure equipment and services for the project during the performance period. Much of the new equipment using 2017 funds were not received until the school year ended. Challenges of a school year beginning further challenges the timeline for the project as it is the final quarter of the performance period.
- Changes in teacher assignments is very difficult for the project when teachers trained in e.g. Promethean Board transfer or is moved by a principal. This requires the new teacher to be trained and the teacher already using a board may not have one to use in the new location. The original boards are stationary; while we are working to reduce the challenge, it is a cost factor to move boards with the teacher. New boards are now mobile and expect we would keep the equipment with the teacher as long as they do not move to another school.
- Due to challenging fiscal times, some GDOE budget reduction strategies impacted projects. Schools were not allowed to hire substitute teachers. As a result, teachers were not always able to be released to attend trainings. Multiple programs having competing activities further challenged the system in the number of teachers that could be released from one school on a given day. GDOE worked to create a shared calendar system to assist with this planning.
- Much of the feedback the project can use requires teacher and student input in the form of survey. Teachers are not always responsive in time for us to have the data. Students on a large scale would be challenged to provide the information if they cannot access the devices. Project needs to find a happy medium and the best way to gather as much evidence as possible with minimal instructional interruptions.
- As the amount of devices are increased by the project, there is a need for more technical assistance and intervention by the technicians. Working with FSAIS we will begin to increase the amount of times technicians are in school locations by assigning technicians to particular schools (each work with all schools right now). It is hoped with increased visibility in the schools, more requests for assistance will result but over time.

Consolidated Grant

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- School Site Monitoring is important to again validate the security and use of the assets. Schools are provided technology by a variety of projects and funding sources. Each with their own accountability. The school visits have been excellent in addressing individual school's concerns and asset guidelines.

FY2018 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

9.1 Improving Technology Support/Delivery of IT Services

Teachers/staff report timely, high quality and effective services; **SY17-18:** 75%; **SY18-19:** 80%; **SY19-20:** 80%. Provide annual service and maintenance for 1500 Laptops /computers (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3.

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

ANNUAL: Schedules show teachers using computer labs at least once a week and 10% increase **each year** in students reporting using technology in courses.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- Year 2: (Modified targets)
- 60% of students of teachers receiving training will indicate they see technology used by the teacher
- 75% teachers/staff report more confidence in technology skills and using what was learned in PD
- 100% of all teachers requesting access to PowerTeacher online will be given training with 50% completion rate.
- 100% of teachers, librarians and librarian techs with interactive whiteboards will have completed training by June 2019 and 75% report use with students
- 50% of teachers participating in online learning courses will complete and provide a reflection paper citing 3 changes to pedagogy or use of tools they will use to improve their teaching and learning.
- 100% of teachers will receive GDOE Scope and Sequence in Digital Learning developed year 1 to be integrated with GDOE curriculum
- 100% of principals will receive training and access to LDS "at risk report and 50% will access monthly
- Student Support Services to provide ongoing training in customized templates created in Tyler Pulse (LDS) for student discipline
- **NEW:** Create on-demand professional learning library including online courses and modules to be used by teachers, administrators, teacher mentors, instructional coaches.

9.4 Implementing a Fully Automated Library System in all Public Schools

- **Annually** 90 % of the libraries will be using the Automated Library System for circulation with students and generate reports required by the principals, develop school library webpages populating them for students and teachers along with monthly themes.
- **NEW:** Librarians will create action plans for creating maker spaces in at least three schools (1 elem, 1 middle, 1 high school) by August 2019.

Consolidated Grant Annual Performance Report FY 2019 Template

2. What were the Grantee’s actual CG accomplishments this fiscal year?

9.1 Improving Technology Support/Delivery of IT Services

The need for basic technology support was accomplished through the funding of personnel and the procurement of supplies and materials. The 4 federally funded technicians supplemented the GDOE’s local technicians in troubleshooting issues to ensure better functioning devices and tools to support continued learning. Satisfaction survey below displays the satisfaction level of helpdesk end-users rating of the federally funded technicians:

FY18 Cumulative results of the project’s quarterly satisfaction survey	
Helpdesk Users Reporting Timely Delivery of Service	91%
Helpdesk Users Reporting High Quality Service	85%
Helpdesk Users Reporting Greatly Improved WIFI Connectivity	76%

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

Through this years funding, EETT successfully procured the following technology to meet the goal of expanding technology tools and resources for schools, teachers, and students.

Procured Items	Quantity	Purpose
Mobile cart with 30 laptops and an access point	71	Shared carts, Computer Labs, Library Learning Centers for GDOE, PNP, and Charter schools
Digital Projector	32	Procured to supplement Computer Labs for GDOE, PNP, and Charter Schools
Promethean Boards	43	Procured to supplement Library Learning Centers for GDOE, PNP, and Charter Schools
iPads with iPad Pencils and 4 ipad charging stations	110	Procured as Computer Labs for iLearn Academy CS and St. Paul (PNP)
Desktop Computers	15	Procured as a Computer Lab for Japanese School of Guam
Video Cameras	5	Procured as supplemental Tools for Schools for Japanese School of Guam
Chromebooks	78	Procured as supplemental Tools for Schools for St. Johns (15), Guahan Academy CS (60), and 3 chromebooks for the use of the Booktracks system.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

As the project works with the district to maximize resources, EETT collaborates with teachers, administrators, and consultants in designing the Professional Development to ensure standards and learning strategies are met. Through approved funding, the project has been able to enhance teacher skills in the integration of technology in the classroom:

Consolidated Grant Annual Performance Report FY 2019 Template

Activity	Attendees	Return of Investment
International Society for Technology in Education (2018)	16 travelers	All travelers shared knowledge gained by school PD's, staff training, and or technical assistance in using various platforms learned from sessions attended
Promethean Board Training	77	GDOE, PNP, and Charter school teachers were trained on the use of Promethean Boards in the Classroom to enhance learning
Powerschool Training	111	New GDOE teachers were trained on the use of Powerschool
Online Courses	42	Teachers were provided access to take self-paced online courses for professional growth (Well-Rounded Educator courses: google, digital citizenship, Makerspaces, etc.)

9.4 Implementing a Fully Automated Library System in all Public Schools

Continued implementation of the Automated Library System was accomplished. Funds were also available to send 4 school librarians (2 from GDOE and 2 from Catholic Schools) to attend the annual American Library Association conference in Washington, D.C. As noted earlier in section 9.2, the project successfully established 33 Library Learning Centers (mobile cart with 30 laptops, access point, and Promethean Boards).

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

9.1 Improving Technology Support/IT Services

- METHOD OF EVALUATION: Satisfactory Survey sent to those that requested IT services through the FSAIS Helpdesk

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- METHOD OF EVALUATION: Delivery Receipts provided by Property Management Office
- 95.8% of students surveyed report using technology in courses; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- Teachers rated themselves as beginning technology users; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey
- Students of teachers who received training indicated technology was used by the teacher; METHOD OF EVALUATION: Student Survey
- Teachers and librarians who received interactive whiteboards completed 2 levels of courses; METHOD OF EVALUATION: Training Sign-in Sheets and Equipment Distribution Plan
- Powerschool Training METHOD OF EVALUATION: Project records of those who requested access and certificates of completion.
- Teachers participating in online learning courses completed; METHOD OF EVALUATION: Project and Instructor of Record data

9.4 Implementing a Fully Automated Library System in all Public Schools

- Use of the Automated Library System METHOD OF EVALUATION: Atrium System report dashboard and Librarian Survey

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- **83%** used the Automated Library System for circulation with students.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

9.1 Improving Technology Support/Delivery of IT Services

- Laptop Maintenance Activity objective was not met due to late execution of the contract. Requisition was entered into the system on February 25, 2019 and was not approved until September 12, 2019. The long procurement process is usually the reason objectives are not met.

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use

- Reporting on the use of technology at the schools: data provided by the schools shows that the use of technology does not meet target of 45% of teachers using technology in the schools. Two schools provided data that showed consistent use, some did not provide data, and some reported less than 45% of teachers in the school use technology. Additionally, the review of daily check-in forms for use of Computer Labs were not achieved.

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- Annual Connected Educator Conference (Professional Development for Educators on the Integration of Technology in the Classroom) requisition to process a Request for Proposal Contractual Service was entered into the system on January 9, 2019. By the end of the fiscal year, Sept. 30, 2019, the requisition was rejected and did not make full execution. The requisition was subsequently re-entered utilizing CG FY19 funds.
- Professional Development for Principals and Teacher use and customization of Longitudinal Data System templates. The trainer resigned and the project waited on assigned personnel to self-train and provide training to users.
- The use of the online platform was not implemented due to late execution of contract. Requisition for a small purchase contract was entered into the system in January 2019. Contract was executed on September 6, 2019. The project proceed to work with vendor in establishing the platform and created a policy video to start before the end of performance period.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- Same concern as previous year: Changes in teacher assignments is very difficult for the project when teachers trained in e.g. Promethean Board transfer or is moved by a principal. This requires the new teacher to be trained and the teacher already using a board may not have one to use in the new location. The original boards are stationary; while we are working to reduce the challenge, it is a cost factor to move boards with the teacher. New boards are now mobile and expect we would keep the equipment with the teacher as long as they do not move to another school. Many boards were purchased locally and need repair. Concern that federal funds provided training, but cannot maintain the equipment. If local cannot find the resources to replace the board, the training is wasted. This is a product of our teacher retention challenges.
- Same concern as previous year: Much of the feedback the project can use requires teacher and student input in the form of survey. Teachers are not always responsive in time for us to have the data. Students on a large scale would be challenged to provide the information if they cannot access the devices. Project needs to find a happy medium and the best way to gather as much evidence as possible with minimal instructional interruptions.

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- Loss of a technician is a challenge. As the amount of devices are increased by the project, there is a need for more technical assistance and intervention by the technicians. Working with FSAIS we have increased the amount of times technicians are in school locations by assigning technicians to particular schools (each work with all schools right now). It is hoped with increased visibility in the schools, more requests for assistance will result but over time. Position of Computer Tech I is a loss. There is concern about \$4million+ in technology being delivered next month.
- School Site Monitoring is important to again validate the security and use of the assets. Schools are provided technology by a variety of projects and funding sources. Each with their own accountability. The school visits have been excellent in addressing individual school's concerns and asset guidelines.
- Significant and unnecessary delays in procurement of equipment and contracts to carry out activities and measure project impact is difficult when procurements take 9 months from requisition entry to complete.
- Challenges to work with Federal Programs Office (FPO); Inconsistent and/or lack of information from results in the project's inability to complete activities. Excessive Budget Modifications and transfers delay project purchases and payments. Spending down current year budget is consistently a challenge given the amount of FIFO that occurs. Results in increasing current budget making it impossible to exhaust current year funds. Project has no ability to correct the challenges as Project Manager has no authority over Federal Programs Administrator and requests for resolution are oftentimes ignored.

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	#9: Enhancing Education through Technology	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title IV- Sec 4109 (a)(1)(C)(D); (2)(A)(B);(5);(6), Title IV Part A Subpart 1 Sec4104 C(i)(l)	Federal Programs Oversight: Roque Yamashita, State Program Officer	
Project Budget		Population Served			
Allocated	Expended	Students Served		Staff Served	

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Annual Performance Report FY 2019 Template

FY19 \$	FY19:	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
2,255,060.99	\$1,229,714.94	Group: K - 5 6 - 8 9 - 12		N/A	GDOE: 626 Teachers 18 Staff PNP: 151 Teacher/Admin Charter School: 42 Teacher/Admin	GDOE: 1,119 PNP: 48 GACS: 28	GDOE: 82 Admin PNP: Charter School: 3	GDOE: 54 PNP: 3
		Group: [Grade Level(s)]						
Total Population Served				N/A				1,252
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates). Please add more numbers if necessary.</i>				Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance. Please add more numbers if necessary.</i>				
<p>1. 9.1 Improving Technology Support/Delivery of IT Services ANNUAL: Teachers/staff report timely, high quality and effective services; SY17-18: 75%; SY18-19: 80%; SY19-20: 80%. Provide annual service and maintenance for Laptops /computers (3-5yrs old). Reduce Wi-Fi /Connectivity tickets by 15% from 2016-17 helpdesk and reduce by 10% in year 2 and 3</p> <p>2. 9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use. Year 3: 10% increase each year in students reporting use of technology in courses taught by teachers receiving EETT training</p> <p>3. 9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning</p> <p>a. Year 3:</p> <p>i. 75% of students of teachers receiving training will indicate they see technology used by the teacher</p> <p>ii. 100% of teachers with interactive whiteboards and who have completed level 2 training will</p>				<p>1. 9.1 Improving Technology Support/Delivery of IT Services</p> <p>a. 90% teachers/staff report timely, high quality and effective services and 80% will report having access to well-functioning technology and reliable connectivity for teaching</p> <p>b. At least 1500 laptops 3-5 years old will receive service and maintenance.</p> <p>c. At least 10% reduction in the number of Wi-Fi/Connectivity tickets from 2018-2019 instructional year helpdesk</p> <p>2. 9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use.</p> <p>a. Create computer labs in 7 additional schools and library learning centers in 6 additional libraries</p> <p>b. At least 60% of teachers report using existing computer labs (21)</p> <p>c. At least 75% of students will indicate technology being used by the teacher</p> <p>3. 9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning</p> <p>a. 35% or fewer teachers will rate themselves as beginning technology users</p> <p>b. 2% increase from 2018-19 in students reporting using technology in courses where teachers have received EETT training</p>				

Consolidated Grant

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<ul style="list-style-type: none"> submit at least one flip-chart unit for district-wide use iii. 85% of teachers participating in online learning courses will complete at least one online course module iv. By June 2020, 100% of teachers will receive updated GDOE scope and sequence for technology aligned to ISTE Standards and at least 400 will have access to archived webinars (one for each standard). v. 100% of principals will receive training and access to LDS reports and 50% access regularly <p>4. 9.4 Implementing fully automated Library system in all public schools</p> <ul style="list-style-type: none"> a. June 2018: continue implementation; 70% of librarians using the system and reporting the new system and its resources support teaching. b. June 2019: complete implementation; 95% of librarians using the system c. June 2019: librarians receive professional development in technology tools and strategies (e.g. MakerSpaces) and develop action plans for extending learning for students for SY2019-2020 d. June 2020: full implementation of automated library system and 100% using it and continued professional development in technology tools and strategies to extend classroom learning. 	<ul style="list-style-type: none"> c. 100% of teachers, librarians and librarian techs with interactive whiteboards who have completed level II training by June 2020 will have submitted at least one flip chart d. 100% of teachers requesting access to PowerTeacher online will receive and complete training e. 85% of teachers participating in online learning courses will complete at least one online module and provide a reflection paper on changes in their practice f. 100% of teachers will receive updated GDOE scope and sequence for technology aligned to ISTE Standards and 400 will have access to archived webinars (one for each standard) g. 100% of principals will receive training and access to LDS “at risk” report in Tyler Pulse and 50% will access on a monthly basis h. Access to a Tech related on-demand professional learning library to include online courses and modules for use by teachers, administrators and staff. <p>4. 9.4 Implementing fully automated Library system in all public schools</p> <ul style="list-style-type: none"> a. All libraries (100%) will be using the Automated Library System for circulation of resources with students. b. 100% librarians will be using the automated library system to generate circulation reports for principals and 25% have developed their school library web pages c. At least 3 school libraries will create maker spaces in their library by September 2020
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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

9.1 Improving Technology Support/Delivery of IT Services

- 83.5% teachers/staff report timely, high quality and effective services and 65% will report having access to well-functioning technology and reliable connectivity for teaching; METHOD OF EVALUATION: Satisfactory Survey sent to those that requested IT services through the FSAIS Helpdesk

9.2 Expanding Technology Tools and Resources for School, Teacher, and Student Use.

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- Project exceeded goal of establishing at least 21 Computer Labs and Library Learning Centers by FY2019 Project Period. Project successfully established Computer Labs and Library Learning Centers in all GDOE schools, Charter Schools, and PNP schools that requested for technology expansion; METHOD OF EVALUATION: Delivery Receipts provided by Property Management Office

9.3 Enhancing Teacher Skills and Integrating Technology in Teaching and Learning

- 7% or fewer teachers will rate themselves as beginning technology users; METHOD OF EVALUATION: The Project of Tomorrow Speak Up Survey
- 86% of teachers who requested for training completed and received a teacher laptop; METHOD OF EVALUATION: Project records of those who requested access and certificates of completion.
- 100% of teachers have access to the Guam Education Board approved Technology Standards; METHOD OF EVALUATION: Press Release of GEB approval by GDOE Public Information Officer
- Access to a Tech related on-demand professional learning library to include online courses and modules for use by teachers, administrators and staff; METHOD OF EVALUATION: System dashboard analysis

9.4 Implementing fully automated Library system in all public schools

- 95% of libraries using the Automated Library System for circulation of resources with students (1st QTR- before school closure); METHOD OF EVALUATION: System records of circulation
- 98% of libraries have developed web pages; METHOD OF EVALUATION: Project Records of the list of website links

Activities

*List the major activities that were implemented within this project.
Please add more numbers if necessary.*

1. On-going Tech-support
2. Connected Educator Conference, February 2020 (2 cohorts) and monthly webinars on the implementation of the Technology Standards
3. Online Courses for continued Professional Learning inclusive of graduate credit opportunity towards Teacher certification
4. Online Platform – availability of coaches and resources for teachers and administrators
5. Continued training on the use of the Automated Library System; trained new Librarians

Observations and/or Challenges

*List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.
Please add more numbers if necessary.*

1. COVID-19 Pandemic resulting in school closure affected data collection in the usage of equipment and digital systems and the creation of piloted Makerspaces activities in certain libraries.
2. Promethean Board training proposed contract requisition was rejected due to it being placed on the non-priority list of tasks.
3. Laptop Maintenance Contract IFB 024-2019 was cancelled due to the intent to remove all 5 years or older CG funded assets from the federal inventory resulting in the project being unable to meet the scope of the contract (minimum quantity of 1,610 laptops and 50 mobile carts).

Consolidated Grant
Annual Performance Report FY 2019 Template

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- ❑ **Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- ❑ **Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- ❑ **Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- ❑ **Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- ❑ **Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Project No. 10

State Administration / State Educational Agency

Consolidated Grant Annual Performance Report FY 2019 Template

Section 2. This section collects specific performance data for **FY2017 and FY2018.**

Instructions: Answer each of the following questions, separately, for FY2017 and FY2018.

FY2017 Consolidated Grant application:

1. What were the Grantee’s key objectives for the Consolidated Grant (CG) this fiscal year?

11.1 Administration/Supervision/Technical Assistance/Workshops:

11.1.1 LEAs (public, charter, and PNP) will report improved process handling and implementation of grant requirements, administration, supervision, monitoring, consultation and technical assistance provided by the SEA.

- By August 2018 @ 75%, August 2019 @ 80%, and August 2020 @ 85%

11.1.2 GDOE grant stakeholders will report effective, timely, relevant information received and improved knowledge of pertinent grant information/programs/requirements and receiving high quality support, guidance, consultation and technical assistance during workshops.

- By August 2018 @ 70%, August 2019 @ 75%, and August 2020 @ 80%

11.2 Grant Meetings, Workshops / Grants Management Certification and Training:

11.2.1 GDOE Chief State School Officer, Project Managers, and/or key LEA/SEA personnel will report increased understanding of proper grants management, project design, planning, evaluation, and implementation, and develop/design services/activities to better serve the students/teachers within the district.

