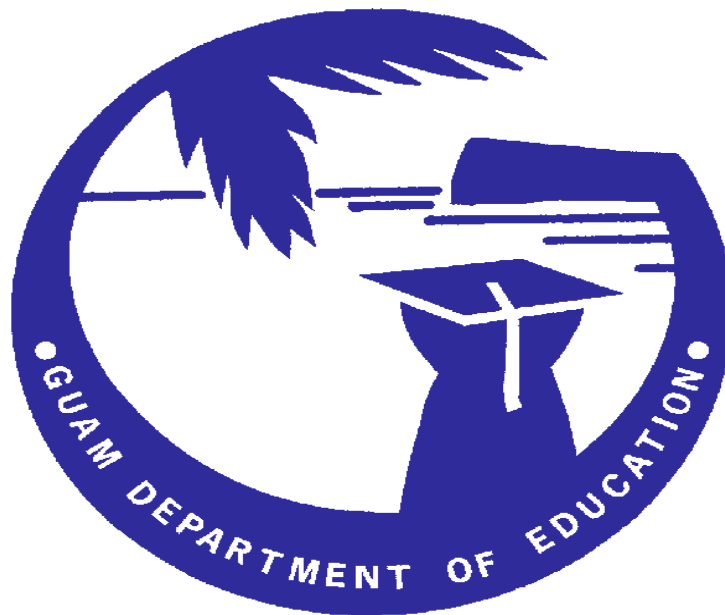


**DEPARTMENT of EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B Rural Low Income  
Schools  
Consolidated Grants to Insular Areas**

**ANNUAL PERFORMANCE REPORT (APR)  
FEDERAL FINANCIAL REPORT (FFR)**

**December 29, 2021**

# 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.”<sup>1</sup>

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.

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<sup>1</sup> The current cites to the financial and program performance reporting requirements are 2 CFR 200.328 and 200.329.

**Rural, Insular, and Native Achievement Programs  
Consolidated Grant to the Insular Areas  
Annual Performance Report Cover Sheet  
Reporting Period Information: July 1, 2020 – September 30, 2021**

**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, Guam 96913

3. Grantee Identification: PR # S403A200002

**4. Federal Grant Director:**

Name: Mr. Ignacio C. Santos

Title: Federal Programs Administrator

Tel: 671-300-1267 Fax: \_\_\_\_\_

E-mail: icsantos@gdoe.net

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

Name: Mr. Jon J.P. Fernandez

Title: Superintendent of Education

Tel: 671-300-1547 Fax: \_\_\_\_\_

E-mail: superintendent@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: 12/29/21

**Table 3.1. Program Budget Information (Fiscal Year 2020-2021)**

<b>A. Consolidated Grant Amount Obligated</b>	\$32,326,316.00
<b>B. Total Amount Expended</b>	\$13,104,259.96
<b>C. Funds Remaining</b>	\$19,922,056.04
<b>D. % of Funds Remaining</b>	59%

**E. Provide an explanation for the remaining funds: (Please provide an explanation of how funds will be spent or why these funds have not been spent.)**

As a result of the unforeseen extent as to which the COVID-19 pandemic impacted the education community and because the Governor of Guam issued various Executive Orders addressing community safety, GDOE experienced an unprecedented year of multiple school disruptions of either complete school closures or limited in-person instruction to include stay-at-home restrictions and closing of government offices. The ability of the projects to implement activities and meet various objectives for student learning served as an opportunity for the project to work creatively and cooperatively with all parties.

In addition, The COVID-19 pandemic situation has presented a multitude of challenges affecting both the delivery of educational supports and project activity implementation/timelines. The various Executive Orders throughout the school year which shut down schools for face to face instruction has hindered many of our activities such as ASPIRE and SAM were not implemented.

- a. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
- b. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFP) and Indefinite Quantity Bids (IQB).
- c. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
- d. Due to Guam’s isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
- e. Nationwide shortages and competing demands for supplies and materials further delays delivery.

**The percentage of funds obligated is 83.4% which is based on the breakdown below:**

- \$ 32,326,316.00 – Consolidated Grant FY2020 Grant Award
- (\$26,978,022.51) – Subtotal of Obligations
  - (\$13,104,259.96) – Federal Shares of Expenditures (09/30/2021)
  - (\$ 3,936,822.20) – Federal Shares of Expenditures (10/01/2021-12/29/2021)
  - (\$ 4,877,886.13) – Federal Share of Unliquidated Obligations (09/30/2021)
  - (\$ 620,376.81) – Federal Share of Unliquidated Obligations (10/01/2021-12/29/2021)
  - (\$ 4,438,677.41) – Requisitions in the procurement process

**\$ 5,348,293.49 Available in Munis System (Grant Status Report 12/29/2021)**

**(\$ 1,000,728.63) – Unliquidated Personnel obligations**

**\$4,347,564.86 Available balance for CG Activities**

The remaining **\$4,347,564.86** for CG FY2020 will be used for the completion of project activities under the approved CG application.

**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Project No. 1**

**College, Career, Civic Engagement and Life**  
**Readiness (CCCLR)**

**December 29, 2021**

## Consolidated Grant (#S403A200002)

### Annual Performance Report [FFY 2020-2021]

**Section 2.** The following section collects project specific data for each of the approved projects in the Consolidated Grant (CG) application.

<b>Project Title: (Federal Program Name):</b>	<b>Project #1: College, Career, Civic Engagement and Life Readiness (CCCLR)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> <i>*Identify the Federal Program under which the project is being implemented.</i>  <i>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</i>	<ul style="list-style-type: none"> <li>▪ ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies</li> <li>▪ ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction</li> <li>▪ ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support and Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants</li> <li>▪ ESEA TITLE V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)</li> </ul>				<b>Federal Programs Oversight:</b>	Shandice Calano Senior State Program Officer  Franklin Cruz State Program Officer	
<b>Project Budget</b>			<b>Population Served</b>						
<b>Allocated</b>	<b>Obligated</b>	<b>% Obligated</b>	<b>Students Served</b>			<b>Staff Served</b>			
<b>Public</b>	<b>Public</b>	<b>TOTAL 74%</b>	<b>Grade Level(s)</b>	<b>Projected Number</b>	<b>Actual Number</b>	<b>Projected Number of Teachers</b>	<b>Actual Number of Teachers</b>	<b>Projected Number of Administrators</b>	<b>Actual Number of Administrators</b>
<b>\$5,166,472.89</b>	Total \$3,823,210.52  Expended \$933,246.16  In Purchase Order \$2,330,526.18  In Requisition \$559,438.18		<b>Group: [Grade Level(s)]</b>	(K-5 <sup>th</sup> ) 12,423 (6 <sup>th</sup> -8 <sup>th</sup> ) 6,466 (9 <sup>th</sup> -12 <sup>th</sup> ) 9,201	(K-5 <sup>th</sup> ) - 485 (6 <sup>th</sup> -8 <sup>th</sup> ) - 5,024 (9 <sup>th</sup> -12 <sup>th</sup> ) - 10,586	(Elem) 831 (Middle) 354 (High) 429	Elem – 28 Middle – 136 High - 225	(Elem) 29 (Middle) 22 (High) 30	Elem – 2 Middle – 9 High - 12
<b>Private</b>	<b>Private</b>		<b>Group: [Grade Level(s)]</b>						
<b>Total Population Served</b>				16,095		389		23	

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction</b></p> <p>A. By the end of SY 2020-21, 60% of participating teachers will report improved teaching practices and consistent implementation of high-quality, rigorous curriculum and relevant strategies in Career Technical Education (CTE), Advanced Placement (AP)/Honors, and Science, Technology, Engineering, Arts, and Math (STEAM) courses as evidenced by self-reflections and/or classroom observation.</p>	<p>Professional development (PD) trainings on:</p> <ul style="list-style-type: none"> <li>a. CTE</li> <li>b. AP/Honors</li> <li>c. STEAM</li> </ul>	<p>Percentage of teachers who self-report as feeling “well prepared” and “more than well prepared” to teach the content</p>	<p>60% of teachers self-reported feeling “well prepared” to teach the content</p>	<p><b>Target:</b> 50% (If survey administered at this time.)</p>	<p><b>Target:</b> 55% (If survey administered at this time.)</p>	<p><b>Target:</b> 60% (If survey administered at this time.)</p>	<p><b>Target:</b> 60% (If survey administered at this time.)</p>	<p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p>
		Percentage of						