- By August 2018 @ 70%, August 2019 @ 75%, and August 2020 @ 80%

11.2.2 SEA Administrator/State Officers will report increased understanding, improved performance, practices, and process administration of updated grant requirements (fiscal and programmatic) upon completion of trainings, workshops, courses.

- August 2018 @ 60%, August 2019 @ 70%, and August 2020 @ 85%

2. What were the Grantee’s actual CG accomplishments this fiscal year?

Table 1.1.a. Guam State Assessment Data (Guam Department of Education) – Mathematics (SY 17-18);

Assessment Name* : ACT Aspire (Grades 3-10), Standards Based Assessment (Grades 1-2, 11-12)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient**	# of Students Proficient	% of Students Proficient**	# of Students Above Proficient	% of Students Above Proficient**
Pre-K							
K							
1	1,984	1,151	58%	635	32%	198	10%
2	2,056	1,537	75%	397	19%	122	6%
3	2,098	1,699	81%	336	16%	42	2%

Consolidated Grant
Annual Performance Report FY 2019 Template

4	2,254	1,938	86%	293	13%	23	1%
5	2,247	2,090	93%	135	6%	22	1%
6	2,041	1,776	87%	224	11%	41	2%
7	2,046	1,923	94%	82	4%	41	2%
8	2,092	1,987	95%	84	4%	21	1%
9	2,169	2,082	96%	65	3%	43	2%
10	1,644	1,578	96%	49	3%	33	2%
Algebra I	686	653	95%	32	5%	0	0%
Geometry	880	880	100%	0	0%	0	0%
Algebra II	1,060	1,060	100%	0	0%	0	0%

*The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Assessment in this subject for other grade levels (1-2, 11-12) is done using the Standards Based Assessment. Pre-K and Kindergarten are not part of the assessment.

**Due to rounding off, the sum of percentages (per grade level) may not always be exactly 100%. Percentages on the ACT Aspire assessment results were lifted from the ACT Aspire website downloads, and SBA assessment results from the LinkIt website.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned}
 \text{Performance Gap} &= (\% \text{ of highest performing subgroup}) - (\% \text{ of lowest performing subgroup}) \\
 &= (\% \text{ prof. \& above prof. 1}^{\text{st}} \text{ graders}) - (\% \text{ prof. \& above prof. high schoolers}) \\
 &= 42\% - 0\% = 42\%
 \end{aligned}$$

Students in the Guam Department of Education continue to struggle with their performance in Math throughout the years. In the early years, we see some positive results with more students performing in the “close” to “ready” category which is right before our target level of proficiency. However, as they progress through the system, their rate of improvement puts them farther behind in terms of their annual benchmarks. Factors that contribute to these challenges include the large number of English learners and the lack of resources to service their needs. Another factor is the lack of textbooks and instructional materials to support high quality curriculum and instruction. And for math in particular, the need for additional teacher training in math content in the elementary schools and the need for more certified math teachers in the secondary schools.

Additional detail: None.

Table 1.1.b. Guam State Assessment Data (Guahan Academy Charter School) – Mathematics (SY 17-18);

Consolidated Grant Annual Performance Report FY 2019 Template

Assessment Name* : ACT Aspire (Grades 3-10), Standards-Based Assessment (Grades 1-2, 11-12)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	74	52	70%	21	28%	1	1%
2	91	72	79%	17	19%	2	2%
3	92	75	82%	13	14%	3	3%
4	88	84	96%	4	5%	0	0%
5	72	69	96%	3	4%	0	0%
6	85	81	95%	4	5%	0	0%
7	78	77	99%	1	1%	0	0%
8	50	49	98%	0	0%	1	2%
9	40	39	98%	0	0%	1	2%
10	29	29	100%	0	0%	0	0%
Algebra I	19	19	100%	0	0%	0	0%
Geometry	16	16	100%	0	0%	0	0%
Algebra II	11	11	100%	0	0%	0	0%

* The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Assessment in this subject for other grade levels (1-2, 11-12) is done using the Standards Based Assessment. Pre-K and Kindergarten are not part of the assessment.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

= 29% (% prof. and above prof. 1st graders) – 0% (% prof. & above prof. high schoolers)

= 29%

The reason for this performance gap is the shift in the Guahan Academy Charter School’s curriculum from Direct Instruction (DI) mathematics (vocabulary, specifically) to the “regular” math in the high school grades. Professional Development and faculty meetings are being conducted to bridge this gap and specifically includes learning the proper vocabulary to succeed in DI and regular math curriculum.

Consolidated Grant Annual Performance Report FY 2019 Template

Additional detail: None.

**Table 1.1.c. Guam State Assessment Data (*iLearn Academy Charter School*) – Mathematics (SY 17-18);
Assessment Name*: *ACT Aspire (Grades 3-5), McGraw Hill End-of-the-Year Diagnostics (Grades 1-2)***

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	88	0	0	5	6%	83	94%
2	90	28	31%	26	29%	36	40%
3	57	43	76%	12	21%	2	4%
4	61	37	61%	20	33%	4	7%
5	58	43	74%	12	21%	3	5%
6							
7							
8							
9							
10							
11							
12							

**iLearn Academy Charter School offers education only for Kindergarten to Grade 5 levels. The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Grades 1 & 2 are assessed using the McGraw End-of-the-Year Diagnostics. Kindergarten is not part of the assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this gap?

McGraw Hill EOY Diagnostics:

$$\text{Performance gap} = 100\% (\% \text{ prof. and above prof. 1}^{\text{st}} \text{ grade}) - 69\% (\% \text{ prof. and above prof. 2}^{\text{nd}} \text{ grade}) = 31\%$$

ACT Aspire:

$$\text{Performance gap} = 40\% (\% \text{ prof. and above prof. 4}^{\text{th}} \text{ grade}) - 25\% (\% \text{ prof. and above prof. 3}^{\text{rd}} \text{ grade}) = 15\%$$

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iLearn's platform is based on Science Technology Engineering and Math (STEM) so there are gaps in the Common Core skills emphasized in the diagnostics and the state assessment. This gap is more recognized between 1st – 3rd grades. Fourth grade starts to catch up to the Common Core skills not necessarily emphasized in the Next Generation Science Standards (NGSS) and International Society for Technology in Education (ISTE) Standards.

Additional detail:

iLearn did not participate in the Standards Based Assessment. 1st & 2nd grade scores are from McGraw Hill End-of-the-Year Diagnostics.

**Table 1.1.d. Guam State Assessment Data (Archdiocese of Guam Catholic School) – Mathematics (SY 17-18);
Assessment Name*: ACT Aspire (Grades 3-10)**

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	229	119	52%	94	41%	16	7%
4	215	133	62%	71	33%	11	5%
5	204	157	77%	37	18%	10	5%
6	266	168	63%	67	25%	29	11%
7	245	189	77%	39	16%	15	6%
8	302	242	80%	39	13%	24	8%
9	277	219	79%	36	13%	22	8%
10	232	186	80%	32	14%	14	6%
11							
12							

*The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10.

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What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level - lowest performing student subgroup/grade level

$$= (41\% + 7\%: 3^{\text{rd}} \text{ grade}) - (14\% + 6\%: 10^{\text{th}} \text{ grade})$$

$$= 48\% - 20\% = \mathbf{28\%}$$

The performance gap between the highest performing student subgroup/grade level and the lowest performing student subgroup/grade level are the results of:

- 1) Most of the 3rd grade students have been continuously enrolled in the elementary schools since Kindergarten and have received consistent and effective instruction through the first four years, thus explaining the highest percentage of students scoring AT or ABOVE proficiency at that grade level.
- 2) In subsequent years, enrollments in the various grades have not been consistent with current students transferring after the 3rd grade and new students entering between the 4th and 8th grades.
- 3) Students entering after the third grade have not always received consistently effective instruction in mathematics before entering the Catholic schools to achieve at each grade level.
- 4) For the 10th grades, many students have performed weakly before their entrance to the high schools and the high schools are challenged to provide adequate make-up lessons to address deficiencies in mathematics instruction. Students receive supportive instruction at the 9th and 10th grade levels but those supportive services may not be adequate to address the students' deficiencies.

Additional detail: None.

Table 1.1.e. Guam State Assessment Data (St. Paul's Christian School) – Mathematics (SY 17-18);

Assessment Name* : ACT Aspire (Grades 3-10)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	21	11	53%	8	38%	2	10%

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4	23	15	66%	7	30%	1	4%
5	24	18	75%	5	21%	1	4%
6	45	28	62%	16	36%	1	2%
7	36	31	86%	6	11%	1	3%
8	41	38	93%	2	5%	1	2%
9	74	70	94%	3	4%	1	1%
10	50	43	86%	5	10%	2	4%
11							
12							

*The ACT Aspire summative assessment in Mathematics is administered only to Grades 3-10. Grades 1-2 were not assessed in this subject area.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

$$= 48\% (\% \text{ prof. \& above prof. 3}^{\text{rd}} \text{ graders}) - 5\% (\% \text{ prof. \& above prof. 9}^{\text{th}} \text{ graders})$$

$$= 43\%$$

Based on the percentage of the proficiency score, the 9th graders have the lowest number. Such result may be attributed to the students' basic Math skills acquired from different schools they come from. Since SPCS's math curriculum is a continual process, rooted from elementary to secondary level, there may be learning gaps and standards missed along the way. Hence certain levels of mastery by the students were not attained. Thanks to these results, our elementary teachers and secondary Math teachers meet to review scores/standards and share best practices to address a more seamless transition for all grade levels in the hopes of attaining greater gains in mastery.

Additional detail: None.

Table 1.2.a. Guam State Assessment Data (Guam Department of Education) – Reading (SY 17-18);

Assessment Name: ACT Aspire*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient**	# of Students Proficient	% of Students Proficient**	# of Students Above Proficient	% of Students Above Proficient**
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Pre-K							
K							
1							
2							
3	2,098	1,909	91%	147	7%	42	2%
4	2,259	1,988	88%	181	8%	68	3%
5	2,257	2,009	89%	181	8%	90	4%
6	2,049	1,783	87%	205	10%	61	3%
7	2,025	1,640	81%	344	17%	41	2%
8	2,074	1,535	74%	456	22%	104	5%
9	2,162	1,794	83%	281	13%	108	5%
10	1,674	1,389	83%	234	14%	50	3%
11							
12							
<p><i>*The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. All other grade levels are not assessed in Reading.</i></p> <p><i>**Due to rounding off, the sum of percentages (per grade level) may not always be exactly 100%. Percentages on the ACT Aspire assessment results were lifted from the ACT Aspire website downloads, and SBA assessment results from the LinkIt website.</i></p> <p>What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?</p> <p style="text-align: center;">Performance Gap = (% of highest performing subgroup) – (% of lowest performing subgroup) = (% prof. & above prof. 8th graders) – (% prof. & above prof. 3rd graders) = 27% – 9% = 18%</p> <p>Reading continues to be a challenge for our students. Contributing to this challenge are the large number of English learners and the lack of resources to service their needs. Another factor is the lack of textbooks and instructional materials to support high quality curriculum and instruction. This poses a special challenge in the elementary schools where the foundation of reading is built. Additionally, more needs to be done to improve the quality of literacy instruction in all schools with a special emphasis to help struggling students catch up as the years progress.</p> <p>Additional detail: None.</p>							

Table 1.2.b. Guam State Assessment Data (Guahan Academy Charter School) – Reading (SY 17-18);

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Assessment Name: *ACT Aspire** (Grades 3-10)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	91	80	88%	8	9%	3	3%
4	88	49	56%	9	10%	3	3%
5	72	64	89%	3	4%	5	7%
6	86	74	86%	10	12%	2	2%
7	77	62	81%	16	19%	0	0%
8	50	36	72%	12	24%	2	4%
9	38	32	84%	5	13%	1	3%
10	28	24	86%	4	14%	0	0%
11							
12							

**The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. Grades 1-2, and Grades 11-12 were not assessed in this subject area. Pre-K and Kindergarten are not part of the assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level
 = 28% (% prof. and above prof. 8th graders) – 11% (% prof. & above prof. 5th graders)
 = 17%

While Guahan Academy Charter School students perform well when it comes to reading fluency, spelling, and editing, reading comprehension has been problematic. After viewing this data, more focus on analysis of the testing materials was conducted and finding ways to bridge the gap between the Direct Instruction curriculum and the testing method of the ACT Aspire are being reviewed in order to increase test scores.

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Additional detail: None.

**Table 1.2.c. Guam State Assessment Data (*iLearn Academy Charter School*) – Reading (SY 17-18);
Assessment Name: *ACT Aspire**(Grades 3-5), *McGraw Hill End-of-the-Year Diagnostics* (Grades 1-2)**

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	88	10	11%	15	17%	63	72%
2	89	64	72%	16	18%	9	10%
3	57	47	82%	6	11%	4	7%
4	61	44	72%	10	16%	7	11%
5	59	44	75%	9	15%	6	10%
6							
7							
8							
9							
10							
11							
12							

** iLearn Academy Charter School offers education only for Kindergarten to Grade 5 levels. The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. Grades 1 & 2 are assessed using the McGraw End-of-the-Year Diagnostics. Kindergarten is not part of the assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

McGraw Hill EOY Diagnostics:

Performance gap = 89% (% prof. and above prof. 1st grade) – 28% (% prof. and above prof. 2nd grade)
= 61%

ACT Aspire:

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Performance gap = 27% (% prof. and above prof. 4th grade) – 18% (% prof. and above prof. 3rd grade)
= 9%

iLearn’s platform is based on Science Technology Engineering and Math (STEM) so there are gaps in the Common Core skills emphasized in the diagnostics and the state assessment. This gap is more recognized between 1st – 3rd. Fourth grade starts to catch up to the Common Core skills not emphasized necessarily emphasized in Next Generation Science Standards and International Society for Technology in Education (ISTE) Standards.

Additional detail:

iLearn did not participate in SBA. 1st & 2nd grade scores are from McGraw Hill End-of-the-Year Diagnostics.

**Table 1.2.d. Guam State Assessment Data (Archdiocese of Guam Catholic Schools) – Reading (SY 17-18);
Assessment Name: ACT Aspire* (Grades 3-10)**

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	226	163	72%	43	19%	20	9%
4	213	130	61%	55	26%	28	13%
5	205	144	70%	31	15%	31	15%
6	267	158	59%	72	27%	37	14%
7	244	127	52%	100	41%	14	7%
8	302	124	41%	127	42%	54	18%
9	278	147	53%	86	31%	47	17%
10	233	151	65%	61	26%	21	9%
11							
12							

*The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. All other grade levels are not assessed in Reading.

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What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned}
 \text{Performance gap} &= \text{highest performing student subgroup/grade level} - \text{lowest performing student subgroup/grade level} \\
 &= (42\% + 18\%: 8^{\text{th}} \text{ grade}) - (19\% + 9\%: 3^{\text{rd}} \text{ grade}) \\
 &= 60\% - 28\% = \mathbf{32\%}
 \end{aligned}$$

The performance gap between the highest performing student subgroup/grade level and the lowest performing student subgroup/grade level are the results of:

- 1) For students in the 3rd grade, it is their first experience in standardized testing. The low performance is partly attributed to their discomfort with the form of assessment.
- 2) For the most part, students in the elementary schools experience rigorous attention to reading/language arts classes that includes special groupings that address specific deficiencies and lead to increases in performance.
- 3) The effective development of reading/language arts skills in other subject areas (science and social studies) also leads to improvements in this area.
- 4) The decline in the high school years is attributed to the number of students entering the high schools with diverse backgrounds in reading/language arts and entering the Office of Catholic Education (OCE) high schools from schools from other educational systems.

Additional detail: None.

Table 1.2.e. Guam State Assessment Data (St. Paul's Christian School) – Reading (SY 17-18);

Assessment Name: ACT Aspire* (Grades 3-10)

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3	21	15	71%	3	14%	3	14%
4	23	20	87%	1	4%	2	9%
5	24	16	67%	4	17%	4	17%

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6	47	36	77%	7	15%	4	9%
7	35	26	74%	7	20%	2	6%
8	40	22	55%	13	33%	5	13%
9	75	53	71%	16	21%	6	8%
10	48	35	73%	11	23%	2	4%
11							
12							

*The ACT Aspire summative assessment in Reading is administered only to Grades 3-10. Grades 1-2 were not assessed in this subject area.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level

= 46% (% prof. & above prof. 8th graders) – 13% (% prof. & above prof. 4th graders)
= 33%

Reading has always been a challenge for both public and private schools alike. As a result, efforts have been made to individualize student instruction via Achieve 3000, teachers’ professional development and participation in conferences for best practices. Elementary and Secondary English teachers continue to collaborate to review data and discuss ways to improve Reading scores in the coming years.

Additional detail: None.

**Table 1.3.a. Guam State Assessment Data (Guam Department of Education) – Science (SY 17-18);
Assessment Name: *Standards Based Assessment****

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Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient**	# of Students Proficient	% of Students Proficient**	# of Students Above Proficient	% of Students Above Proficient**
Pre-K							
K							
1	1,986	978	49%	751	38%	257	13%
2	2,094	1,467	70%	537	26%	90	4%
3	2,092	1,615	78%	444	21%	33	2%
4	2,255	2,017	89%	224	10%	14	1%
5	2,250	2,207	98%	43	2%	0	0%
6	2,040	1,404	69%	541	27%	95	5%
7	2,032	1,607	79%	363	18%	62	3%
8	2,051	1,631	80%	414	20%	6	0%
Physical Science	1,474	1,352	92%	117	8%	5	0%
Biology	1,736	1,595	91%	141	8%	0	0%
Chemistry	929	869	93%	57	6%	3	0%
Anatomy & Physiology	494	473	96%	17	3%	4	1%

* All students of the Guam Department of Education are tested in Science using the Standards Based Assessment (SBA), except for Pre-Kindergarten and Kindergarten, which are not part of the assessment.

** Due to rounding off, the sum of percentages (per grade level) may not always be exactly 100%. Percentages on SBA assessment results were lifted from the LinkIt website downloads.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

$$\begin{aligned}
 \text{Performance Gap} &= (\% \text{ of highest performing subgroup}) - (\% \text{ of lowest performing subgroup}) \\
 &= (\% \text{ prof. \& above prof. 1}^{\text{st}} \text{ Graders}) - (\% \text{ prof. \& above prof. 5}^{\text{th}} \text{ graders}) \\
 &= 51\% - 2\% = 49\%
 \end{aligned}$$

Students struggle in Science mainly due to limited resources like textbooks and instructional materials and supplies. Additionally, their challenges in reading may affect their understanding of the complex reading material that is often required in this subject, compounding their lack of their overall performance.

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Additional detail: None.

Table 1.3.b. Guam State Assessment Data (Guahan Academy Charter School) – Science (SY 17-18);

Assessment Name: Standards Based Assessment*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1	76	60	79%	15	20%	1	1%
2	90	66	73%	22	24%	3	3%
3							
4							
5							
6							
7							
8							
Biology	22	22	100%	0	0%	0	0%

** Students in Grades 1-2 and 9-12 of the Guahan Academy Charter School are tested in Science using the Standards Based Assessment.*

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

Performance Gap = highest performing student subgroup/grade level – lowest performing student subgroup/grade level
 = 27% (% prof. and above prof. 2nd graders) – 0% (% prof. & above prof. high schoolers)
 = 27%

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During this school year and testing period, students were shifted from traditional teaching with a teacher in a classroom to a primarily online mode of learning known as Edgenuity. This year was the year in which the Edgenuity program was implemented fully with some teacher-student supplementation to the program.

Additional detail: None.

Table 1.3.c. Guam State Assessment Data (*iLearn Academy Charter School*) – Science (SY 17-18);

Assessment Name: N/A*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

*Students at *iLearn Academy Charter School* were not assessed in Science.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

N/A

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Additional detail: N/A

Table 1.3.d. Guam State Assessment Data (Archdiocese of Guam Catholic School) – Science (SY 17-18);
Assessment Name: N/A*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

*Students at the Archdiocese of Guam Catholic Schools were not assessed in Science.

What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

N/A

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Additional detail: N/A

Table 1.3.e. Guam State Assessment Data (Archdiocese of Guam Catholic School) – Science (SY 17-18);

Assessment Name: N/A*

Grade Level	Total # of Students Assessed	# of Students Below Proficient	% of Students Below Proficient	# of Students Proficient	% of Students Proficient	# of Students Above Proficient	% of Students Above Proficient
Pre-K							
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

* Students at St. Paul’s Christian School were not assessed in Science.

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What is the percentage difference in student proficiency between the highest performing student subgroup and the lowest performing student subgroup? What factors contribute to this performance gap?

N/A

Additional detail: N/A

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

- The State Administration/State Educational Agency utilized LEA surveys, Grant Status Reports, workshop evaluations, monitoring reports (Programmatic and Fiscal), Quarterly Reports (Quarterly Project Progress Reports, formative assessments), summative assessments, technical assistance communication such as email, face-to-face meetings, etc., and monitoring/observation reports, course/training completion.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

- The State Administration met its target goals and objectives for the FY17 Consolidated Grant. The FY'17 CG funds were spent according to the approved CG application.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- The limited number of State Administration personnel often times requires the staff to perform above and beyond duties to include after-hours, on weekends and during scheduled holidays in order to meet the goals and objectives of the CGA.
- During the FY'17 reporting period, GDOE's process of tracking time and effort for Consolidated Grant funded personnel remained a labor-intensive process, lacking automation, which resulted in delays of draw-downs and reimbursement.
- During the FY'17 reporting period, GDOE's process of tracking Consolidated Grant fixed assets were labor-intensive, did not provide real-time updates, and created a potential risk for inaccurate reporting.

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- During the FY'17 reporting period, GDOE's administrative processes related to the implementation of Consolidated Grant activities (i.e. requisition process, travel request/authorization, Contract process, Request for Proposal (RFP) process, etc.) were lengthy and created delays that made it difficult to carry out the project-specific timelines.

FY2018 Consolidated Grant application:

1. What were the Grantee's key objectives for the Consolidated Grant (CG) this fiscal year?

10.1 Administration/Supervision/Technical Assistance/Workshops:

10.1.1 LEAs (public, charter, and PNP) will report improved process handling and implementation of grant requirements, LEAs (public, charter, and PNP) will report improved process handling and implementation of grant requirements, administration, supervision, monitoring, consultation and technical assistance provided by the SEA.

a By August 2018 @ 75%, August 2019 @ 80%, and August 2020 @ 85%

10.1.2 GDOE grant stakeholders will report effective, timely, relevant information received and improved knowledge of pertinent grant information/programs/requirements and receiving high quality support, guidance, consultation and technical assistance after workshops.

a By August 2018 @ 70%, August 2019 @ 75%, and August 2020 @ 80%

10.2 Grant Meetings, Workshops / Grants Management Certification and Training:

10.1.1 GDOE Chief State School Officer, Project Managers, and/or key LEA/SEA personnel will report increased understanding of proper grants management, project design, planning, evaluation, and implementation, and develop/design services/activities to better serve the students/teachers within the district.

• By August 2018 @ 70%, August 2019 @ 75%, and August 2020 @ 80%

10.2.2 SEA Administrator/State Officers will report increased understanding, improved performance, practices, and process administration of updated grant requirements (fiscal and programmatic) upon completion of trainings, workshops, courses.

• By August 2018 @ 60%, August 2019 @ 70%, and August 2020 @ 85%

2. What were the Grantee's actual CG accomplishments this fiscal year?

- Weekly, monthly technical assistance meetings amongst project leads and managers.
- Quarterly/annual monitoring and reporting (programmatic/fiscal) through on-site meetings and observations.
- Regular meetings with Project Managers/Leads. Quarterly review of project data with project personnel.
- Provide feedback based on data related to possible changes in activities.
- Review for compliance requisitions for professional services, equipment, and supplies.

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- The State Administration/SEA attended the Brustein and Manasevit Spring Forum 2018 “*The Yin and Yang of Federal Grants Management: How to Handle More (Responsibilities) with Less (Dollars)*”, in Washington D.C. aimed to provide data-informed decision-making, provide practices and elements that produce strong projects and programs and leverage resources to enhance the quality of understanding of EDGAR and the Every Student Succeeds Act.
- The US-Ed Insular Area Program Staff and US-Ed Assistant Secretary for Elementary and Secondary Education conducted the technical assistance meeting to discuss the challenges of the Insular Areas and provided recommendations and guidance to overcome the challenges presented. These meetings included a leadership delegation inclusive of the GDOE Chief State School Officer, Guam Education Board Chairman, the Federal Programs Administrator, the Deputy Superintendent for Curriculum and Instructional Improvement, the Deputy Superintendent for Finance and Administrative Services, the Chief Internal Auditor, State Program Officers and the State Data Officer.
- Workshops that were conducted:
 - i. The State Administration conducted the FY18 Consolidated Grant Technical Assistance and Consultative Workshop from May 7 to 8, 2018 at the Sheraton Laguna Resort Guam. The workshop presentation topics include:
 1. Presentation of Projects
 2. Notice of Intent to Participate
 3. Tracking Project Performance Through Data
 4. Data & Accountability
 5. Supporting Homeless Children & Youth on Guam
 6. FY’18 Consolidated Grant Application – Concurrent Working Sessions with the Public, Private, Non-Public, and Charter schools.
 7. Grants Manual Guidance & Expectations
 - ii. The State Administration conducted the FY18 Consolidated Grant Award Notification, Implementation, and Accountability State Agency Workshop On October 11 to 12, 2018 at the Sheraton Laguna Resort Guam. The workshop presentation topics include:
 1. Grant Award Notification and Assurances
 2. LEA and State Roles and Responsibilities
 3. Effective School Based Professional Development and Interpreting ACT Aspire Scores
 4. Private, Non-Public Schools Ombudsman
 5. Project Presentations
 6. Programmatic and Administrative Requirements
 7. Quarterly Reports and Annual Performance Reports

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8. Programmatic and Fiscal Accountability

3. What performance measures, methods, tools, and processes did the Grantee use to evaluate project outcomes and the quality of implementation of the CG activities for this fiscal year?

- The State Administration/State Educational Agency utilized LEA surveys, Grant Status Reports, workshop evaluations, monitoring reports (Programmatic and Fiscal), Quarterly Reports (Quarterly Project Progress Reports, formative assessments), summative assessments, technical assistance communication such as email, face-to-face meetings, etc., and monitoring/observation reports, course/training completion.

4. Were there any goals and objectives that were not met this fiscal year? If yes, please provide a rationale.

- The State Administration is on target in meeting its goals and objectives for the FY18 Consolidated Grant. The FY'18 CG funds continue to be expended according to the approved CGA.
- COVID 19: Between March and June 2020, the Governor of Guam had issued numerous Executive Orders (EO) relative to the Novel Coronavirus (COVID-19), including the public health emergency declaration, stay-at-home order extensions and school closures. Due to the consistently evolving situation surrounding the health crisis and its impact on education and the community, schools worked diligently to identify and predict methods and resources needed to continue providing academic instruction to its students. Between June and August 2020, the stay-at-home restriction were lifted due to the reduction of daily COVID-19 cases, thereby allowing the island's educational community to actively plan and prepare for the return of limited modified traditional face-to-face and remote learning models of instruction for the new school year beginning mid-August. However, in response to the alarming rise of daily COVID-19 cases and increased related fatalities, the Governor of Guam issued EO 2020-27 and EO 2020-28 on August 14, 2020 and August 21, 2020, respectively, closing all schools, government offices, nonessential businesses and effectuating a stay-at-home order for the second time this year. Several LEAs, private-non-public (PNP) schools, suspended face-to-face instruction after one week of opening, and all public, charter and remaining PNP schools switched entirely to remote learning models, postponing face-to-face instruction accordingly. To date, normal operations have not resumed as the stay-at-home orders continue.
 - On August 31, 2020 the GDOE Chief State School Officer requested for a waiver pursuant to section 3511 of the Division A of the Coronavirus Aid, and Economic Security Act (CARES Act) to extend the period of availability of FY2018 Consolidated Grant funds for programs approved within the GDOE Consolidated Grant Application (CGA) until September 30, 2021.
 - On September 10, 2020 US-Ed approved GDOE's request for a waiver extending the FY2018 CGA until September 30, 2021.

5. Were there any challenges, obstacles, and/or risks impacting the Grantee's ability to meet its goals and performance measures this fiscal year?

- The limited number of State Administration personnel often times required the staff to perform above and beyond duties to include after-hours, on weekends and during scheduled holidays in order to meet the goals and objectives of the CGA.

Consolidated Grant Annual Performance Report FY 2019 Template

- During the FY'18 reporting period, GDOE's process of tracking time and effort for Consolidated Grant funded personnel remained a labor-intensive process, lacking automation, which resulted in delays of draw-downs and reimbursement.
- During the FY'18 reporting period, GDOE's process of tracking Consolidated Grant fixed assets were labor-intensive, did not provide real-time updates, and created a potential risk for inaccurate reporting.
- During the FY'18 reporting period, GDOE's administrative processes related to the implementation of Consolidated Grant activities (i.e. requisition process, travel request/authorization, Contract process, Request for Proposal (RFP) process, etc.) were lengthy and created delays that made it difficult to carry out the project-specific timelines.
- COVID 19: Between March and June 2020, the Governor of Guam had issued numerous Executive Orders (EO) relative to the Novel Coronavirus (COVID-19), including the public health emergency declaration, stay-at-home order extensions and school closures. Due to the consistently evolving situation surrounding the health crisis and its impact on education and the community, schools worked diligently to identify and predict methods and resources needed to continue providing academic instruction to its students. Between June and August 2020, the stay-at-home restriction were lifted due to the reduction of daily COVID-19 cases, thereby allowing the island's educational community to actively plan and prepare for the return of limited modified traditional face-to-face and remote learning models of instruction for the new school year beginning mid-August. However, in response to the alarming rise of daily COVID-19 cases and increased related fatalities, the Governor of Guam issued EO 2020-27 and EO 2020-28 on August 14, 2020 and August 21, 2020, respectively, closing all schools, government offices, nonessential businesses and effectuating a stay-at-home order for the second time this year. Several LEAs, private-non-public (PNP) schools, suspended face-to-face instruction after one week of opening, and all public, charter and remaining PNP schools switched entirely to remote learning models, postponing face-to-face instruction accordingly. To date, normal operations have not resumed as the stay-at-home orders continue.

Section 3. The following section collects project specific data for **each** of the approved projects in the **FY2019** Consolidated Grant (CG) application.

Instructions: Complete the table with the appropriate information. One table per project in the approved CG application. Information in these sections should align to the Project Narratives included in the approved CG application.

Project Title: (Federal Program Name):	#10: State Administration/State Educational Agency (SEA)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented.	Title I-A Sec 1121(b)(3)(d); Title II-A Sec 2113 (C)and(D); Title III Sec 3111(2); Title IV-A Sec 4112(C), and Sec 4113(a), and Sec 4116(a)	Federal Programs Oversight:	Rachel L.S. Duenas – Senior State Program Officer
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Consolidated Grant
Annual Performance Report FY 2019 Template

		*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.						
Project Budget		Population Served						
Allocated	Expended	Students Served			Staff Served			
FY19 \$1,571,937.88	FY19 \$641,121.06	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
		Group: GDOE K - 5 6 - 8 9 - 12	<ul style="list-style-type: none"> ▪ 13,725 ▪ 6,458 ▪ 9,536 	<ul style="list-style-type: none"> ▪ 13,725 ▪ 6,458 ▪ 9,536 			<ul style="list-style-type: none"> ▪ 39 ▪ 22 ▪ 25 	<ul style="list-style-type: none"> ▪ 24: Elementary ▪ 15: Secondary
		Group: PNP K - 5 6 - 8 9 - 12	<ul style="list-style-type: none"> ▪ 3,040 ▪ 1,454 ▪ 1,780 	<ul style="list-style-type: none"> ▪ 3,040 ▪ 1,454 ▪ 1,780 			<ul style="list-style-type: none"> ▪ 14 ▪ 12 ▪ 7 	<ul style="list-style-type: none"> ▪ 33: PNP/Charter
		Charter K - 5 6 - 8 9 - 12	<ul style="list-style-type: none"> ▪ 934 ▪ 196 ▪ 112 	<ul style="list-style-type: none"> ▪ 934 ▪ 196 ▪ 112 			<ul style="list-style-type: none"> ▪ 3 ▪ 5 ▪ 5 	
		Projected Managers:					<ul style="list-style-type: none"> ▪ 3 GDOE 2 Charter 9 PNP 	<ul style="list-style-type: none"> ▪ 20: Project Managers/Leads
		Project Leads:					<ul style="list-style-type: none"> ▪ 10 GDOE 2 Charter 9 PNP 	<ul style="list-style-type: none"> ▪ 20: Central Office ▪ 15: Instructional Coaches

Consolidated Grant
Annual Performance Report FY 2019 Template

		Project Key Personnel:					<ul style="list-style-type: none"> ▪ 26 GDOE 2 Charter 22 PNP 	<ul style="list-style-type: none"> ▪ 14: Federal Programs ▪ 23: Elementary Time Keepers ▪ 31: Secondary Time Keepers
Total Population Served				37,235				195
Project Objective(s) <i>List the project's objective(s) (e.g., increase teacher recruitment/retention, decrease dropout rates).</i> Please add more numbers if necessary.			Performance Measure(s) <i>List the metrics used to track and assess the project(s) performance.</i> Please add more numbers if necessary.					
1. <u>10.1 Administration/Supervision/Technical Assistance/Workshops:</u> <ol style="list-style-type: none"> a. 10.1.1 Improved quality of SEA services to LEA. A semi-annual survey of LEA to assess quality of SEA services received indicate at least 75% satisfaction by August 2018, and at least 85% by August 2020 report services improved from Year 1 to Year 2 to Year 3 of the grant. b. 10.1.2 GDOE grant stakeholders will report receiving high quality support, guidance, consultation and technical assistance during workshops (3 per year). At least 70% of workshop participants will report that activities/information are effective, timely, relevant, provide high quality information and enhanced feelings of efficacy in planning for and providing high quality projects that impact their LEA/schools with an increase of at least 5% annually thereafter. 			1. <u>10.1 Administration/Supervision/Technical Assistance/Workshops:</u> <ol style="list-style-type: none"> a. 10.1.1 Improve services to LEAs in need of assistance in improving project management <ol style="list-style-type: none"> i. 80% of State Program Officers report indicating successful review of all programs/activities/quarterly. ii. 75% of LEAs report improved services from State. b. 10.1.2 GDOE grant stakeholders will report receiving high quality support, guidance, consultation and technical assistance during workshops (3 per year). <ol style="list-style-type: none"> i. 75% of participants reflecting better understanding of activities and comply with requirements 					
2. <u>10.2 Grant Meetings, Workshops / Grants Management Certification and Training:</u> <ol style="list-style-type: none"> a. 10.2.1 Improved management and implementation practices of grants. At least 70% of participants will report increased understanding of grants management, project design, planning, evaluation, implementation, improved stakeholder consultation services, 			2. <u>Grant Meetings, Workshops / Grants Management Certification and Training:</u> <ol style="list-style-type: none"> a. 10.2.1 Improved management and implementation practices of grants. <ol style="list-style-type: none"> i. 75% of key LEA/SEA grant/project personnel reflecting better understanding of activities and comply with requirements b. 10.2.2 Increased efficiency and improved skills, and understanding of effective grants management and updated on federal policies and requirements <ol style="list-style-type: none"> i. 70% of State personnel acquire certifications/ course completions 					

Consolidated Grant Annual Performance Report FY 2019 Template

and better aware of developing/designing services/activities to better serve the students/teachers within the district with an increase of at least 5% annually thereafter.

- b. **10.2.2 Increased efficiency and improved skills, and understanding of effective grants management and updated on federal policies and requirements.** SEA Administrator/State Program Officers/Grants Office team will report increased understanding, improved performance, practices, and processes administration of grants management (fiscal and programmatic) upon completion of trainings, workshops, courses with an increase of at least 10% by Year 2, and 15% by Year 3.

Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

- **10.1 Administration/Supervision/Technical Assistance/Workshops:**

- **10.1.1** Improve services to LEAs in need of assistance in improving project management.
 - 97.30% of State Program Officers have reported successful review of all programs and activities. Method of evaluation: Survey from State Data Officer.
 - 91.55% of public/PNP/charter school stakeholders have reported increased satisfaction with services and technical assistance provided by FPD/Grants Office. Method of evaluation used: Survey.
- **10.1.2** GDOE grant stakeholders will report receiving high quality support, guidance, consultation and technical assistance during workshops (3 per year).
 - 82.80% of workshop participants report receiving high quality support, guidance, consultation and technical assistance during workshops. Method of evaluation used: Survey.