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
B. By the end of SY 2020-21, 50% of students will earn a "C" or better in the CTE, AP/Honors, and STEAM classes taken.	Classes on: a. CTE b. AP/Honors c. STEAM	Students earning a "C" or better in the CTE, AP/Honors, and STEAM classes	50% of students earned a "C" or better	<b>Target:</b> Ongoing instruction	<b>Target:</b> Ongoing instruction	<b>Target:</b> 50% of students earn a "C" or better	<b>Target:</b> Marks the start of a new school year.	Yes, this project objective was met and exceeded by 11%. By the 3 <sup>rd</sup> quarter reporting period 61% of the students enrolled in the CTE and AP/Honors courses passed with a C or better.
C. By the end of SY2020-21, there will be a 2% increase of AP test takers who score a 3 or better from baseline of SY18-19 AP Test Results	Advanced Placement (AP) instruction, & AP Testing	Percentage of AP test takers who scored a 3 or higher	26% of AP test takers scored a 3 or higher in SY19-20	<b>Target:</b> AP Test not administered at this time.	<b>Target:</b> AP Test not administered at this time.	<b>Target:</b> AP Test administered in April 2021.	<b>Target:</b> 2% increase of AP test taker who score 3 or better	Due to the various impacts of the COVID-19 pandemic, results of the AP exams taken during the Spring Semester in SY20-21 are still pending from the College Board as of the 4 <sup>th</sup> quarter.
D. By the end of SY2020-21, GDOE students who test into college-level English and Math on UOG Placement Test will increase by 2% from baseline of SY18-19 Placement Test Results	UOG English and Math Placement Testing	Percentage of test takers who score into college-level English and Math courses	62% of incoming freshmen placed into college level English in SY 18-19  24% of incoming	<b>Target:</b> UOG Placement Tests not given at this time.	<b>Target:</b> UOG Placement Tests not given at this time.	<b>Target:</b> UOG Placement Tests not given at this time.	<b>Target:</b> UOG Placement Tests available for Fall 2021.	Yes, this project objective was met, and exceeded the 2% increase of students who test into college-level English and Math from the SY18-19 baseline results.



**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Component 2. Career-Oriented Programs and Assessments</b></p> <p>By the end of SY 2020-21, 50% of test takers will pass the WorkKeys Assessment with a Bronze score or higher</p>	WorkKeys curriculum/practice and assessment	Percentage of WorkKeys test takers who score "Bronze" or higher	<p>freshmen placed into college level Math in SY 18-19</p> <p>50% of test takers score a Bronze or higher</p>	<p><b>Target:</b> Students practice on WorkKeys curriculum at this time, in</p>	<p><b>Target:</b> Students practice on WorkKeys curriculum at this time. 50% of test takers will</p>	<p><b>Target:</b> Students practice on WorkKeys curriculum at this time. 50% of test takers will score</p>	<p><b>Target:</b> Students practice on WorkKeys curriculum at this time. 50%</p>	<p>499/505 (99%) of incoming freshmen who took the UOG Placement Test placed into college level English (EN110). This represents a 37% increase from those freshmen who took the test in SY18-19.</p> <p>143/505 (28%) of the incoming freshmen who took the UOG Placement Test placed into college level math (MA110/151). This represents 4% increase from those freshmen who took the test in SY18-19.</p> <p>Yes, this Project objective was met and exceeded the annual target of 50% test takers</p>

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>and achieve a NCRC certificate.</p> <p><b>Component 3. Specialized Events and Opportunities</b></p> <p>By the end of SY 2020-21, 30% of students who participate in Academic Special Events (ASE), Visual Performing Arts (VPA), theater and music programs, STEAM and sports opportunities will indicate being more engaged in learning and feeling more confident in their</p>	<p>ASE, VPA, STEAM programs and sports opportunities</p>	<p>Percentage of students indicating being more engaged in learning and feeling more confident in their academic work</p>	<p>86% of participating students indicate being more engaged in learning and confident in their work</p>	<p>preparation for the assessment.</p> <p><b>Target:</b> Ongoing activities</p>	<p>score a Bronze or higher.</p> <p><b>Target:</b> Ongoing activities</p>	<p>a Bronze or higher.</p> <p><b>Target:</b> Student Engagement Survey administered to VPA participants</p>	<p>of test takers will score a Bronze or higher.</p> <p><b>Target:</b> Results of survey will indicate at least 30% of VPA participants engaged in learning and confident in their academic work.</p>	<p>scoring a bronze or higher.</p> <p>During the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarter reporting periods, at least 80% (80% in the 2<sup>nd</sup> Qtr, 88% in the 3<sup>rd</sup> Qtr and 83% in the 4<sup>th</sup> Qtr) of the test takers scored a Bronze or higher, achieving a National Career Readiness Certificate (NCRC).</p> <p>Yes, this project objective was met and exceeded the annual target of 30%.</p> <p>The Student Engagement survey administered to VPA participants in the public schools showed that 88% of these students are engaged in learning</p>