- **10.2.1 Grant Meetings, Workshops / Grants Management Certification and Training:**

- **10.2.1** Improved management and implementation practices of grants.
 - 96.25% of key LEA/SEA grant/project personnel reflecting better understanding of activities and comply with requirements. Method of evaluation used: Survey.
- **10.2.2** Increased efficiency and improved skills, and understanding of effective grants management and updated on federal policies and requirements.
 - 100% of State personnel acquire certifications/ course completions.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

Consolidated Grant Annual Performance Report FY 2019 Template

1. Monthly technical assistance meetings amongst project leads and managers
2. Quarterly/annual monitoring (fiscal/programmatic) through on-site meetings and observations.
3. Regular meeting with Project Managers/Leads. Quarterly review of project data with project personnel.
4. Provide feedback based on data related to possible changes in activities.
5. Review for compliance requisitions for professional services, equipment, and supplies.
6. Workshops:
 - a. Conducted the FY19 Consolidated Grant Award Notification, Implementation, and Accountability Workshop. From October 3 to 4, 2019 at the Sheraton Laguna Resort Guam.
 - b. Conducted the FY2020 State Agency Technical Assistance and Consultative Workshop On January 16-17, 2020. The workshop worked to review and garner stakeholder feedback on the next State Strategic Plan and initiate the School Implementation Plan of Consolidated Grant projects.
 - c. April 1, 2020 – Disseminated Pre-Recorded FFY2020 CG online Stakeholders Input Presentation to all stakeholders inclusive of GDOE Administration, Private Non Public Schools, and Charter Schools
 - d. April 6, 2020 – FFY2020 US-Ed Consolidated Grant Virtual Presentation and Web conference – (for GDOE Public and Charter Schools) 9AM - Elementary Schools. 2PM – Middle and High School
 - e. April 7, 2020 - FFY2020 US-Ed Consolidated Grant Virtual Presentation and Web conference – (for GDOE Public and Charter Schools) 9:30AM – Private and Non Public Schools
7. The State Administration/SEA attended the Brustein and Manasevit Spring Forum 2019 “*Aligning the Gears of Education: What Comes Next After Compliance, Performance and Data*”, in Washington D.C. aimed to provide federal perspective on aligning these issues from officials from the Office of Management and Budget, ED, and the Department of Justice. The forum also provided updates on legislative, regulatory, and federal funding issues, as well as provide programmatic updates on ESSA, the Individuals with Disabilities Act, the Strengthening Career and Technical Education for the 21st Century Act, and the Adult Education and Family Literacy Act, and more.
8. The US-Ed Insular Area Program Staff and US-Ed Assistant Secretary for Elementary and Secondary Education conducted the technical assistance meeting to discuss the challenges of the Insular Areas and provided recommendations and guidance to overcome the challenges presented. These meetings included a leadership delegation inclusive of the GDOE Chief State School Officer, Guam Education Board Chairman, the Federal Programs Administrator, the Deputy Superintendent for Curriculum and Instructional Improvement, the Deputy Superintendent for Finance and Administrative Services, the Chief Internal Auditor, State Program Officers and the State Data Officer.
9. Manual Guidance: The following manual guidance was established to update the procedures for handling Federally funded activities:
 - a. Established Federal Manual Guidance #812-201 – Procurement Utilizing U.S. Department of Education Grant Funds
 - b. Established Federal Manual Guidance #812-101 – Quarterly Compliance Report, Programmatic, and Administrative Monitoring
 - c. Established Federal Manual Guidance #812-202 – Invoicing and Drawdown

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines). List the reasons why the established goals (and/or performance measures) were not met, if appropriate.

Please add more numbers if necessary.

Consolidated Grant Annual Performance Report FY 2019 Template

- Lengthy procurement processes and timelines.
- Filling Vacant Positions: 6 of 19 available positions have been unfilled during the entire implementation of FFY 2019.

COVID 19: Between March and June 2020, the Governor of Guam had issued numerous Executive Orders (EO) relative to the Novel Coronavirus (COVID-19), including the public health emergency declaration, stay-at-home order extensions and school closures. Due to the consistently evolving situation surrounding the health crisis and its impact on education and the community, schools worked diligently to identify and predict methods and resources needed to continue providing academic instruction to its students. Between June and August 2020, the stay-at-home restriction were lifted due to the reduction of daily COVID-19 cases, thereby allowing the island's educational community to actively plan and prepare for the return of limited modified traditional face-to-face and remote learning models of instruction for the new school year beginning mid-August. However, in response to the alarming rise of daily COVID-19 cases and increased related fatalities, the Governor of Guam issued EO 2020-27 and EO 2020-28 on August 14, 2020 and August 21, 2020, respectively, closing all schools, government offices, nonessential businesses and effectuating a stay-at-home order for the second time this year. Several LEAs, private-non-public (PNP) schools, suspended face-to-face instruction after one week of opening, and all public, charter and remaining PNP schools switched entirely to remote learning models, postponing face-to-face instruction accordingly. To date, normal operations have not resumed as the stay-at-home orders continue.

- Manual Guidance: The following manual guidance was established to update the procedures for handling Federally funded activities:
 - Established Federal Manual Guidance #812-201 – Procurement Utilizing U.S. Department of Education Grant Funds
 - Established Federal Manual Guidance #812-101 – Quarterly Compliance Report, Programmatic, and Administrative Monitoring
 - Established Federal Manual Guidance #812-202 – Invoicing and Drawdown

Insular Areas Team Program Staff Only

Quality of Project Implementation:

- Advanced (4) – The grantee has provided quantifiable evidence that progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Federal Financial Reports

Federal Financial Report

(Follow form Instructions)


OMB Number: 4040-0014
Expiration Date: 02/28/2022

1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A170003	
3. Recipient Organization (Name and complete address including Zip code) Recipient Organization Name: Guam Department of Education Street1: 501 Mariner Avenue Street2: City: Mangilao County: State: GU: Guam Province: Country: USA: UNITED STATES ZIP / Postal Code: 96913-1608			
4a. DUNS Number 8550232055	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment)	
6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual	8. Project/Grant Period From: 07/01/2017 To: 09/30/2019	9. Reporting Period End Date 12/30/2019
10. Transactions (Use lines a-c for single or multiple grant reporting)			Cumulative
Federal Cash (To report multiple grants, also use FFR attachment):			
a. Cash Receipts			28,984,027.00
b. Cash Disbursements			28,984,027.00
c. Cash on Hand (line a minus b)			0.00
(Use lines d-o for single grant reporting)			
Federal Expenditures and Unobligated Balance:			
d. Total Federal funds authorized			28,984,027.00
e. Federal share of expenditures			28,984,027.00
f. Federal share of unliquidated obligations			0.00
g. Total Federal share (sum of lines e and f)			28,984,027.00
h. Unobligated balance of Federal Funds (line d minus g)			0.00
Recipient Share:			
i. Total recipient share required			0.00
j. Recipient share of expenditures			0.00
k. Remaining recipient share to be provided (line i minus j)			0.00
Program Income:			
l. Total Federal program income earned			0.00
m. Program Income expended in accordance with the deduction alternative			0.00
n. Program Income expended in accordance with the addition alternative			0.00
o. Unexpended program income (line l minus line m and line n)			0.00

11. Indirect Expense						
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Restricted	9.50	10/01/2017	09/30/2019	10,232,959.13	972,131.12	705,903.92
g. Totals:				10,232,959.13	972,131.12	705,903.92

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

a. Name and Title of Authorized Certifying Official	
Prefix: <input type="text"/>	First Name: <input type="text" value="Lourdes"/> Middle Name: <input type="text"/>
Last Name: <input type="text" value="Perez"/>	Suffix: <input type="text"/>
Title: <input type="text" value="Comptroller"/>	
b. Signature of Authorized Certifying Official	c. Telephone (Area code, number and extension)
	<input type="text" value="671-300-1565"/>
d. Email Address	e. Date Report Submitted
<input type="text" value="lperez@gdoe.net"/>	<input type="text" value="12/22/2020"/>
14. Agency use only:	

Standard Form 425

Federal Financial Report

(Follow form Instructions)

OMB Number: 4040-0014
Expiration Date: 02/28/2022

1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A180003	
3. Recipient Organization (Name and complete address including Zip code) Recipient Organization Name: Guam Department of Education Street1: 501 Mariner Avenue Street2: City: Mangilao County: State: GU: Guam Province: Country: USA: UNITED STATES ZIP / Postal Code: 96913-1608			
4a. DUNS Number 8550232055	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment)	
6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual	8. Project/Grant Period From: 07/01/2018 To: 09/30/2020	9. Reporting Period End Date 09/30/2020
10. Transactions (Use lines a-c for single or multiple grant reporting)			Cumulative
Federal Cash (To report multiple grants, also use FFR attachment):			
a. Cash Receipts			31,183,236.00
b. Cash Disbursements			24,721,806.13
c. Cash on Hand (line a minus b)			6,461,429.87
(Use lines d-o for single grant reporting)			
Federal Expenditures and Unobligated Balance:			
d. Total Federal funds authorized			31,183,236.00
e. Federal share of expenditures			25,179,578.94
f. Federal share of unliquidated obligations			2,898,302.40
g. Total Federal share (sum of lines e and f)			28,077,881.34
h. Unobligated balance of Federal Funds (line d minus g)			3,105,354.66
Recipient Share:			
i. Total recipient share required			0.00
j. Recipient share of expenditures			0.00
k. Remaining recipient share to be provided (line i minus j)			0.00
Program Income:			
l. Total Federal program income earned			0.00
m. Program Income expended in accordance with the deduction alternative			0.00
n. Program Income expended in accordance with the addition alternative			0.00
o. Unexpended program income (line l minus line m and line n)			0.00

11. Indirect Expense						
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Restricted	9.50	10/01/2018	09/30/2020	10,589,679.97	1,006,019.60	976,700.08
g. Totals:				10,589,679.97	1,006,019.60	976,700.08

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

a. Name and Title of Authorized Certifying Official	
Prefix: <input type="text"/>	First Name: <input type="text" value="Lourdes"/> Middle Name: <input type="text"/>
Last Name: <input type="text" value="Perez"/>	Suffix: <input type="text"/>
Title: <input type="text" value="Comptroller"/>	
b. Signature of Authorized Certifying Official	c. Telephone (Area code, number and extension)
<input type="text" value="Lourdes R. Perez"/>	<input type="text" value="671-300-1565"/>
d. Email Address	e. Date Report Submitted
<input type="text" value="lperez@gdoe.net"/>	<input type="text" value="12/22/2020"/>
14. Agency use only:	

Standard Form 425

Federal Financial Report

(Follow form Instructions)


OMB Number: 4040-0014
Expiration Date: 02/28/2022

1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A190003	
3. Recipient Organization (Name and complete address including Zip code) Recipient Organization Name: Guam Department of Education Street1: 501 Mariner Avenue Street2: City: Mangilao County: State: GU: Guam Province: Country: USA: UNITED STATES ZIP / Postal Code: 96913-1608			
4a. DUNS Number 8550232055	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment)	
6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual	8. Project/Grant Period From: 07/01/2019 To: 09/30/2020	9. Reporting Period End Date 09/30/2020
10. Transactions (Use lines a-c for single or multiple grant reporting)			Cumulative
Federal Cash (To report multiple grants, also use FFR attachment):			
a. Cash Receipts			31,438,760.00
b. Cash Disbursements			6,686,296.41
c. Cash on Hand (line a minus b)			24,752,463.59
(Use lines d-o for single grant reporting)			
Federal Expenditures and Unobligated Balance:			
d. Total Federal funds authorized			31,438,760.00
e. Federal share of expenditures			6,264,922.83
f. Federal share of unliquidated obligations			7,654,173.09
g. Total Federal share (sum of lines e and f)			13,919,095.92
h. Unobligated balance of Federal Funds (line d minus g)			17,519,664.08
Recipient Share:			
i. Total recipient share required			0.00
j. Recipient share of expenditures			0.00
k. Remaining recipient share to be provided (line i minus j)			0.00
Program Income:			
l. Total Federal program income earned			0.00
m. Program Income expended in accordance with the deduction alternative			0.00
n. Program Income expended in accordance with the addition alternative			0.00
o. Unexpended program income (line l minus line m and line n)			0.00

11. Indirect Expense						
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Restricted	9.50	10/01/2019	09/30/2020	5,213,200.86	495,254.08	246,081.05
g. Totals:				5,213,200.86	495,254.08	246,081.05

12. Remarks: Attach any explanations deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation:

13. Certification: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise. (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

a. Name and Title of Authorized Certifying Official	
Prefix: <input type="text"/>	First Name: <input type="text" value="Lourdes"/> Middle Name: <input type="text"/>
Last Name: <input type="text" value="Perez"/>	Suffix: <input type="text"/>
Title: <input type="text" value="Comptroller"/>	
b. Signature of Authorized Certifying Official	c. Telephone (Area code, number and extension)
	<input type="text" value="671-300-1565"/>
d. Email Address	e. Date Report Submitted
<input type="text" value="lperez@gdoe.net"/>	<input type="text" value="12/22/2020"/>
14. Agency use only:	

Standard Form 425

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2019 Title V, Part B: Rural Low Income Schools
Consolidated Grant to Insular Areas

Annual Performance Report (APR)

Supporting Documents
Grant Status Reports

Grant Status Report

Grant Status Comparison Report as of 10/1/2020 9:43:59 AM

Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8260	Teacher & Admin Effectiveness	Salaries - Regular	678,724.14	-	-	174,971.85	503,752.29	671,929.32	-	-	670,498.91	1,430.41	505,182.70
8260	Teacher & Admin Effectiveness	Stipends/Incentives	161,400.00	-	-	20,100.00	141,300.00	-	-	-	-	-	141,300.00
8260	Teacher & Admin Effectiveness	Salaries - Benefits	210,164.32	-	-	55,852.85	154,311.47	212,625.22	-	-	212,044.67	580.55	154,892.02
8260	Teacher & Admin Effectiveness	Travel	19,666.67	-	-	-	19,666.67	-	-	-	-	-	19,666.67
8260	Teacher & Admin Effectiveness	Travel - Off Island	-	-	-	-	-	26,589.80	-	-	-	26,589.80	26,589.80
8260	Teacher & Admin Effectiveness	Travel - Off Island	-	3,428.78	-	8,953.09	(12,381.87)	-	-	22,899.80	(22,899.80)	-	(35,281.67)
8260	Teacher & Admin Effectiveness	Contractual	343,635.20	192,216.00	-	-	151,419.20	275,124.39	-	-	(35,377.86)	310,502.25	461,921.45
8260	Teacher & Admin Effectiveness	Contractual	-	9,082.63	-	-	(9,082.63)	-	-	309,822.00	(309,822.00)	-	(318,904.63)
8260	Teacher & Admin Effectiveness	Printing Svcs/Advertise/Frame	3,424.00	3,424.00	-	-	-	-	-	-	-	-	-
8260	Teacher & Admin Effectiveness	Membership Fees/Warranties	-	-	-	-	-	35,140.00	-	-	-	35,140.00	35,140.00
8260	Teacher & Admin Effectiveness	Membership Fees/Warranties	-	35,140.00	-	-	(35,140.00)	-	-	35,810.42	(35,810.42)	-	(70,950.42)
8260	Teacher & Admin Effectiveness	Postage/Misc. Rental Fees	-	-	-	-	-	15,298.50	-	-	-	15,298.50	15,298.50
8260	Teacher & Admin Effectiveness	Postage/Misc. Rental Fees	-	522.80	-	226.70	(749.50)	-	6,144.20	2,664.30	(8,808.50)	-	(9,558.00)
8260	Teacher & Admin Business Supp	Postage/Misc. Rental Fees	-	-	-	-	-	-	-	6,490.00	(6,490.00)	-	(6,490.00)
8260	Teacher & Admin Effectiveness	Staff Development/Training	749.50	-	-	-	749.50	-	-	-	-	-	749.50
8260	Teacher & Admin Effectiveness	Supplies & Materials	1,347.40	-	-	-	1,347.40	49,855.19	-	-	49,855.19	-	51,202.59
8260	Teacher & Admin Effectiveness	Supplies & Materials	-	-	-	-	-	-	2,653.15	-	(49,855.19)	-	(49,855.19)
8260	Teacher & Admin Effectiveness	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	9,950.00	-	-	9,950.00	-	9,950.00
8260	Teacher & Admin Effectiveness	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	9,950.00	(9,950.00)	-	(9,950.00)
8260	Teacher & Admin Effectiveness	Office/Library/Class Equipment	-	-	-	-	-	3,375.00	-	-	-	3,375.00	3,375.00
8260	Teacher & Admin Effectiveness	Office/Library/Class Equipment	-	-	-	-	-	-	-	3,375.00	(3,375.00)	-	(3,375.00)
8260	Teacher & Admin Effectiveness	Indirect Cost	79,811.79	-	-	16,622.33	63,189.46	55,500.77	-	-	55,367.03	133.74	63,323.20
			\$ 1,498,923.02	\$ 243,814.21	-	\$ 276,726.82	\$ 978,381.99	\$ 1,355,388.19	\$ 8,797.35	-	\$ 1,340,746.31	\$ 5,844.53	\$ 984,226.52
8261	ISLA - GIHA	Salaries - Regular	138,788.13	-	-	22,115.71	116,672.42	163,238.02	-	-	163,238.02	-	116,672.42
8261	ISLA - GIHA	Stipends/Incentives	229,500.00	-	-	-	229,500.00	-	-	-	-	-	229,500.00
8261	ISLA - GIHA	Salaries - Benefits	47,177.37	-	-	6,299.45	40,877.92	50,929.81	-	-	50,929.81	-	40,877.92
8261	ISLA - GIHA	Travel - Off Island	100,410.08	-	-	(50,305.49)	150,715.57	119,302.69	-	-	46,332.04	72,970.65	223,686.22
8261	ISLA GIHA Inst Staff Support	Travel - Off Island	-	24,458.78	-	63,813.04	(88,271.82)	-	-	66,285.36	(66,285.36)	-	(154,557.18)
8261	ISLA - GIHA	Contractual	1,878,819.79	42,948.96	-	(40,691.29)	1,876,562.12	830,132.36	-	-	133,860.27	696,272.09	2,572,834.21
8261	ISLA GIHA Inst Staff Support	Contractual	-	311,186.17	-	-	(311,186.17)	-	199,500.00	-	81,650.00	(281,150.00)	(592,336.17)
8261	ISLA - GIHA	Printing Svcs/Advertise/Frame	-	5,421.00	-	5,559.00	(10,980.00)	75,562.85	-	-	-	75,562.85	64,582.85
8261	ISLA GIHA Inst Staff Support	Printing Svcs/Advertise/Frame	-	4,800.00	-	77,120.00	(81,920.00)	-	-	75,562.85	(75,562.85)	-	(157,482.85)
8261	ISLA - GIHA	Membership Fees/Warranties	-	12,000.00	-	-	(12,000.00)	1,643.93	-	-	-	1,643.93	(10,356.07)
8261	ISLA GIHA Inst Staff Support	Membership Fees/Warranties	-	-	-	-	-	-	-	1,782.20	(1,782.20)	-	(1,782.20)
8261	ISLA - GIHA	Postage/Misc. Rental Fees	-	-	-	-	-	1,691.30	-	-	1,691.30	-	1,691.30
8261	ISLA GIHA Inst Staff Support	Postage/Misc. Rental Fees	-	603.72	-	104.28	(708.00)	-	301.86	1,389.44	(1,691.30)	-	(2,399.30)
8261	ISLA - GIHA	Supplies & Materials	1,412,767.28	1,188.64	-	-	1,411,578.64	(134,793.94)	131,041.50	(29,391.74)	(236,443.70)	-	1,175,134.94
8261	ISLA GIHA Inst Staff Support	Supplies & Materials	-	45,407.05	-	28,016.13	(73,423.18)	-	52,218.80	166,168.40	(218,387.20)	-	(291,810.38)
8261	ISLA - GIHA	Test Kits Mat.	-	13,236.63	-	9,014.97	(22,251.60)	1,117,648.72	-	-	(253.86)	1,117,902.58	1,095,650.98
8261	ISLA GIHA Inst Staff Support	Test Kits Mat.	-	-	-	-	-	-	-	8,302.58	(8,302.58)	-	(8,302.58)
8261	ISLA - GIHA	TechSuppl(PC,iPad,Laptops,etc)	29,006.00	-	-	5,996.00	23,010.00	391,170.00	-	-	-	391,170.00	414,180.00
8261	ISLA GIHA Inst Staff Support	TechSuppl(PC,iPad,Laptops,etc)	-	58,649.00	-	23,010.00	(81,659.00)	-	-	391,170.00	(391,170.00)	-	(472,829.00)
8261	ISLA - GIHA	Office/Library/Class Equipment	113,175.00	-	-	-	113,175.00	402,292.97	-	-	-	402,292.97	515,467.97