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
academic work as evidenced by self-reflection surveys, and will increase their knowledge and interest in related careers.								and confident in their academic work.
<b>Component 4. Academic &amp; Career Planning</b>  A. By the end of SY2020-21, 30% of participating students will indicate an interest in pursuing STEAM for college degree.	Web-based survey on post ASE, VPA, and STEAM events	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing STEAM path in college	40% of students indicate an interest in STEAM for college	<u>Target:</u> 30% (If College Fair held at this time.)	<u>Target:</u> 30% (If College Fair held at this time.)	<u>Target:</u> 30% (If College Fair held at this time.)	<u>Target:</u> 30% (If College Fair held at this time.)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								Due to school closures and the limited in-person instruction caused by the COVID-19 pandemic, these activities could not be implemented such as the Academic Special Events (ASE), Visual Performing Arts (VPA) and Science Technology, Engineering, Arts and Math (STEAM) programs. Hence, surveys could not be administered.
B. By the end of SY2020-21, 30% of participating students will indicate an interest in pursuing a CTE path or a sports career	Web-based survey on post ASE, VPA, and STEAM events	Percentage of participating students indicating an “increased interest” or “strong interest” in pursuing CTE path	40% of students indicate an interest in pursuing CTE	<b>Target:</b> 30% (If Career Fair held at this time.)	<b>Target:</b> 30% (If Career Fair held at this time.)	<b>Target:</b> 30% (If Career Fair held at this time.)	<b>Target:</b> 30% (If Career Fair held at this time.)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
			. . . . .					resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. During SY 20-21, in-person instruction was allowed only in the 2 <sup>nd</sup> semester and at 15% capacity in adherence to public health guidance as a result of the COVID 19 pandemic, the STEAM training and ASE & some VPA activities were not implemented.

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
C. By the end of SY2020-21, 60% of students will indicate that College/Career Fair is helpful in providing information needed to pursue a college/career path	College/Career Fairs	Percentage of students indicating College/Career Fair is helpful and relevant	95% of students attending the College Fair in SY 19-20 report that the event was effective in providing information for college	<b>Target:</b> College/Career Fair not conducted at this time	<b>Target:</b> College/Career Fair not conducted at this time	<b>Target:</b> 60% (If College/Career Fair is conducted at this time)	<b>Target:</b> 60% (If College/Career Fair is conducted at this time)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Hence, there was no College/Career Fair held in SY 20-21 due to the COVID-19 pandemic.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

**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 7<sup>th</sup> 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.**

- 61% of the students enrolled in the CTE and AP/Honors courses passed with a C or better. This is 10% beyond the annual objective of 50%.
- 99% of incoming freshmen who took the UOG Placement Test placed into college level English (EN110). This represents a 37% increase from those freshmen who took the test in SY18-19. The annual objective was a 2% increase.
- Also, 28% of incoming freshmen who took the UOG Placement Test placed into college level math (MA110/151). This represents a 4% increase from those freshmen who took the test in SY18-19. The annual objective was a 2% increase.
- At least 80% of the WorkKeys test takers scored a Bronze or higher (80% in the 2nd quarter, 88% in the 3rd quarter, and 83% in the 4th quarter), achieving a National Career Readiness Certificate (NCRC). The annual objective was 50%.
- The Student Engagement survey administered to Visual Performing Arts (VPA) participants showed that 88% of these students are engaged in learning and confident in their academic work. The annual objective was 30%.
- Forty eight (48) students who participated in the Trades Academy Summer Program Core Curriculum completed the course and received a National Center for Construction Education and Research (NCCER) certification. Twenty eight (28) of the students who completed the Core Curriculum also completed the Construction Craft Laborer I course giving them greater skills in construction.