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			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8261	ISLA - GIHA	Technology Eq (PC,iPad, etc.)	-	35,417.00	-	-	(35,417.00)	67,863.03	421,676.00	-	-	(353,812.97)	(389,229.97)
8261	ISLA GIHA Inst Staff Support	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	11,165.00	-	-	(11,165.00)	(11,165.00)
8261	ISLA - GIHA	Indirect Cost	34,987.37	-	-	2,100.98	32,886.39	13,613.31	-	-	13,613.31	-	32,886.39
			\$ 3,984,631.02	\$ 555,316.95	-	\$ 152,152.78	\$ 3,277,161.29	\$ 3,100,295.05	\$ 815,903.16	-	\$ 1,170,638.68	\$ 1,113,753.21	\$ 4,390,914.50
8262	ISLA - AYUDANTE	Salaries - Regular	640,579.13	-	-	120,465.14	520,113.99	(170,843.92)	-	-	(170,843.92)	-	520,113.99
8262	ISLA - AYUDANTE	Salaries - Overtime	105,600.00	-	-	-	105,600.00	69,187.29	-	-	68,606.23	581.06	106,181.06
8262	ISLA - AYUDANTE	Salaries - Part Time	3,312,246.77	-	-	778,426.71	2,533,820.06	5,337,831.35	-	-	5,292,347.30	45,484.05	2,579,304.11
8262	ISLA - AYUDANTE	Stipends/Incentives	1,448,000.00	-	-	900.00	1,447,100.00	1,179,725.00	-	-	1,166,925.00	12,800.00	1,459,900.00
8262	ISLA - AYUDANTE	Salaries - Benefits	1,082,578.65	-	-	341,566.92	741,011.73	2,401,644.60	-	-	2,381,354.11	20,290.49	761,302.22
8262	ISLA - AYUDANTE	Travel	-	-	-	-	-	(3,766.65)	-	-	(1,761.76)	(2,004.89)	(2,004.89)
8262	ISLA - AYUDANTE	Travel - Off Island	350.35	-	-	-	350.35	135,474.05	-	-	-	135,474.05	135,824.40
8262	ISLA - AYUDANTE Inst	Travel - Off Island	-	-	-	-	-	-	4,902.10	-	116,744.03	(121,646.13)	(121,646.13)
8262	ISLA - AYUDANTE Inst	Local Mileage	-	-	-	350.35	(350.35)	-	-	-	-	-	(350.35)
8262	ISLA - AYUDANTE	Contractual	2,901,769.88	647,906.00	-	-	2,253,863.88	253,319.06	-	-	(383.82)	253,702.88	2,507,566.76
8262	ISLA - AYUDANTE Inst	Contractual	-	68,725.94	-	-	(68,725.94)	-	146,410.00	-	104,896.00	(251,306.00)	(320,031.94)
8262	ISLA - AYUDANTE	Printing Svcs/Advertise/Frame	-	4,186.50	-	276.00	(4,462.50)	-	-	-	-	-	(4,462.50)
8262	ISLA - AYUDANTE	Membership Fees/Warranties	-	36,244.00	-	23,651.00	(59,895.00)	4,677.45	-	-	4,677.45	(55,217.55)	
8262	ISLA - AYUDANTE Inst	Membership Fees/Warranties	-	-	-	-	-	-	-	-	5,070.87	(5,070.87)	(5,070.87)
8262	ISLA - AYUDANTE	Supplies & Materials	1,113,270.81	39,761.52	-	695,270.02	378,239.27	562,323.40	44,419.19	-	507,222.14	10,682.07	388,921.34
8262	ISLA - AYUDANTE	Supplies & Materials	-	-	-	-	-	-	-	-	413.29	(413.29)	(413.29)
8262	ISLA - AYUDANTE Inst	Supplies & Materials	-	108,772.07	-	33,614.92	(142,386.99)	-	27,298.04	-	(19,339.26)	(7,958.78)	(150,345.77)
8262	ISLA - AYUDANTE	TechSuppl(PC,iPad,Laptops,etc)	77,784.00	-	-	77,784.00	-	2,108,886.00	-	-	1,737,060.00	371,826.00	371,826.00
8262	ISLA - AYUDANTE Inst	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	371,826.00	(371,826.00)	(371,826.00)
8262	ISLA - AYUDANTE	Office/Library/Class Equipment	132,617.00	-	-	47,409.00	85,208.00	127,165.00	-	-	33,600.00	93,565.00	178,773.00
8262	ISLA - AYUDANTE	Technology Eq (PC,iPad, etc.)	-	-	-	85,208.00	(85,208.00)	236,886.00	-	-	88,367.00	148,519.00	63,311.00
8262	ISLA - AYUDANTE Inst	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	-	-	26,264.00	(26,264.00)	(26,264.00)
8262	ISLA - AYUDANTE	Indirect Cost	522,635.46	-	-	85,480.22	437,155.24	611,865.73	-	-	604,092.09	7,773.64	444,928.88
8262	ISLA - AYUDANTE	Program Revenue	-	-	-	-	-	(209,698.13)	-	-	(209,698.13)	-	-
			\$ 11,337,432.05	\$ 905,596.03	-	\$ 2,290,402.28	\$ 8,141,433.74	\$ 12,644,676.23	\$ 223,029.33	-	\$ 12,102,761.17	\$ 318,885.73	\$ 8,460,319.47
8263	College Pathway Inst Staff Sup	Salaries - Regular	142,103.87	-	-	(74,049.39)	216,153.26	132,073.03	-	-	74,049.39	58,023.64	274,176.90
8263	College Pathway	Salaries - Regular	-	-	-	95,368.79	(95,368.79)	-	-	-	58,023.64	(58,023.64)	(153,392.43)
8263	College Pathway	Salaries - Benefits	50,397.08	-	-	7,717.50	42,679.58	48,026.46	-	-	48,026.46	-	42,679.58
8263	College Pathway Inst Staff Sup	Travel	161,781.14	-	-	-	161,781.14	-	-	-	-	-	161,781.14
8263	College Pathway Inst Staff Sup	Travel - Off Island	-	2,351.21	-	(585.89)	(1,765.32)	120,868.02	4,986.23	-	113,007.26	2,874.53	1,109.21
8263	College Pathway Inst Staff Sup	Local Mileage	-	-	-	586.09	(586.09)	-	-	-	-	-	(586.09)
8263	College Pathway Inst Staff Sup	Contractual	1,479,712.43	10,600.85	-	(4,520.27)	1,473,631.85	196,136.52	-	-	196,041.19	95.33	1,473,727.18
8263	College Pathway	Contractual	-	174,921.00	-	224,601.00	(399,522.00)	-	-	-	-	-	(399,522.00)
8263	College Pathway Inst Staff Sup	Conferences/Registration Fees	-	-	-	-	-	27,999.00	-	-	27,999.00	-	-
8263	College Pathway Inst Staff Sup	Gen.Maintenance/Fleet Vehicles	-	-	-	-	-	21,195.00	-	-	21,195.00	-	-
8263	College Pathway Inst Staff Sup	Membership Fees/Warranties	-	-	-	-	-	953.27	-	-	1,033.45	(80.18)	(80.18)
8263	College Pathway Inst Staff Sup	Postage/Misc. Rental Fees	-	-	-	-	-	2,753.84	-	-	2,753.84	-	-

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			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8263	College Pathway	Postage/Misc. Rental Fees	-	1,599.00	-	69.00	(1,668.00)	-	-	-	-	-	(1,668.00)
8263	College Pathway Inst Staff Sup	Supplies & Materials	396,829.61	-	-	(74,081.09)	470,910.70	343,192.31	69,944.56	-	159,843.29	113,404.46	584,315.16
8263	College Pathway	Supplies & Materials	-	56,841.02	-	77,651.20	(134,492.22)	-	105,543.16	-	7,861.30	(113,404.46)	(247,896.68)
8263	College Pathway Inst Staff Sup	Test Kits Mat.	-	-	-	-	-	7,662.38	-	-	7,662.38	-	-
8263	College Pathway Inst Staff Sup	TechSuppl(PC,iPad,Laptops,etc)	59,400.00	-	-	-	59,400.00	158,005.00	-	-	-	158,005.00	217,405.00
8263	College Pathway	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	87,360.00	-	-	(87,360.00)	(87,360.00)
8263	College Pathway Inst Staff Sup	Office/Library/Class Equipment	6,855.00	-	-	-	6,855.00	-	-	-	-	-	6,855.00
8263	College Pathway Inst Staff Sup	Indirect Cost	13,499.87	-	-	(7,034.70)	20,534.57	12,546.90	-	-	5,407.12	7,139.78	27,674.35
8263	College Pathway	Indirect Cost	-	-	-	9,060.05	(9,060.05)	-	-	-	7,139.78	(7,139.78)	(16,199.83)
			\$ 2,310,579.00	\$ 246,313.08	-	\$ 254,782.29	\$ 1,809,483.63	\$ 1,071,411.73	\$ 267,833.95	-	\$ 730,043.10	\$ 73,534.68	\$ 1,883,018.31
8264	Career Pathway	Salaries - Regular	141,137.11	-	-	22,420.15	118,716.96	130,438.63	-	-	128,127.32	2,311.31	121,028.27
8264	Career Pathway	Stipends/Incentives	97,500.00	-	-	-	97,500.00	-	-	-	-	-	97,500.00
8264	Career Pathway	Salaries - Benefits	49,576.10	-	-	7,051.60	42,524.50	42,335.88	-	-	41,625.60	710.28	43,234.78
8264	Career Pathway	Travel - Off Island	26,446.72	-	-	(12,618.59)	39,065.31	37,239.01	-	-	12,618.59	24,620.42	63,685.73
8264	Career Pathway Inst Staff Supp	Travel - Off Island	-	5,070.61	-	13,526.39	(18,597.00)	-	-	-	23,940.23	(23,940.23)	(42,537.23)
8264	Career Pathway	Contractual	2,297,426.35	271,206.00	-	(5,544.00)	2,031,764.35	701,508.38	-	-	(5,325.54)	706,833.92	2,738,598.27
8264	Career Pathway Inst Staff Supp	Contractual	-	837,548.83	-	-	(837,548.83)	-	201,524.42	-	506,692.68	(708,217.10)	(1,545,765.93)
8264	Career Pathway	Printing Svcs/Advertise/Frame	-	1,833.50	-	844.00	(2,677.50)	-	-	-	-	-	(2,677.50)
8264	Career Pathway	Conferences/Registration Fees	-	-	-	-	-	80,255.00	-	-	-	80,255.00	80,255.00
8264	Career Pathway Inst Staff Supp	Conferences/Registration Fees	-	228,525.00	-	1,500.00	(230,025.00)	-	29,225.00	-	49,530.00	(78,755.00)	(308,780.00)
8264	Career Pathway	Membership Fees/Warranties	-	200.00	-	3,200.00	(3,400.00)	1,168.23	-	-	-	1,168.23	(2,231.77)
8264	Career Pathway Inst Staff Supp	Membership Fees/Warranties	-	-	-	-	-	-	-	-	1,266.49	(1,266.49)	(1,266.49)
8264	Career Pathway	Postage/Misc. Rental Fees	-	-	-	-	-	420.62	-	-	-	420.62	420.62
8264	Career Pathway Inst Staff Supp	Postage/Misc. Rental Fees	-	708.00	-	-	(708.00)	-	243.62	-	177.00	(420.62)	(1,128.62)
8264	Career Pathway	Supplies & Materials	175,935.19	47,826.20	-	8,569.94	119,539.05	723,551.27	117,573.91	-	475,987.48	129,989.88	249,528.93
8264	Career Pathway Inst Staff Supp	Supplies & Materials	-	-	-	-	-	-	3,254.13	-	124,190.31	(127,444.44)	(127,444.44)
8264	Career Pathway	TechSuppl(PC,iPad,Laptops,etc)	29,490.00	-	-	23,010.00	6,480.00	1,535,664.00	355,486.00	-	-	1,180,178.00	1,186,658.00
8264	Career Pathway Inst Staff Supp	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	345,150.00	(345,150.00)	(345,150.00)
8264	Career Pathway	Office/Library/Class Equipment	88,940.00	-	-	2,195.00	86,745.00	164,600.71	37,592.00	-	(6,528.00)	133,536.71	220,281.71
8264	Career Pathway	Books & Instructional	-	4,000.00	-	-	(4,000.00)	50,387.50	-	-	41,323.50	9,064.00	5,064.00
8264	Career Pathway	Technology Eq (PC,iPad, etc.)	-	53,669.00	-	1,060.00	(54,729.00)	277,345.23	39,736.00	-	-	237,609.23	182,880.23
8264	Career Pathway Inst Staff Supp	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	-	-	197,123.00	(197,123.00)	(197,123.00)
8264	Career Pathway	Indirect Cost	22,670.53	-	-	2,129.90	20,540.63	10,450.78	-	-	10,231.21	219.57	20,760.20
			\$ 2,929,122.00	\$ 1,450,587.14	-	\$ 67,344.39	\$ 1,411,190.47	\$ 3,755,365.24	\$ 784,635.08	-	\$ 1,946,129.87	\$ 1,024,600.29	\$ 2,435,790.76
8265	Gifted & Talented Education	Salaries - Regular	361,818.20	-	-	208,407.89	153,410.31	128,871.06	-	-	128,871.06	-	153,410.31
8265	Gifted & Talented Education	Salaries - Part Time	17,377.24	-	-	4,706.72	12,670.52	5,204.60	-	-	5,204.60	-	12,670.52
8265	Gifted & Talented Education	Stipends/Incentives	140,907.54	-	-	21,195.00	119,712.54	33,822.50	-	-	33,822.50	-	119,712.54
8265	Gifted & Talented Education	Salaries - Benefits	134,020.00	-	-	70,068.67	63,951.33	76,812.54	-	-	76,812.54	-	63,951.33
8265	Gifted & Talented Education	Travel	31,254.83	-	-	-	31,254.83	(9,419.16)	-	-	(9,419.16)	-	31,254.83
8265	GATE Inst Staff Support	Travel	-	-	-	-	-	-	-	-	-	-	-
8265	Gifted & Talented Education	Travel - Off Island	-	-	-	-	-	103,102.54	-	-	(1,898.83)	105,001.37	105,001.37

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8265	GATE Inst Staff Support	Travel - Off Island	-	10,369.30	-	9,431.70	(19,801.00)	-	-	-	105,001.37	(105,001.37)	(124,802.37)
8265	Gifted & Talented Education	Local Mileage	-	-	-	-	-	7,266.73	-	-	-	7,266.73	7,266.73
8265	GATE Inst Staff Support	Local Mileage	-	-	-	2,684.23	(2,684.23)	-	-	-	7,266.73	(7,266.73)	(9,950.96)
8265	Gifted & Talented Education	Contractual	289,940.32	90,460.00	-	-	199,480.32	104,688.15	-	-	(1,262.39)	105,950.54	305,430.86
8265	GATE Inst Staff Support	Contractual	-	5,996.60	-	18,000.00	(23,996.60)	-	-	-	105,898.00	(105,898.00)	(129,894.60)
8265	Gifted & Talented Education	Printing Svcs/Advertise/Frame	-	13,195.00	-	-	(13,195.00)	9,530.00	-	-	-	9,530.00	(3,665.00)
8265	GATE Inst Staff Support	Printing Svcs/Advertise/Frame	-	-	-	-	-	-	-	-	9,530.00	(9,530.00)	(9,530.00)
8265	GATE Inst Staff Support	Conferences/Registration Fees	-	3,120.00	-	2,655.00	(5,775.00)	-	-	-	-	-	(5,775.00)
8265	Gifted & Talented Education	Membership Fees/Warranties	-	-	-	-	-	525.39	-	-	-	525.39	525.39
8265	GATE Inst Staff Support	Membership Fees/Warranties	-	-	-	-	-	-	-	-	569.58	(569.58)	(569.58)
8265	Gifted & Talented Education	Postage/Misc. Rental Fees	-	2,832.00	-	-	(2,832.00)	2,898.00	-	-	-	2,898.00	66.00
8265	GATE Inst Staff Support	Postage/Misc. Rental Fees	-	-	-	-	-	-	15.61	-	2,882.39	(2,898.00)	(2,898.00)
8265	Gifted & Talented Education	Supplies & Materials	76,722.87	20,646.33	-	36,653.40	19,423.14	233,787.93	48,957.58	-	33,625.65	151,204.70	170,627.84
8265	GATE Inst Staff Support	Supplies & Materials	-	11,684.00	-	6,631.14	(18,315.14)	-	-	-	86,379.53	(146,461.54)	(164,776.68)
8265	Gifted & Talented Education	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	352,820.00	-	-	199,420.00	153,400.00	153,400.00
8265	Gifted & Talented Education	Office/Library/Class Equipment	177,290.64	-	-	-	177,290.64	29,923.95	27,147.95	-	2,776.00	-	177,290.64
8265	Gifted & Talented Education	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	51,670.00	1,238.00	-	4,952.00	45,480.00	45,480.00
8265	GATE Inst Staff Support	Technology Eq (PC,iPad, etc.)	-	-	-	1,349.95	(1,349.95)	-	-	-	-	-	(1,349.95)
8265	Gifted & Talented Education	Indirect Cost	44,135.38	-	-	22,259.43	21,875.95	19,577.77	-	-	19,577.77	-	21,875.95
			\$ 1,273,467.02	\$ 158,303.23	-	\$ 404,043.13	\$ 711,120.66	\$ 1,151,082.00	\$ 137,441.15	-	\$ 810,009.34	\$ 203,631.51	\$ 914,752.17
8266	Student, Parent, & Community	Salaries - Regular	1,285,490.71	-	-	198,605.29	1,086,885.42	1,734,884.14	-	-	1,728,628.69	6,255.45	1,093,140.87
8266	Student, Parent, & Community	Stipends/Incentives	2,500.00	-	-	-	2,500.00	50.00	-	-	50.00	-	2,500.00
8266	Student, Parent, & Community	Salaries - Benefits	414,754.94	-	-	64,455.72	350,299.22	590,818.56	-	-	588,761.60	2,056.96	352,356.18
8266	Student, Parent, & Community	Travel	23,345.30	-	-	-	23,345.30	18,867.22	-	-	-	18,867.22	42,212.52
8266	Student, Parent, & Community	Travel - Off Island	-	-	-	(24,035.59)	24,035.59	32,349.10	-	-	9,691.31	22,657.79	46,693.38
8266	Student, Parent, & Comm Studen	Travel - Off Island	-	5,482.35	-	17,862.95	(23,345.30)	-	6,249.57	-	35,275.44	(41,525.01)	(64,870.31)
8266	Student, Parent, & Community	Local Mileage	21,642.71	-	-	-	21,642.71	29,515.21	-	-	(865.41)	30,380.62	52,023.33
8266	Student, Parent, & Community	Local Mileage	-	-	-	12,446.00	(12,446.00)	-	-	-	30,380.62	(30,380.62)	(42,826.62)
8266	Student, Parent, & Community	Contractual	1,050,636.00	-	-	(2,297.00)	1,052,933.00	295,382.93	-	-	(89,592.65)	384,975.58	1,437,908.58
8266	Student, Parent, & Comm Studen	Contractual	-	111,349.30	-	49,022.15	(160,371.45)	(10,620.00)	22,494.65	-	300,950.20	(334,064.85)	(494,436.30)
8266	Student, Parent, & Community	Printing Svcs/Advertise/Frame	5,355.00	-	-	(7,400.00)	12,755.00	3,450.00	-	-	7,400.00	(3,950.00)	8,805.00
8266	Student, Parent, & Comm Studen	Printing Svcs/Advertise/Frame	-	2,255.00	-	3,100.00	(5,355.00)	-	-	-	3,450.00	(3,450.00)	(8,805.00)
8266	Student, Parent, & Community	Conferences/Registration Fees	7,400.00	-	-	(16,449.17)	23,849.17	4,750.00	-	-	16,449.17	(11,699.17)	12,150.00
8266	Student, Parent, & Comm Studen	Conferences/Registration Fees	-	-	-	7,400.00	(7,400.00)	-	-	-	4,750.00	(4,750.00)	(12,150.00)
8266	Student, Parent, & Comm Studen	Gen.Maintenance/Fleet Vehicles	-	10,710.00	-	-	(10,710.00)	-	-	-	-	-	(10,710.00)
8266	Student, Parent, & Community	Membership Fees/Warranties	16,449.17	-	-	(7,565.40)	24,014.57	1,241.56	-	-	8,911.39	(7,669.83)	16,344.74
8266	Student, Parent, & Comm Studen	Membership Fees/Warranties	-	15,712.00	-	16,449.17	(32,161.17)	-	10,125.00	-	-	(10,125.00)	(42,286.17)
8266	Student, Parent, & Community	Postage/Misc. Rental Fees	10,620.00	-	-	-	10,620.00	-	-	-	-	-	10,620.00
8266	Student, Parent, & Comm Studen	Postage/Misc. Rental Fees	-	1,284.60	-	9,335.40	(10,620.00)	-	-	-	-	-	(10,620.00)
8266	Student, Parent, & Community	Supplies & Materials	47,806.07	-	-	(7,555.29)	55,361.36	251,799.78	-	-	(1,620.43)	253,420.21	308,781.57
8266	Student, Parent, & Comm Studen	Supplies & Materials	-	43,951.37	-	10,414.04	(54,365.41)	-	93,136.48	-	104,199.73	(197,336.21)	(251,701.62)
8266	Student, Parent, & Community	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	30,680.00	-	-	-	30,680.00	30,680.00
8266	Student, Parent, & Comm Studen	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	30,680.00	(30,680.00)	(30,680.00)