**Activities**

*List the major activities that were implemented within this project.*

**Please add more numbers if necessary.**

1. Professional Development training on Career Academies for secondary schools was conducted via Zoom.
2. Two asynchronous 15-hour course/training on National Standards of Practice for Career Academies and Project Based Learning for Career Academies were provided to secondary teachers and administrators, September 8-29, 2021.
3. Thirty four (34) teachers and counselors from the public and private schools participated in Advanced Placement workshops on *AP Coordinator & College Counseling Workshop (for Counselors and AP Coordinators); AP Biology; AP Calculus AB and BC (Combined); AP Statistics; AP English Language and Literature (Combined); AP US Government and Politic; AP US History; and AP Psychology*
4. Career Exploration Resource Books for elementary and secondary level teachers in the core content areas of math, science, social studies and English/Language Arts were created and delivered to all the schools for teachers' use. The Resource Book contains lesson plans to provide awareness on the different careers, identify the necessary skills needed and the roles and responsibilities of individuals in various careers. Videos of interviews conducted with a local person in that career are also included to support the lesson
5. During SY 20-21, 1521 DOE students actively used the WorkKeys curriculum to prepare to take the WorkKeys Exam.
6. Forty eight (48) students who participated in the Trades Academy Summer Program Core Curriculum completed the course and received a National Center for Construction Education and Research (NCCER) certification. Twenty eight (28) of the students who completed the Core Curriculum also completed the Construction Craft Laborer I course giving them greater skills in construction.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

7. TCEA Competition was held in March and competition fees were paid for 30 teams.
8. Music Teacher provided services to 197 students from nine (9) elementary schools.
9. Art Teachers provided services to 224 students from nine (9) elementary schools  
The Virtual Art Room has had 1,500 + site visits since its launch a year ago. Virtual art room/shows:  
<https://sites.google.com/gdoe.net/gdoe-vpa-art-club/home>
10. Virtual/Face to Face dance workshops were provided to 344 students from 3 elementary, 3 middle and 1 public high school in addition to 2 PNP schools.
11. AP exams were administered during April 2021. Results are being gathered from each school and will be reported in the 1<sup>st</sup> Quarter Report.
12. Thirty-two (32) students participated in the College Readiness Program from June 14-August 7, 2021.

**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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

1. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services. A number of activities such as the Association for Career and Technical Education (ACTE) professional development was not started and the Academic Special Events such as the Academic Challenge Bowl could not be held in person.
2. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
3. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
4. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
5. Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
6. Nationwide shortages and competing demands for supplies and materials further delays delivery.



**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Project No. 2**

**Curriculum and Instructional**  
**Quality and Development (CIQD)**

**December 29, 2021**

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

<b>Project Title: (Federal Program Name):</b>			<b>Project #2: Curriculum and Instructional Quality and Development (CIQD)</b>			<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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 I Part A – Improving Basic Programs Operated by Local Educational Agencies  Title II Part A – Supporting Effective Instruction  Title III – English Language Acquisition, Language Enhancement, and Academic Achievement Act  Title IV Part A – Student Support and Academic Enrichment Grants			<b>Federal Programs Oversight:</b>		Sean Rupley Senior State Program Officer  Diana Hiyashi State Program Officer	
<b>Project Budget</b>						<b>Population Served</b>									
<b>Allocated</b>		<b>Obligated</b>		<b>% Obligated</b>		<b>Students Served</b>			<b>Staff Served</b>						
<b>Public</b> \$7,285,627.66		TOTAL \$5,876,878.31  Expended \$2,280,419.15  In Purchase Order \$681,925.02  In Requisition \$2,914,534.14		<b>TOTAL</b> 77%		<b>Grade Level(s)</b>	<i>Projected</i> <b>Number</b>	<i>Actual</i> <b>Number</b>	<i>Projected</i> <b>Number of Teachers</b>		<i>Actual</i> <b>Number of Teachers</b>		<i>Projected</i> <b>Number of Administrators</b>		<i>Actual</i> <b>Number of Administrators</b>
						<b>Group:</b> PreK-5 6-8 9-12	12,619 6,466 9,201	3,550 2,951 848	600		600		100		100
<b>Private</b>		<b>Private</b>													
<b>Total Population Served</b>							7,349		600				100		

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
1.1: By the end of SY 20-21, 75% of mentored and coached teachers will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity	1. Teacher Mentoring 2. Teacher Coaching	Percentage of coached and mentored teachers who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.	At least 50% of mentored teachers reported satisfaction with mentoring supports and improved instructional practices in the classroom.	<b>Target:</b> 65%	<b>Target:</b> 70%	<b>Target:</b> 75%	<b>Target:</b> This marks the start of a new school year.	<ul style="list-style-type: none"> <li>■ Mentored Teachers - Yes.</li> <li>■ The target of 75% indicating satisfaction with the program was achieved.</li> <li>■ Coached Teachers – No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Teachers participating in coaching services received supports limited by this situation resulting in a 70% satisfaction.</li> </ul>