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8266	Student, Parent, & Community	Office/Library/Class Equipment	1,000.00	-	-	-	1,000.00	258,149.26	24,745.00	-	22,391.76	211,012.50	212,012.50
8266	Student, Parent, & Comm Studen	Office/Library/Class Equipment	-	-	-	-	-	10,620.00	218,257.50	-	-	(207,637.50)	(207,637.50)
8266	Student, Parent, & Comm Studen	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	3,375.00	-	-	(3,375.00)	(3,375.00)
8266	Student, Parent, & Community	Indirect Cost	122,359.12	-	-	18,867.51	103,491.61	164,040.10	-	-	163,445.83	594.27	104,085.88
			\$ 3,009,359.02	\$ 190,744.62	-	\$ 342,655.78	\$ 2,475,958.62	\$ 3,415,977.86	\$ 378,383.20	-	\$ 2,963,337.25	\$ 74,257.41	\$ 2,550,216.03
8267	Second Chance	Salaries - Regular	763,853.50	-	-	414,461.64	349,391.86	372,987.70	-	-	361,926.91	11,060.79	360,452.65
8267	Second Chance	Salaries - Benefits	165,813.02	-	-	140,127.67	25,685.35	152,513.30	-	-	148,905.55	3,607.75	29,293.10
8267	Second Chance	Travel	30,250.15	-	-	-	30,250.15	(1,371.76)	-	-	-	(1,371.76)	28,878.39
8267	Second Chance	Travel - Off Island	-	-	-	-	-	35,653.38	-	-	(260.56)	35,913.94	35,913.94
8267	Second Chance Inst Staff Suppo	Travel - Off Island	-	25,928.70	-	-	(25,928.70)	-	4,475.96	-	30,066.22	(34,542.18)	(60,470.88)
8267	Second Chance	Local Mileage	-	-	-	-	-	154.28	-	-	-	154.28	154.28
8267	Second Chance Inst Staff Suppo	Local Mileage	-	-	-	-	-	-	-	-	154.28	(154.28)	(154.28)
8267	Second Chance	Contractual	213,980.25	66,912.38	-	-	147,067.87	243,093.21	-	-	(682.11)	243,775.32	390,843.19
8267	Second Chance Inst Staff Suppo	Contractual	-	7,402.04	-	-	(7,402.04)	-	2,745.00	-	240,978.00	(243,723.00)	(251,125.04)
8267	Second Chance	Printing Svcs/Advertise/Frame	-	-	-	-	-	1,176.50	-	-	-	1,176.50	1,176.50
8267	Second Chance Inst Staff Suppo	Printing Svcs/Advertise/Frame	-	-	-	-	-	-	604.50	-	572.00	(1,176.50)	(1,176.50)
8267	Second Chance	Membership Fees/Warranties	-	-	-	-	-	523.23	-	-	567.24	(44.01)	(44.01)
8267	Second Chance	Supplies & Materials	20,536.00	2,480.75	-	12,016.18	6,039.07	51,574.45	16,674.89	-	19,512.44	15,387.12	21,426.19
8267	Second Chance Inst Staff Suppo	Supplies & Materials	-	-	-	-	-	-	1,009.30	-	9,230.07	(10,239.37)	(10,239.37)
8267	Second Chance	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	93,592.86	7,752.00	-	57,525.00	28,315.86	28,315.86
8267	Second Chance Inst Staff Suppo	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	5,305.86	(5,305.86)	(5,305.86)
8267	Second Chance	Office/Library/Class Equipment	1,249.00	-	-	-	1,249.00	29,360.98	19,478.00	-	5,939.00	3,943.98	5,192.98
8267	Second Chance Inst Staff Suppo	Office/Library/Class Equipment	-	-	-	-	-	-	6,747.98	-	-	(6,747.98)	(6,747.98)
8267	Second Chance	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	9,804.00	-	-	2,838.00	6,966.00	6,966.00
8267	Second Chance	Indirect Cost	72,566.08	-	-	39,373.87	33,192.21	33,549.61	-	-	32,498.83	1,050.78	34,242.99
			\$ 1,268,248.00	\$ 102,723.87	-	\$ 605,979.36	\$ 559,544.77	\$ 1,022,611.74	\$ 59,487.63	-	\$ 915,076.73	\$ 48,047.38	\$ 607,592.15
8268	Enhancing Education Technology	Salaries - Regular	250,490.00	-	-	154,687.89	95,802.11	234,559.88	-	-	234,083.08	476.80	96,278.91
8268	Enhancing Education Technology	Salaries - Benefits	87,293.49	-	-	55,354.54	31,938.95	91,976.13	-	-	91,783.62	192.51	32,131.46
8268	Enhancing Education Technology	Travel	27,434.98	-	-	-	27,434.98	-	-	-	-	-	27,434.98
8268	Enhancing Education Technology	Travel - Off Island	-	-	-	-	-	92,059.53	-	-	(687.42)	92,746.95	92,746.95
8268	Enhancing Education Technology	Travel - Off Island	-	-	-	-	-	-	-	-	91,366.01	(91,366.01)	(91,366.01)
8268	Enhancing Education Technology	Local Mileage	-	-	-	-	-	1,777.82	-	-	-	1,777.82	1,777.82
8268	EETT - Inst Staff Support	Local Mileage	-	-	-	323.64	(323.64)	-	-	-	1,777.82	(1,777.82)	(2,101.46)
8268	Enhancing Education Technology	Contractual	877,251.38	-	-	-	877,251.38	149,167.03	-	-	(81,770.06)	230,937.09	1,108,188.47
8268	Enhancing Education Technology	Contractual	-	111,138.85	-	49,960.00	(161,098.85)	-	-	-	225,520.10	(225,520.10)	(386,618.95)
8268	Enhancing Education Technology	Printing Svcs/Advertise/Frame	-	2,568.00	-	-	(2,568.00)	-	-	-	-	-	(2,568.00)
8268	Enhancing Education Technology	Gen.Maintenance/Fleet Vehicles	-	-	-	-	-	30,000.00	-	-	-	30,000.00	30,000.00
8268	Enhancing Education Technology	Gen.Maintenance/Fleet Vehicles	-	-	-	-	-	-	-	-	30,000.00	(30,000.00)	(30,000.00)
8268	Enhancing Education Technology	Membership Fees/Warranties	-	-	-	-	-	10,123.05	-	-	-	10,123.05	10,123.05
8268	Enhancing Education Technology	Membership Fees/Warranties	-	-	-	30,000.00	(30,000.00)	-	-	-	10,123.05	(10,123.05)	(40,123.05)
8268	Enhancing Education Technology	Postage/Misc. Rental Fees	-	-	-	-	-	25,008.00	-	-	-	25,008.00	25,008.00

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			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8268	Enhancing Education Technology	Postage/Misc. Rental Fees	-	8,623.74	-	1,696.26	(10,320.00)	-	118.00	-	24,890.00	(25,008.00)	(35,328.00)
8268	Enhancing Education Technology	Supplies & Materials	61,334.39	-	-	-	61,334.39	182,577.60	-	-	(145,446.63)	328,024.23	389,358.62
8268	Enhancing Education Technology	Supplies & Materials	-	7,800.66	-	188,801.32	(196,601.98)	-	39,888.26	-	287,925.97	(327,814.23)	(524,416.21)
8268	Enhancing Education Technology	TechSuppl(PC,iPad,Laptops,etc)	835,890.20	-	-	-	835,890.20	1,454,456.61	-	-	(50,050.00)	1,504,506.61	2,340,396.81
8268	Enhancing Education Technology	TechSuppl(PC,iPad,Laptops,etc)	-	9,596.00	-	668,646.96	(678,242.96)	-	-	-	1,228,386.61	(1,228,386.61)	(1,906,629.57)
8268	Enhancing Education Technology	Office/Library/Class Equipment	91,570.00	-	-	-	91,570.00	(315,395.00)	-	-	(282,695.00)	(32,700.00)	58,870.00
8268	Enhancing Education Technology	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	362,295.00	-	-	-	362,295.00	362,295.00
8268	Enhancing Education Technology	Technology Eq (PC,iPad, etc.)	-	5,850.00	-	65,549.00	(71,399.00)	-	2,195.00	-	287,085.00	(289,280.00)	(360,679.00)
8268	Enhancing Education Technology	Indirect Cost	23,796.55	-	-	14,695.33	9,101.22	18,909.76	-	-	18,864.46	45.30	9,146.52
			\$ 2,255,060.99	\$ 145,577.25	-	\$ 1,229,714.94	\$ 879,768.80	\$ 2,337,515.41	\$ 42,201.26	-	\$ 1,971,156.61	\$ 324,157.54	\$ 1,203,926.34
8271	State Administration	Salaries - Regular	794,185.03	-	-	447,643.60	346,541.43	586,141.82	-	-	586,141.82	-	346,541.43
8271	State Administration	Salaries - Benefits	232,844.84	-	-	138,201.86	94,642.98	202,879.77	-	-	202,879.77	-	94,642.98
8271	State Administration	Travel	102,769.68	-	-	-	102,769.68	-	-	-	-	-	102,769.68
8271	State Administration	Travel - Off Island	-	-	-	757.50	(757.50)	127,211.73	-	-	261.64	126,950.09	126,192.59
8271	State Administration General A	Travel - Off Island	-	65,810.21	-	32,472.10	(98,282.31)	-	46,555.12	-	76,933.57	(123,488.69)	(221,771.00)
8271	State Administration	Local Mileage	-	-	-	-	-	184.14	-	-	-	184.14	184.14
8271	STATE ADMINISTRATION	Local Mileage	-	-	-	-	-	-	-	-	184.14	(184.14)	(184.14)
8271	State Administration	Contractual	331,849.21	10,450.00	-	(3,175.40)	324,574.61	24,573.69	-	-	(13,644.49)	38,218.18	362,792.79
8271	State Administration General A	Contractual	-	8,122.50	-	-	(8,122.50)	-	-	-	-	-	(8,122.50)
8271	State Administration	Printing Svcs/Advertise/Frame	-	30.00	-	289.60	(319.60)	14,670.24	-	-	15,586.80	(916.56)	(1,236.16)
8271	State Administration General A	Printing Svcs/Advertise/Frame	-	6,801.60	-	3,618.40	(10,420.00)	-	2,882.24	-	6,552.00	(9,434.24)	(19,854.24)
8271	State Administration	Conferences/Registration Fees	-	5,270.00	-	(8,132.00)	2,862.00	12,320.00	-	-	39,474.00	(27,154.00)	(24,292.00)
8271	State Administration General A	Conferences/Registration Fees	-	416.00	-	624.00	(1,040.00)	-	-	-	-	-	(1,040.00)
8271	State Administration	Membership Fees/Warranties	-	2,400.00	-	-	(2,400.00)	-	-	-	703.08	(703.08)	(3,103.08)
8271	State Administration	Postage/Misc. Rental Fees	-	16,389.00	-	420.00	(16,809.00)	5,694.00	40.32	-	4,561.68	1,092.00	(15,717.00)
8271	State Administration General A	Postage/Misc. Rental Fees	-	-	-	-	-	-	-	-	1,092.00	(1,092.00)	(1,092.00)
8271	State Administration	Supplies & Materials	27,141.54	26,166.00	-	(14,124.73)	15,100.27	150,926.59	39,207.29	-	100,990.27	10,729.03	25,829.30
8271	State Administration General A	Supplies & Materials	-	-	-	-	-	-	-	-	10,729.03	(10,729.03)	(10,729.03)
8271	State Administration	TechSuppl(PC,iPad,Laptops,etc)	3,200.00	-	-	-	3,200.00	99,470.20	6,286.00	-	78,824.20	14,360.00	17,560.00
8271	State Administration General A	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	14,360.00	(14,360.00)	(14,360.00)
8271	State Administration	Office/Library/Class Equipment	4,500.00	-	-	-	4,500.00	2,652.72	790.00	-	(2,264.52)	4,127.24	8,627.24
8271	State Administration General A	Office/Library/Class Equipment	-	-	-	-	-	-	-	-	2,277.24	(2,277.24)	(2,277.24)
8271	State Administration	Books & Instructional	-	-	-	-	-	55,725.00	-	-	-	55,725.00	55,725.00
8271	State Administration General A	Books & Instructional	-	-	-	-	-	-	-	-	55,725.00	(55,725.00)	(55,725.00)
8271	State Administration General A	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	-	-	1,850.00	(1,850.00)	(1,850.00)
8271	State Administration	Indirect Cost	75,447.58	-	-	42,526.13	32,921.45	46,462.65	-	-	46,462.65	-	32,921.45
			\$ 1,571,937.88	\$ 141,855.31	-	\$ 641,121.06	\$ 788,961.51	\$ 1,328,912.55	\$ 95,760.97	-	\$ 1,229,679.88	\$ 3,471.70	\$ 792,433.21
		Grant Total	\$ 31,438,760.00	\$ 4,140,831.69	-	\$ 6,264,922.83	\$ 21,033,005.48	\$ 31,183,236.00	\$ 2,813,473.08	-	\$ 25,179,578.94	\$ 3,190,183.98	\$ 24,223,189.46

\$ 31,183,236.00 2,898,302.40 \$ 25,179,578.94 3,105,354.66

Grant Status Report

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
													17493287.84
													\$ 7,686,291.10
													24,721,806.13
													25,179,578.94
													457,772.81

FY2019 Supporting Documents

Grant Status Report

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8260	Teacher & Admin Effectiveness	Salaries - Regular	678,724.14	-	-	174,971.85	503,752.29	671,929.32	-	-	670,498.91	1,430.41	505,182.70
8260	Teacher & Admin Effectiveness	Stipends/Incentives	161,400.00	-	-	20,100.00	141,300.00	-	-	-	-	-	141,300.00
8260	Teacher & Admin Effectiveness	Salaries - Benefits	210,164.32	-	-	55,852.85	154,311.47	212,625.22	-	-	212,044.67	580.55	154,892.02
8260	Teacher & Admin Effectiveness	Travel	19,666.67	-	-	-	19,666.67	-	-	-	-	-	19,666.67
8260	Teacher & Admin Effectiveness	Travel - Off Island	-	-	-	-	-	26,589.80	-	-	-	26,589.80	26,589.80
8260	Teacher & Admin Effectiveness	Travel - Off Island	-	3,428.78	-	8,953.09	(12,381.87)	-	-	22,899.80	(22,899.80)	(35,281.67)	
8260	Teacher & Admin Effectiveness	Contractual	343,635.20	192,216.00	-	-	151,419.20	275,124.39	-	-	(35,377.86)	310,502.25	461,921.45
8260	Teacher & Admin Effectiveness	Contractual	-	9,082.63	-	-	(9,082.63)	-	-	309,822.00	(309,822.00)	(318,904.63)	
8260	Teacher & Admin Effectiveness	Printing Svcs/Advertise/Frame	3,424.00	3,424.00	-	-	-	-	-	-	-	-	
8260	Teacher & Admin Effectiveness	Membership Fees/Warranties	-	-	-	-	-	35,140.00	-	-	-	35,140.00	35,140.00
8260	Teacher & Admin Effectiveness	Membership Fees/Warranties	-	35,140.00	-	-	(35,140.00)	-	-	35,810.42	(35,810.42)	(70,950.42)	
8260	Teacher & Admin Effectiveness	Postage/Misc. Rental Fees	-	-	-	-	-	15,298.50	-	-	-	15,298.50	15,298.50
8260	Teacher & Admin Effectiveness	Postage/Misc. Rental Fees	-	522.80	-	226.70	(749.50)	-	6,144.20	2,664.30	(8,808.50)	(9,558.00)	
8260	Teacher & Admin Business Supp	Postage/Misc. Rental Fees	-	-	-	-	-	-	-	6,490.00	(6,490.00)	(6,490.00)	
8260	Teacher & Admin Effectiveness	Staff Development/Training	749.50	-	-	-	749.50	-	-	-	-	749.50	
8260	Teacher & Admin Effectiveness	Supplies & Materials	1,347.40	-	-	-	1,347.40	49,855.19	-	-	49,855.19	51,202.59	
8260	Teacher & Admin Effectiveness	Supplies & Materials	-	-	-	-	-	-	2,653.15	-	(49,855.19)	(49,855.19)	
8260	Teacher & Admin Effectiveness	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	9,950.00	-	-	9,950.00	9,950.00	
8260	Teacher & Admin Effectiveness	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	9,950.00	(9,950.00)	(9,950.00)	
8260	Teacher & Admin Effectiveness	Office/Library/Class Equipment	-	-	-	-	-	3,375.00	-	-	3,375.00	3,375.00	
8260	Teacher & Admin Effectiveness	Office/Library/Class Equipment	-	-	-	-	-	-	-	3,375.00	(3,375.00)	(3,375.00)	
8260	Teacher & Admin Effectiveness	Indirect Cost	79,811.79	-	-	16,622.33	63,189.46	55,500.77	-	-	55,367.03	133.74	63,323.20
			\$ 1,498,923.02	\$ 243,814.21	-	\$ 276,726.82	\$ 978,381.99	\$ 1,355,388.19	\$ 8,797.35	-	\$ 1,340,746.31	\$ 5,844.53	\$ 984,226.52
8261	ISLA - GIHA	Salaries - Regular	138,788.13	-	-	22,115.71	116,672.42	163,238.02	-	-	163,238.02	-	116,672.42
8261	ISLA - GIHA	Stipends/Incentives	229,500.00	-	-	-	229,500.00	-	-	-	-	-	229,500.00
8261	ISLA - GIHA	Salaries - Benefits	47,177.37	-	-	6,299.45	40,877.92	50,929.81	-	-	50,929.81	-	40,877.92
8261	ISLA - GIHA	Travel - Off Island	100,410.08	-	-	(50,305.49)	150,715.57	119,302.69	-	-	46,332.04	72,970.65	223,686.22
8261	ISLA GIHA Inst Staff Support	Travel - Off Island	-	24,458.78	-	63,813.04	(88,271.82)	-	-	66,285.36	(66,285.36)	(154,557.18)	
8261	ISLA - GIHA	Contractual	1,878,819.79	42,948.96	-	(40,691.29)	1,876,562.12	830,132.36	-	-	133,860.27	696,272.09	2,572,834.21
8261	ISLA GIHA Inst Staff Support	Contractual	-	311,186.17	-	-	(311,186.17)	-	199,500.00	-	81,650.00	(281,150.00)	(592,336.17)
8261	ISLA - GIHA	Printing Svcs/Advertise/Frame	-	5,421.00	-	5,559.00	(10,980.00)	75,562.85	-	-	75,562.85	-	64,582.85
8261	ISLA GIHA Inst Staff Support	Printing Svcs/Advertise/Frame	-	4,800.00	-	77,120.00	(81,920.00)	-	-	75,562.85	(75,562.85)	(157,482.85)	
8261	ISLA - GIHA	Membership Fees/Warranties	-	12,000.00	-	-	(12,000.00)	1,643.93	-	-	-	1,643.93	(10,356.07)
8261	ISLA GIHA Inst Staff Support	Membership Fees/Warranties	-	-	-	-	-	-	-	1,782.20	(1,782.20)	(1,782.20)	
8261	ISLA - GIHA	Postage/Misc. Rental Fees	-	-	-	-	-	1,691.30	-	-	1,691.30	-	1,691.30
8261	ISLA GIHA Inst Staff Support	Postage/Misc. Rental Fees	-	603.72	-	104.28	(708.00)	-	301.86	1,389.44	(1,691.30)	(2,399.30)	
8261	ISLA - GIHA	Supplies & Materials	1,412,767.28	1,188.64	-	-	1,411,578.64	(134,793.94)	131,041.50	(29,391.74)	(236,443.70)	1,175,134.94	
8261	ISLA GIHA Inst Staff Support	Supplies & Materials	-	45,407.05	-	28,016.13	(73,423.18)	-	52,218.80	166,168.40	(218,387.20)	(291,810.38)	
8261	ISLA - GIHA	Test Kits Mat.	-	13,236.63	-	9,014.97	(22,251.60)	1,117,648.72	-	-	(253.86)	1,117,902.58	1,095,650.98
8261	ISLA GIHA Inst Staff Support	Test Kits Mat.	-	-	-	-	-	-	-	8,302.58	(8,302.58)	(8,302.58)	
8261	ISLA - GIHA	TechSuppl(PC,iPad,Laptops,etc)	29,006.00	-	-	5,996.00	23,010.00	391,170.00	-	-	391,170.00	-	414,180.00
8261	ISLA GIHA Inst Staff Support	TechSuppl(PC,iPad,Laptops,etc)	-	58,649.00	-	23,010.00	(81,659.00)	-	-	391,170.00	(391,170.00)	(472,829.00)	
8261	ISLA - GIHA	Office/Library/Class Equipment	113,175.00	-	-	-	113,175.00	402,292.97	-	-	-	402,292.97	515,467.97