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**Annual Performance Report [FFY 2020-2021]**

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>1.2: By the end of SY21-20, 50% of teachers who participate in the Initial Teacher Certification Assistance activity will be fully certified by the end of SY2020-2021</p> <p>1.3: By the end of SY20-21, the retention rate of teachers and administrators will increase by 5% from the previous school year</p>	<p>1. Initial Teacher Certification Assistance</p> <p>1. Teacher Mentoring</p> <p>2. New Teacher Academy</p>	<p>Percentage of limited term teachers approved to participate in the Initial Teacher Certification Assistance who successfully complete the program and obtain an Initial Teacher Certification. Retention rate of teachers from the previous school year.</p> <p># of teachers and administrators who continue to remain employed as teachers and administrators for the GDOE.</p>	<p>52% of teachers completed the program and became fully certified teachers.</p> <p># of fully certified teachers (SY20-21= 1,691)</p>	<p><b>Target:</b> Implementation Phase</p> <p><b>Target:</b> Ongoing instruction.</p>	<p><b>Target:</b> Implementation phase</p> <p><b>Target:</b> Ongoing instruction.</p>	<p><b>Target:</b> Implementation Phase</p> <p><b>Target:</b> Ongoing instruction.</p>	<p><b>Target:</b> This marks the start of a new school year.</p> <p><b>Target:</b> 5% increase in teacher retention rate.</p>	<p>Yes for Cohort 1 – 52% full certification. Yes for Cohort 2 – To date, 59% full certification. The program takes 1.25 years to complete. Completion of Cohort 2 will be in January 2022. Data will be collected and reported at that time.</p> <p>Yes. With the actual increase of teacher retention rate being 16% (SY21-22=1,954 fully certified teachers), the annual objective of a 5% increase was met and exceeded</p>
<p>2.1: Through web-based surveys, 75% of participating teachers</p>	<p>Various teacher professional development</p>	<p>Percentage of teacher who report, or are</p>	<p>At least 50% of teachers have rated</p>	<p><b>Target:</b> 65%</p>	<p><b>Target:</b> 70%</p>	<p><b>Target:</b> 75%</p>	<p><b>Target:</b> Marks the start of a</p>	<p>No. As a result of the unforeseen extent as to which the COVID-19</p>

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**Annual Performance Report [FFY 2020-2021]**

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms		observed, to have a change in classroom instructional practices.	satisfaction with respective PD opportunities and implement strategies in their classrooms.				new school year.	<ul style="list-style-type: none"> <li>▪ pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. This situation required teachers to instruct in multiple models of learning and severely obstructed their ability to participate in professional development.</li> </ul>
2.2 5% increase in # of students making progress from tier to tier using AIMSweb Plus	Online formative assessment	Number of students who make progress in the area of reading and math (from classrooms with teachers who attended PD opportunities and report implementation in their classrooms).	No baseline data	<ul style="list-style-type: none"> <li>▪ <b>Target:</b></li> <li>▪ Ongoing instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Target:</b></li> <li>▪ Ongoing instruction</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Target:</b></li> <li>▪ 5% increase</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Target:</b></li> <li>▪ Marks the start of a new school year.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was</li> </ul>

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**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
2.3 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district's formative assessment system.	Online formative assessment Summative assessment Various teacher professional development	Percentage of teachers observed implementing and utilizing assessment data	No baseline data	<u>Target:</u> 40%	<u>Target:</u> 45%	<u>Target:</u> 50%	<u>Target:</u> Marks the start of a new school year.	<ul style="list-style-type: none"> <li>■ required which limited the ability of the project to implement relative activities and meet this objective. Due to this, assessments could not be conducted during the first two quarters to meet this target.</li> <li>■</li> <li>■</li> <li>■ No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Due to this, assessments could not be conducted during the first two quarters to meet this target.</li> <li>■</li> <li>■</li> </ul>