Grant Status Report

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8261	ISLA - GIHA	Technology Eq (PC,iPad, etc.)	-	35,417.00	-	-	(35,417.00)	67,863.03	421,676.00	-	-	(353,812.97)	(389,229.97)
8261	ISLA GIHA Inst Staff Support	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	11,165.00	-	-	(11,165.00)	(11,165.00)
8261	ISLA - GIHA	Indirect Cost	34,987.37	-	-	2,100.98	32,886.39	13,613.31	-	-	13,613.31	-	32,886.39
			\$ 3,984,631.02	\$ 555,316.95	-	\$ 152,152.78	\$ 3,277,161.29	\$ 3,100,295.05	\$ 815,903.16	-	\$ 1,170,638.68	\$ 1,113,753.21	\$ 4,390,914.50
8262	ISLA - AYUDANTE	Salaries - Regular	640,579.13	-	-	120,465.14	520,113.99	(170,843.92)	-	-	(170,843.92)	-	520,113.99
8262	ISLA - AYUDANTE	Salaries - Overtime	105,600.00	-	-	-	105,600.00	69,187.29	-	-	68,606.23	581.06	106,181.06
8262	ISLA - AYUDANTE	Salaries - Part Time	3,312,246.77	-	-	778,426.71	2,533,820.06	5,337,831.35	-	-	5,292,347.30	45,484.05	2,579,304.11
8262	ISLA - AYUDANTE	Stipends/Incentives	1,448,000.00	-	-	900.00	1,447,100.00	1,179,725.00	-	-	1,166,925.00	12,800.00	1,459,900.00
8262	ISLA - AYUDANTE	Salaries - Benefits	1,082,578.65	-	-	341,566.92	741,011.73	2,401,644.60	-	-	2,381,354.11	20,290.49	761,302.22
8262	ISLA - AYUDANTE	Travel	-	-	-	-	-	(3,766.65)	-	-	(1,761.76)	(2,004.89)	(2,004.89)
8262	ISLA - AYUDANTE	Travel - Off Island	350.35	-	-	-	350.35	135,474.05	-	-	-	135,474.05	135,824.40
8262	ISLA - AYUDANTE Inst	Travel - Off Island	-	-	-	-	-	-	4,902.10	-	116,744.03	(121,646.13)	(121,646.13)
8262	ISLA - AYUDANTE Inst	Local Mileage	-	-	-	350.35	(350.35)	-	-	-	-	-	(350.35)
8262	ISLA - AYUDANTE	Contractual	2,901,769.88	647,906.00	-	-	2,253,863.88	253,319.06	-	-	(383.82)	253,702.88	2,507,566.76
8262	ISLA - AYUDANTE Inst	Contractual	-	68,725.94	-	-	(68,725.94)	-	146,410.00	-	104,896.00	(251,306.00)	(320,031.94)
8262	ISLA - AYUDANTE	Printing Svcs/Advertise/Frame	-	4,186.50	-	276.00	(4,462.50)	-	-	-	-	-	(4,462.50)
8262	ISLA - AYUDANTE	Membership Fees/Warranties	-	36,244.00	-	23,651.00	(59,895.00)	4,677.45	-	-	4,677.45	(55,217.55)	
8262	ISLA - AYUDANTE Inst	Membership Fees/Warranties	-	-	-	-	-	-	-	-	5,070.87	(5,070.87)	(5,070.87)
8262	ISLA - AYUDANTE	Supplies & Materials	1,113,270.81	39,761.52	-	695,270.02	378,239.27	562,323.40	44,419.19	-	507,222.14	10,682.07	388,921.34
8262	ISLA - AYUDANTE	Supplies & Materials	-	-	-	-	-	-	-	-	413.29	(413.29)	(413.29)
8262	ISLA - AYUDANTE Inst	Supplies & Materials	-	108,772.07	-	33,614.92	(142,386.99)	-	27,298.04	-	(19,339.26)	(7,958.78)	(150,345.77)
8262	ISLA - AYUDANTE	TechSuppl(PC,iPad,Laptops,etc)	77,784.00	-	-	77,784.00	-	2,108,886.00	-	-	1,737,060.00	371,826.00	371,826.00
8262	ISLA - AYUDANTE Inst	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	371,826.00	(371,826.00)	(371,826.00)
8262	ISLA - AYUDANTE	Office/Library/Class Equipment	132,617.00	-	-	47,409.00	85,208.00	127,165.00	-	-	33,600.00	93,565.00	178,773.00
8262	ISLA - AYUDANTE	Technology Eq (PC,iPad, etc.)	-	-	-	85,208.00	(85,208.00)	236,886.00	-	-	88,367.00	148,519.00	63,311.00
8262	ISLA - AYUDANTE Inst	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	-	-	26,264.00	(26,264.00)	(26,264.00)
8262	ISLA - AYUDANTE	Indirect Cost	522,635.46	-	-	85,480.22	437,155.24	611,865.73	-	-	604,092.09	7,773.64	444,928.88
8262	ISLA - AYUDANTE	Program Revenue	-	-	-	-	-	(209,698.13)	-	-	(209,698.13)	-	-
			\$ 11,337,432.05	\$ 905,596.03	-	\$ 2,290,402.28	\$ 8,141,433.74	\$ 12,644,676.23	\$ 223,029.33	-	\$ 12,102,761.17	\$ 318,885.73	\$ 8,460,319.47
8263	College Pathway Inst Staff Sup	Salaries - Regular	142,103.87	-	-	(74,049.39)	216,153.26	132,073.03	-	-	74,049.39	58,023.64	274,176.90
8263	College Pathway	Salaries - Regular	-	-	-	95,368.79	(95,368.79)	-	-	-	58,023.64	(58,023.64)	(153,392.43)
8263	College Pathway	Salaries - Benefits	50,397.08	-	-	7,717.50	42,679.58	48,026.46	-	-	48,026.46	-	42,679.58
8263	College Pathway Inst Staff Sup	Travel	161,781.14	-	-	-	161,781.14	-	-	-	-	-	161,781.14
8263	College Pathway Inst Staff Sup	Travel - Off Island	-	2,351.21	-	(585.89)	(1,765.32)	120,868.02	4,986.23	-	113,007.26	2,874.53	1,109.21
8263	College Pathway Inst Staff Sup	Local Mileage	-	-	-	586.09	(586.09)	-	-	-	-	-	(586.09)
8263	College Pathway Inst Staff Sup	Contractual	1,479,712.43	10,600.85	-	(4,520.27)	1,473,631.85	196,136.52	-	-	196,041.19	95.33	1,473,727.18
8263	College Pathway	Contractual	-	174,921.00	-	224,601.00	(399,522.00)	-	-	-	-	-	(399,522.00)
8263	College Pathway Inst Staff Sup	Conferences/Registration Fees	-	-	-	-	-	27,999.00	-	-	27,999.00	-	-
8263	College Pathway Inst Staff Sup	Gen.Maintenance/Fleet Vehicles	-	-	-	-	-	21,195.00	-	-	21,195.00	-	-
8263	College Pathway Inst Staff Sup	Membership Fees/Warranties	-	-	-	-	-	953.27	-	-	1,033.45	(80.18)	(80.18)
8263	College Pathway Inst Staff Sup	Postage/Misc. Rental Fees	-	-	-	-	-	2,753.84	-	-	2,753.84	-	-

Grant Status Report

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8263	College Pathway	Postage/Misc. Rental Fees	-	1,599.00	-	69.00	(1,668.00)	-	-	-	-	-	(1,668.00)
8263	College Pathway Inst Staff Sup	Supplies & Materials	396,829.61	-	-	(74,081.09)	470,910.70	343,192.31	69,944.56	-	159,843.29	113,404.46	584,315.16
8263	College Pathway	Supplies & Materials	-	56,841.02	-	77,651.20	(134,492.22)	-	105,543.16	-	7,861.30	(113,404.46)	(247,896.68)
8263	College Pathway Inst Staff Sup	Test Kits Mat.	-	-	-	-	-	7,662.38	-	-	7,662.38	-	-
8263	College Pathway Inst Staff Sup	TechSuppl(PC,iPad,Laptops,etc)	59,400.00	-	-	-	59,400.00	158,005.00	-	-	-	158,005.00	217,405.00
8263	College Pathway	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	87,360.00	-	-	(87,360.00)	(87,360.00)
8263	College Pathway Inst Staff Sup	Office/Library/Class Equipment	6,855.00	-	-	-	6,855.00	-	-	-	-	-	6,855.00
8263	College Pathway Inst Staff Sup	Indirect Cost	13,499.87	-	-	(7,034.70)	20,534.57	12,546.90	-	-	5,407.12	7,139.78	27,674.35
8263	College Pathway	Indirect Cost	-	-	-	9,060.05	(9,060.05)	-	-	-	7,139.78	(7,139.78)	(16,199.83)
			\$ 2,310,579.00	\$ 246,313.08	-	\$ 254,782.29	\$ 1,809,483.63	\$ 1,071,411.73	\$ 267,833.95	-	\$ 730,043.10	\$ 73,534.68	\$ 1,883,018.31
8264	Career Pathway	Salaries - Regular	141,137.11	-	-	22,420.15	118,716.96	130,438.63	-	-	128,127.32	2,311.31	121,028.27
8264	Career Pathway	Stipends/Incentives	97,500.00	-	-	-	97,500.00	-	-	-	-	-	97,500.00
8264	Career Pathway	Salaries - Benefits	49,576.10	-	-	7,051.60	42,524.50	42,335.88	-	-	41,625.60	710.28	43,234.78
8264	Career Pathway	Travel - Off Island	26,446.72	-	-	(12,618.59)	39,065.31	37,239.01	-	-	12,618.59	24,620.42	63,685.73
8264	Career Pathway Inst Staff Supp	Travel - Off Island	-	5,070.61	-	13,526.39	(18,597.00)	-	-	-	23,940.23	(23,940.23)	(42,537.23)
8264	Career Pathway	Contractual	2,297,426.35	271,206.00	-	(5,544.00)	2,031,764.35	701,508.38	-	-	(5,325.54)	706,833.92	2,738,598.27
8264	Career Pathway Inst Staff Supp	Contractual	-	837,548.83	-	-	(837,548.83)	-	201,524.42	-	506,692.68	(708,217.10)	(1,545,765.93)
8264	Career Pathway	Printing Svcs/Advertise/Frame	-	1,833.50	-	844.00	(2,677.50)	-	-	-	-	-	(2,677.50)
8264	Career Pathway	Conferences/Registration Fees	-	-	-	-	-	80,255.00	-	-	-	80,255.00	80,255.00
8264	Career Pathway Inst Staff Supp	Conferences/Registration Fees	-	228,525.00	-	1,500.00	(230,025.00)	-	29,225.00	-	49,530.00	(78,755.00)	(308,780.00)
8264	Career Pathway	Membership Fees/Warranties	-	200.00	-	3,200.00	(3,400.00)	1,168.23	-	-	-	1,168.23	(2,231.77)
8264	Career Pathway Inst Staff Supp	Membership Fees/Warranties	-	-	-	-	-	-	-	-	1,266.49	(1,266.49)	(1,266.49)
8264	Career Pathway	Postage/Misc. Rental Fees	-	-	-	-	-	420.62	-	-	-	420.62	420.62
8264	Career Pathway Inst Staff Supp	Postage/Misc. Rental Fees	-	708.00	-	-	(708.00)	-	243.62	-	177.00	(420.62)	(1,128.62)
8264	Career Pathway	Supplies & Materials	175,935.19	47,826.20	-	8,569.94	119,539.05	723,551.27	117,573.91	-	475,987.48	129,989.88	249,528.93
8264	Career Pathway Inst Staff Supp	Supplies & Materials	-	-	-	-	-	-	3,254.13	-	124,190.31	(127,444.44)	(127,444.44)
8264	Career Pathway	TechSuppl(PC,iPad,Laptops,etc)	29,490.00	-	-	23,010.00	6,480.00	1,535,664.00	355,486.00	-	-	1,180,178.00	1,186,658.00
8264	Career Pathway Inst Staff Supp	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	345,150.00	(345,150.00)	(345,150.00)
8264	Career Pathway	Office/Library/Class Equipment	88,940.00	-	-	2,195.00	86,745.00	164,600.71	37,592.00	-	(6,528.00)	133,536.71	220,281.71
8264	Career Pathway	Books & Instructional	-	4,000.00	-	-	(4,000.00)	50,387.50	-	-	41,323.50	9,064.00	5,064.00
8264	Career Pathway	Technology Eq (PC,iPad, etc.)	-	53,669.00	-	1,060.00	(54,729.00)	277,345.23	39,736.00	-	-	237,609.23	182,880.23
8264	Career Pathway Inst Staff Supp	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	-	-	197,123.00	(197,123.00)	(197,123.00)
8264	Career Pathway	Indirect Cost	22,670.53	-	-	2,129.90	20,540.63	10,450.78	-	-	10,231.21	219.57	20,760.20
			\$ 2,929,122.00	\$ 1,450,587.14	-	\$ 67,344.39	\$ 1,411,190.47	\$ 3,755,365.24	\$ 784,635.08	-	\$ 1,946,129.87	\$ 1,024,600.29	\$ 2,435,790.76
8265	Gifted & Talented Education	Salaries - Regular	361,818.20	-	-	208,407.89	153,410.31	128,871.06	-	-	128,871.06	-	153,410.31
8265	Gifted & Talented Education	Salaries - Part Time	17,377.24	-	-	4,706.72	12,670.52	5,204.60	-	-	5,204.60	-	12,670.52
8265	Gifted & Talented Education	Stipends/Incentives	140,907.54	-	-	21,195.00	119,712.54	33,822.50	-	-	33,822.50	-	119,712.54
8265	Gifted & Talented Education	Salaries - Benefits	134,020.00	-	-	70,068.67	63,951.33	76,812.54	-	-	76,812.54	-	63,951.33
8265	Gifted & Talented Education	Travel	31,254.83	-	-	-	31,254.83	(9,419.16)	-	-	(9,419.16)	-	31,254.83
8265	GATE Inst Staff Support	Travel	-	-	-	-	-	-	-	-	-	-	-
8265	Gifted & Talented Education	Travel - Off Island	-	-	-	-	-	103,102.54	-	-	(1,898.83)	105,001.37	105,001.37