**Consolidated Grant** (#S403A200002)

**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
3.1 Students scoring in the “Ready” range on the district summative assessment in the area of Math and Reading will increase by 2% for each grade level from SY2018-2019	ACT Aspire Spring Summative Results	Number of students in grades 3-10 scoring in the “Ready” or “Exceeding” range for Math and Reading	Math% / Reading% Grade 3: 18%/ 8% Grade 4: 16%/ 10% Grade 5: 7%/ 11% Grade 6: 10%/ 12% Grade 7: 6%/ 20% Grade 8: 6%/ 25% Grade 9: 4%/ 18% Grade 10: 6%/ 17%	<b>Target:</b> Summative assessment not conducted at this time.	<b>Target:</b> Summative assessment not conducted at this time.	<b>Target:</b> Summative assessment conducted at this time.	<b>Target:</b> 2% increase	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Due to this, assessments could only be conducted with the students attended face-to-face models of learning (i.e. approximately 25% of the total student population)  Of the assessed students, please see the following results: Math%/ Reading% Grade 3: 6%/ 6% Grade 4: 4%/ 13% Grade 5: 2%/ 9% Grade 6: 2%/ 10% Grade 7: 2%/ 9% Grade 8: 2%/ 18%

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**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								Grade 9: 1%/ 8% Grade 10: Not tested  The results of this assessment are as a direct result of the educational loss experienced by students due to the COVID-19 pandemic.  Additionally, with the limited participation as previously noted, results are not indicative of the district as not all students were tested.
4.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services	Bandwidth expansion Equipment and technology supports	Percentage of teachers who report that they receive timely services from IT.	At least 50% of teachers report timely, high quality and effective IT services.	<b>Target:</b> 70%	<b>Target:</b> 75%	<b>Target:</b> 80%	<b>Target:</b> Marks the start of the new school year; no survey conducted.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Due to this situation, the use of technology supports to



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**Annual Performance Report [FFY 2020-2021]**

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching	Bandwidth expansion Equipment and technology supports	Percentage of teachers	At least 40% of teachers/staff report adequate connectivity.	<u>Target:</u> 50%	<u>Target:</u> No survey done at this time.	<u>Target:</u> 55%	<u>Target:</u> Marks the start of the new school year; no survey conducted.	<ul style="list-style-type: none"> <li>▪ continue instruction have greatly increased creating an overwhelming quantity of requests for support related to Information Technology services.</li> <li>▪ The results for 2<sup>nd</sup> quarter and 3<sup>rd</sup> quarter as follows:</li> <li>▪ 2<sup>nd</sup> Quarter - 82% (Exceeded)</li> <li>▪ 3<sup>rd</sup> Quarter -78% (Below Target)</li> <li>▪</li> <li>▪</li> <li>▪ Yes. 82% of teachers/staff indicate satisfaction with how technology is functioning in support of effective instruction.</li> <li>▪</li> <li>▪</li> </ul>
4.3 At least 20% reduction in the number of Wi-Fi/connectivity tickets from HelpDesk during the start of SY20-21	Bandwidth expansion Equipment and technology supports	Number of trouble tickets requested for Wi-Fi connectivity issues.	58/1,625 (or 5%) of all HelpDesk tickets were related to connectivity.	<u>Target:</u> Baseline data collection.	<u>Target:</u> 10% reduction compared to 1 <sup>st</sup> quarter.	<u>Target:</u> 20% reduction compared to 1 <sup>st</sup> quarter.	<u>Target:</u> Marks the start of the new school year; no survey conducted	<ul style="list-style-type: none"> <li>▪ No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to</li> </ul>

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**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								implement relative activities and meet this objective. Due to this situation, the use of technology supports to continue instruction have greatly increased creating an overwhelming quantity of Help Desk tickets related to Information Technology services.

**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 7<sup>th</sup> 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.***

- More applicants for the Initial Teacher Certification Assistance program shows the need for this type of teacher recruitment program. A total of 17 teachers completed the course and PRAXIS requirements necessary to obtain full teacher certification. An additional 15 teachers will complete the course in January 2022 and become fully certified, thereby increasing the number of highly qualified teachers in the district.
- Based on Human Resources personnel data, the district's teacher retention rate increased by 16% from the previous school year. This is a significant development since teacher shortage is a perennial problem for the district.
- Through quarterly web-based surveys, teachers reported satisfaction with the coaching and mentoring supports provided to them throughout the performance period. Research shows that teachers who feel supported have a greater likelihood of staying on in the profession despite the challenges.
- More teachers and employees reported high quality and effective IT services from the original baseline data. An increased number of employees reported having access to well-functioning technology and reliable connectivity for teaching.