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8265	GATE Inst Staff Support	Travel - Off Island	-	10,369.30	-	9,431.70	(19,801.00)	-	-	-	105,001.37	(105,001.37)	(124,802.37)
8265	Gifted & Talented Education	Local Mileage	-	-	-	-	-	7,266.73	-	-	-	7,266.73	7,266.73
8265	GATE Inst Staff Support	Local Mileage	-	-	-	2,684.23	(2,684.23)	-	-	-	7,266.73	(7,266.73)	(9,950.96)
8265	Gifted & Talented Education	Contractual	289,940.32	90,460.00	-	-	199,480.32	104,688.15	-	-	(1,262.39)	105,950.54	305,430.86
8265	GATE Inst Staff Support	Contractual	-	5,996.60	-	18,000.00	(23,996.60)	-	-	-	105,898.00	(105,898.00)	(129,894.60)
8265	Gifted & Talented Education	Printing Svcs/Advertise/Frame	-	13,195.00	-	-	(13,195.00)	9,530.00	-	-	-	9,530.00	(3,665.00)
8265	GATE Inst Staff Support	Printing Svcs/Advertise/Frame	-	-	-	-	-	-	-	-	9,530.00	(9,530.00)	(9,530.00)
8265	GATE Inst Staff Support	Conferences/Registration Fees	-	3,120.00	-	2,655.00	(5,775.00)	-	-	-	-	-	(5,775.00)
8265	Gifted & Talented Education	Membership Fees/Warranties	-	-	-	-	-	525.39	-	-	-	525.39	525.39
8265	GATE Inst Staff Support	Membership Fees/Warranties	-	-	-	-	-	-	-	-	569.58	(569.58)	(569.58)
8265	Gifted & Talented Education	Postage/Misc. Rental Fees	-	2,832.00	-	-	(2,832.00)	2,898.00	-	-	-	2,898.00	66.00
8265	GATE Inst Staff Support	Postage/Misc. Rental Fees	-	-	-	-	-	-	15.61	-	2,882.39	(2,898.00)	(2,898.00)
8265	Gifted & Talented Education	Supplies & Materials	76,722.87	20,646.33	-	36,653.40	19,423.14	233,787.93	48,957.58	-	33,625.65	151,204.70	170,627.84
8265	GATE Inst Staff Support	Supplies & Materials	-	11,684.00	-	6,631.14	(18,315.14)	-	60,082.01	-	86,379.53	(146,461.54)	(164,776.68)
8265	Gifted & Talented Education	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	352,820.00	-	-	199,420.00	153,400.00	153,400.00
8265	Gifted & Talented Education	Office/Library/Class Equipment	177,290.64	-	-	-	177,290.64	29,923.95	27,147.95	-	2,776.00	-	177,290.64
8265	Gifted & Talented Education	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	51,670.00	1,238.00	-	4,952.00	45,480.00	45,480.00
8265	GATE Inst Staff Support	Technology Eq (PC,iPad, etc.)	-	-	-	1,349.95	(1,349.95)	-	-	-	-	-	(1,349.95)
8265	Gifted & Talented Education	Indirect Cost	44,135.38	-	-	22,259.43	21,875.95	19,577.77	-	-	19,577.77	-	21,875.95
			\$ 1,273,467.02	\$ 158,303.23	-	\$ 404,043.13	\$ 711,120.66	\$ 1,151,082.00	\$ 137,441.15	-	\$ 810,009.34	\$ 203,631.51	\$ 914,752.17
8266	Student, Parent, & Community	Salaries - Regular	1,285,490.71	-	-	198,605.29	1,086,885.42	1,734,884.14	-	-	1,728,628.69	6,255.45	1,093,140.87
8266	Student, Parent, & Community	Stipends/Incentives	2,500.00	-	-	-	2,500.00	50.00	-	-	50.00	-	2,500.00
8266	Student, Parent, & Community	Salaries - Benefits	414,754.94	-	-	64,455.72	350,299.22	590,818.56	-	-	588,761.60	2,056.96	352,356.18
8266	Student, Parent, & Community	Travel	23,345.30	-	-	-	23,345.30	18,867.22	-	-	-	18,867.22	42,212.52
8266	Student, Parent, & Community	Travel - Off Island	-	-	-	(24,035.59)	24,035.59	32,349.10	-	-	9,691.31	22,657.79	46,693.38
8266	Student, Parent, & Comm Studen	Travel - Off Island	-	5,482.35	-	17,862.95	(23,345.30)	-	6,249.57	-	35,275.44	(41,525.01)	(64,870.31)
8266	Student, Parent, & Community	Local Mileage	21,642.71	-	-	-	21,642.71	29,515.21	-	-	(865.41)	30,380.62	52,023.33
8266	Student, Parent, & Community	Local Mileage	-	-	-	12,446.00	(12,446.00)	-	-	-	30,380.62	(30,380.62)	(42,826.62)
8266	Student, Parent, & Community	Contractual	1,050,636.00	-	-	(2,297.00)	1,052,933.00	295,382.93	-	-	(89,592.65)	384,975.58	1,437,908.58
8266	Student, Parent, & Comm Studen	Contractual	-	111,349.30	-	49,022.15	(160,371.45)	(10,620.00)	22,494.65	-	300,950.20	(334,064.85)	(494,436.30)
8266	Student, Parent, & Community	Printing Svcs/Advertise/Frame	5,355.00	-	-	(7,400.00)	12,755.00	3,450.00	-	-	7,400.00	(3,950.00)	8,805.00
8266	Student, Parent, & Comm Studen	Printing Svcs/Advertise/Frame	-	2,255.00	-	3,100.00	(5,355.00)	-	-	-	3,450.00	(3,450.00)	(8,805.00)
8266	Student, Parent, & Community	Conferences/Registration Fees	7,400.00	-	-	(16,449.17)	23,849.17	4,750.00	-	-	16,449.17	(11,699.17)	12,150.00
8266	Student, Parent, & Comm Studen	Conferences/Registration Fees	-	-	-	7,400.00	(7,400.00)	-	-	-	4,750.00	(4,750.00)	(12,150.00)
8266	Student, Parent, & Comm Studen	Gen.Maintenance/Fleet Vehicles	-	10,710.00	-	-	(10,710.00)	-	-	-	-	-	(10,710.00)
8266	Student, Parent, & Community	Membership Fees/Warranties	16,449.17	-	-	(7,565.40)	24,014.57	1,241.56	-	-	8,911.39	(7,669.83)	16,344.74
8266	Student, Parent, & Comm Studen	Membership Fees/Warranties	-	15,712.00	-	16,449.17	(32,161.17)	-	10,125.00	-	-	(10,125.00)	(42,286.17)
8266	Student, Parent, & Community	Postage/Misc. Rental Fees	10,620.00	-	-	-	10,620.00	-	-	-	-	-	10,620.00
8266	Student, Parent, & Comm Studen	Postage/Misc. Rental Fees	-	1,284.60	-	9,335.40	(10,620.00)	-	-	-	-	-	(10,620.00)
8266	Student, Parent, & Community	Supplies & Materials	47,806.07	-	-	(7,555.29)	55,361.36	251,799.78	-	-	(1,620.43)	253,420.21	308,781.57
8266	Student, Parent, & Comm Studen	Supplies & Materials	-	43,951.37	-	10,414.04	(54,365.41)	-	93,136.48	-	104,199.73	(197,336.21)	(251,701.62)
8266	Student, Parent, & Community	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	30,680.00	-	-	-	30,680.00	30,680.00
8266	Student, Parent, & Comm Studen	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	30,680.00	(30,680.00)	(30,680.00)

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8266	Student, Parent, & Community	Office/Library/Class Equipment	1,000.00	-	-	-	1,000.00	258,149.26	24,745.00	-	22,391.76	211,012.50	212,012.50
8266	Student, Parent, & Comm Studen	Office/Library/Class Equipment	-	-	-	-	-	10,620.00	218,257.50	-	-	(207,637.50)	(207,637.50)
8266	Student, Parent, & Comm Studen	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	3,375.00	-	-	(3,375.00)	(3,375.00)
8266	Student, Parent, & Community	Indirect Cost	122,359.12	-	-	18,867.51	103,491.61	164,040.10	-	-	163,445.83	594.27	104,085.88
			\$ 3,009,359.02	\$ 190,744.62	-	\$ 342,655.78	\$ 2,475,958.62	\$ 3,415,977.86	\$ 378,383.20	-	\$ 2,963,337.25	\$ 74,257.41	\$ 2,550,216.03
8267	Second Chance	Salaries - Regular	763,853.50	-	-	414,461.64	349,391.86	372,987.70	-	-	361,926.91	11,060.79	360,452.65
8267	Second Chance	Salaries - Benefits	165,813.02	-	-	140,127.67	25,685.35	152,513.30	-	-	148,905.55	3,607.75	29,293.10
8267	Second Chance	Travel	30,250.15	-	-	-	30,250.15	(1,371.76)	-	-	-	(1,371.76)	28,878.39
8267	Second Chance	Travel - Off Island	-	-	-	-	-	35,653.38	-	-	(260.56)	35,913.94	35,913.94
8267	Second Chance Inst Staff Suppo	Travel - Off Island	-	25,928.70	-	-	(25,928.70)	-	4,475.96	-	30,066.22	(34,542.18)	(60,470.88)
8267	Second Chance	Local Mileage	-	-	-	-	-	154.28	-	-	-	154.28	154.28
8267	Second Chance Inst Staff Suppo	Local Mileage	-	-	-	-	-	-	-	-	154.28	(154.28)	(154.28)
8267	Second Chance	Contractual	213,980.25	66,912.38	-	-	147,067.87	243,093.21	-	-	(682.11)	243,775.32	390,843.19
8267	Second Chance Inst Staff Suppo	Contractual	-	7,402.04	-	-	(7,402.04)	-	2,745.00	-	240,978.00	(243,723.00)	(251,125.04)
8267	Second Chance	Printing Svcs/Advertise/Frame	-	-	-	-	-	1,176.50	-	-	-	1,176.50	1,176.50
8267	Second Chance Inst Staff Suppo	Printing Svcs/Advertise/Frame	-	-	-	-	-	-	604.50	-	572.00	(1,176.50)	(1,176.50)
8267	Second Chance	Membership Fees/Warranties	-	-	-	-	-	523.23	-	-	567.24	(44.01)	(44.01)
8267	Second Chance	Supplies & Materials	20,536.00	2,480.75	-	12,016.18	6,039.07	51,574.45	16,674.89	-	19,512.44	15,387.12	21,426.19
8267	Second Chance Inst Staff Suppo	Supplies & Materials	-	-	-	-	-	-	1,009.30	-	9,230.07	(10,239.37)	(10,239.37)
8267	Second Chance	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	93,592.86	7,752.00	-	57,525.00	28,315.86	28,315.86
8267	Second Chance Inst Staff Suppo	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	5,305.86	(5,305.86)	(5,305.86)
8267	Second Chance	Office/Library/Class Equipment	1,249.00	-	-	-	1,249.00	29,360.98	19,478.00	-	5,939.00	3,943.98	5,192.98
8267	Second Chance Inst Staff Suppo	Office/Library/Class Equipment	-	-	-	-	-	-	6,747.98	-	-	(6,747.98)	(6,747.98)
8267	Second Chance	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	9,804.00	-	-	2,838.00	6,966.00	6,966.00
8267	Second Chance	Indirect Cost	72,566.08	-	-	39,373.87	33,192.21	33,549.61	-	-	32,498.83	1,050.78	34,242.99
			\$ 1,268,248.00	\$ 102,723.87	-	\$ 605,979.36	\$ 559,544.77	\$ 1,022,611.74	\$ 59,487.63	-	\$ 915,076.73	\$ 48,047.38	\$ 607,592.15
8268	Enhancing Education Technology	Salaries - Regular	250,490.00	-	-	154,687.89	95,802.11	234,559.88	-	-	234,083.08	476.80	96,278.91
8268	Enhancing Education Technology	Salaries - Benefits	87,293.49	-	-	55,354.54	31,938.95	91,976.13	-	-	91,783.62	192.51	32,131.46
8268	Enhancing Education Technology	Travel	27,434.98	-	-	-	27,434.98	-	-	-	-	-	27,434.98
8268	Enhancing Education Technology	Travel - Off Island	-	-	-	-	-	92,059.53	-	-	(687.42)	92,746.95	92,746.95
8268	Enhancing Education Technology	Travel - Off Island	-	-	-	-	-	-	-	-	91,366.01	(91,366.01)	(91,366.01)
8268	Enhancing Education Technology	Local Mileage	-	-	-	-	-	1,777.82	-	-	-	1,777.82	1,777.82
8268	EETT - Inst Staff Support	Local Mileage	-	-	-	323.64	(323.64)	-	-	-	1,777.82	(1,777.82)	(2,101.46)
8268	Enhancing Education Technology	Contractual	877,251.38	-	-	-	877,251.38	149,167.03	-	-	(81,770.06)	230,937.09	1,108,188.47
8268	Enhancing Education Technology	Contractual	-	111,138.85	-	49,960.00	(161,098.85)	-	-	-	225,520.10	(225,520.10)	(386,618.95)
8268	Enhancing Education Technology	Printing Svcs/Advertise/Frame	-	2,568.00	-	-	(2,568.00)	-	-	-	-	-	(2,568.00)
8268	Enhancing Education Technology	Gen.Maintenance/Fleet Vehicles	-	-	-	-	-	30,000.00	-	-	-	30,000.00	30,000.00
8268	Enhancing Education Technology	Gen.Maintenance/Fleet Vehicles	-	-	-	-	-	-	-	-	30,000.00	(30,000.00)	(30,000.00)
8268	Enhancing Education Technology	Membership Fees/Warranties	-	-	-	-	-	10,123.05	-	-	-	10,123.05	10,123.05
8268	Enhancing Education Technology	Membership Fees/Warranties	-	-	-	30,000.00	(30,000.00)	-	-	-	10,123.05	(10,123.05)	(40,123.05)
8268	Enhancing Education Technology	Postage/Misc. Rental Fees	-	-	-	-	-	25,008.00	-	-	-	25,008.00	25,008.00

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Program Code	Organization	Expense Category	F1960 - 2019 Consolidated Grant - RLIS					F1860 - 2018 Consolidated Grant - RLIS					Total Available
			Budget	Encumbrances	Requisitions	Actual	Available Budget	Budget	Encumbrances	Requisitions	Actual	Available Budget	
8268	Enhancing Education Technology	Postage/Misc. Rental Fees	-	8,623.74	-	1,696.26	(10,320.00)	-	118.00	-	24,890.00	(25,008.00)	(35,328.00)
8268	Enhancing Education Technology	Supplies & Materials	61,334.39	-	-	-	61,334.39	182,577.60	-	-	(145,446.63)	328,024.23	389,358.62
8268	Enhancing Education Technology	Supplies & Materials	-	7,800.66	-	188,801.32	(196,601.98)	-	39,888.26	-	287,925.97	(327,814.23)	(524,416.21)
8268	Enhancing Education Technology	TechSuppl(PC,iPad,Laptops,etc)	835,890.20	-	-	-	835,890.20	1,454,456.61	-	-	(50,050.00)	1,504,506.61	2,340,396.81
8268	Enhancing Education Technology	TechSuppl(PC,iPad,Laptops,etc)	-	9,596.00	-	668,646.96	(678,242.96)	-	-	-	1,228,386.61	(1,228,386.61)	(1,906,629.57)
8268	Enhancing Education Technology	Office/Library/Class Equipment	91,570.00	-	-	-	91,570.00	(315,395.00)	-	-	(282,695.00)	(32,700.00)	58,870.00
8268	Enhancing Education Technology	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	362,295.00	-	-	-	362,295.00	362,295.00
8268	Enhancing Education Technology	Technology Eq (PC,iPad, etc.)	-	5,850.00	-	65,549.00	(71,399.00)	-	2,195.00	-	287,085.00	(289,280.00)	(360,679.00)
8268	Enhancing Education Technology	Indirect Cost	23,796.55	-	-	14,695.33	9,101.22	18,909.76	-	-	18,864.46	45.30	9,146.52
			\$ 2,255,060.99	\$ 145,577.25	-	\$ 1,229,714.94	\$ 879,768.80	\$ 2,337,515.41	\$ 42,201.26	-	\$ 1,971,156.61	\$ 324,157.54	\$ 1,203,926.34
8271	State Administration	Salaries - Regular	794,185.03	-	-	447,643.60	346,541.43	586,141.82	-	-	586,141.82	-	346,541.43
8271	State Administration	Salaries - Benefits	232,844.84	-	-	138,201.86	94,642.98	202,879.77	-	-	202,879.77	-	94,642.98
8271	State Administration	Travel	102,769.68	-	-	-	102,769.68	-	-	-	-	-	102,769.68
8271	State Administration	Travel - Off Island	-	-	-	757.50	(757.50)	127,211.73	-	-	261.64	126,950.09	126,192.59
8271	State Administration General A	Travel - Off Island	-	65,810.21	-	32,472.10	(98,282.31)	-	46,555.12	-	76,933.57	(123,488.69)	(221,771.00)
8271	State Administration	Local Mileage	-	-	-	-	-	184.14	-	-	-	184.14	184.14
8271	STATE ADMINISTRATION	Local Mileage	-	-	-	-	-	-	-	-	184.14	(184.14)	(184.14)
8271	State Administration	Contractual	331,849.21	10,450.00	-	(3,175.40)	324,574.61	24,573.69	-	-	(13,644.49)	38,218.18	362,792.79
8271	State Administration General A	Contractual	-	8,122.50	-	-	(8,122.50)	-	-	-	-	-	(8,122.50)
8271	State Administration	Printing Svcs/Advertise/Frame	-	30.00	-	289.60	(319.60)	14,670.24	-	-	15,586.80	(916.56)	(1,236.16)
8271	State Administration General A	Printing Svcs/Advertise/Frame	-	6,801.60	-	3,618.40	(10,420.00)	-	2,882.24	-	6,552.00	(9,434.24)	(19,854.24)
8271	State Administration	Conferences/Registration Fees	-	5,270.00	-	(8,132.00)	2,862.00	12,320.00	-	-	39,474.00	(27,154.00)	(24,292.00)
8271	State Administration General A	Conferences/Registration Fees	-	416.00	-	624.00	(1,040.00)	-	-	-	-	-	(1,040.00)
8271	State Administration	Membership Fees/Warranties	-	2,400.00	-	-	(2,400.00)	-	-	-	703.08	(703.08)	(3,103.08)
8271	State Administration	Postage/Misc. Rental Fees	-	16,389.00	-	420.00	(16,809.00)	5,694.00	40.32	-	4,561.68	1,092.00	(15,717.00)
8271	State Administration General A	Postage/Misc. Rental Fees	-	-	-	-	-	-	-	-	1,092.00	(1,092.00)	(1,092.00)
8271	State Administration	Supplies & Materials	27,141.54	26,166.00	-	(14,124.73)	15,100.27	150,926.59	39,207.29	-	100,990.27	10,729.03	25,829.30
8271	State Administration General A	Supplies & Materials	-	-	-	-	-	-	-	-	10,729.03	(10,729.03)	(10,729.03)
8271	State Administration	TechSuppl(PC,iPad,Laptops,etc)	3,200.00	-	-	-	3,200.00	99,470.20	6,286.00	-	78,824.20	14,360.00	17,560.00
8271	State Administration General A	TechSuppl(PC,iPad,Laptops,etc)	-	-	-	-	-	-	-	-	14,360.00	(14,360.00)	(14,360.00)
8271	State Administration	Office/Library/Class Equipment	4,500.00	-	-	-	4,500.00	2,652.72	790.00	-	(2,264.52)	4,127.24	8,627.24
8271	State Administration General A	Office/Library/Class Equipment	-	-	-	-	-	-	-	-	2,277.24	(2,277.24)	(2,277.24)
8271	State Administration	Books & Instructional	-	-	-	-	-	55,725.00	-	-	-	55,725.00	55,725.00
8271	State Administration General A	Books & Instructional	-	-	-	-	-	-	-	-	55,725.00	(55,725.00)	(55,725.00)
8271	State Administration General A	Technology Eq (PC,iPad, etc.)	-	-	-	-	-	-	-	-	1,850.00	(1,850.00)	(1,850.00)
8271	State Administration	Indirect Cost	75,447.58	-	-	42,526.13	32,921.45	46,462.65	-	-	46,462.65	-	32,921.45
			\$ 1,571,937.88	\$ 141,855.31	-	\$ 641,121.06	\$ 788,961.51	\$ 1,328,912.55	\$ 95,760.97	-	\$ 1,229,679.88	\$ 3,471.70	\$ 792,433.21
		Grant Total	\$ 31,438,760.00	\$ 4,140,831.69	-	\$ 6,264,922.83	\$ 21,033,005.48	\$ 31,183,236.00	\$ 2,813,473.08	-	\$ 25,179,578.94	\$ 3,190,183.98	\$ 24,223,189.46