**Activities**

*List the major activities that were implemented within this project.*

***Please add more numbers if necessary.***

1. Initial Teacher Certification Assistance Program
2. Teacher Coaching and Mentoring

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**Annual Performance Report [FFY 2020-2021]**

3. New Teacher Seminar and monthly professional learning seminars for new teachers
4. Limited professional development opportunities for educators
5. Student summative assessment – logistic support, overall administration and oversight, and training

**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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

1. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services.
2. The COVID-19 pandemic situation has presented a multitude of challenges affecting both the delivery of educational supports and project activity implementation/timelines. The various Executive Orders throughout the school year which shut down schools for face to face instruction has hindered many of our activities such as ASPIRE and SAM were not implemented.
  - a. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
  - b. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFP) and Indefinite Quantity Bids (IQB).
  - c. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
  - d. Due to Guam’s isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
  - e. Nationwide shortages and competing demands for supplies and materials further delays delivery.
3. Limited internet connectivity and speeds for students and their families in their homes to minimize the disruption of learning during school closures and remote models of learning.

***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 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Project No. 3**

**Classroom Supports & Academic**  
**Interventions (CSAI)**

**December 29, 2021**

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

<b>Project Title: (Federal Program Name):</b>	<b>Project #3: Classroom Supports &amp; Academic Interventions (CSAI)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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 I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies  TITLE II —PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction  TITLE III —LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act  TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1—Student Support And Academic Enrichment Grants	<b>Federal Programs Oversight:</b>	Christopher Surla Senior State Program Officer  Rhea Taitano State Program Officer
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Project Budget			Population Served						
Allocated	Obligated	% Obligated	Students Served			Staff Served			
Public	TOTAL	TOTAL	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$11,653,576.04	\$10,894,472.43	93%	<b>Group: K-5</b>	SSIP 0	SSIP 0	SSIP 300	SSIP 49	SSIP 10	SSIP 4
	Expended \$9,009,762.47			ESL 1220	ESL 4,325	ESL 120	ESL 130		
	In Purchase Order \$1,442,774.44			Classroom Support 1003(GDO E) 250 (GACS)	Classroom Support 4,217(GDO E) 0 (GACS)	Classroom Support 300 260(TAs)	Classroom Support 287 260 (TAs)		
Private	Private			Kinder Learn 3507	Kinder Learn 6,510	Kinder Learn 135	Kinder Learn 439	Kinder Learn 18	Kinder Learn 15
	In Requisition \$441,935.52								

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**Annual Performance Report [FFY 2020-2021]**

				<b>ASPIRE</b> 800 (GDOE) 25 (GACS)	<b>ASPIRE</b> 0 (GDOE) 0 (GACS)	<b>ASPIRE</b> 136 (GDOE) 25 (1:1s)	<b>ASPIRE</b> 0 (GDOE) 0 (1:1s)		
			<b>Group: 6-8</b>	<b>Summer</b> 1200 (GDOE)	<b>Summer</b> 3,376 (GDOE)	<b>Summer</b> 70 (GDOE)	<b>Summer</b> 234 (GDOE)		
				<b>ESL</b> 289	<b>ESL</b> 1971	<b>ESL</b>	<b>ESL</b>		
				<b>Summer School</b> 500 (GDOE) 10 (GACS)	<b>Summer School</b> 959 (GDOE) 0 (GACS)	<b>Summer School</b> 40	<b>Summer School</b> 110		
			<b>Group: 9-12</b>	<b>ESL</b> 431	<b>ESL</b> 2227	<b>ESL</b>	<b>ESL</b>		
				<b>SAM</b> 600	<b>SAM</b> 0	<b>SAM</b> 40	<b>SAM</b> 0		
				<b>EP</b> 1200 (GDOE) 40 (GACS)	<b>EP</b> 1045-A 1033-B (GDOE) 0 (GACS)	<b>EP</b> 75	<b>EP</b> 79		
				<b>Summer School</b> 1450 (GDOE) 10 (GACS)	<b>Summer School</b> 5,827 (GDOE) 0 (GACS)	<b>Summer School</b> 75	<b>Summer School</b> 119		
				<b>Second Chance</b> 100	<b>Second Chance</b> 175	<b>Second Chance</b> 9 (Teachers) 1 (Clerk)	<b>Second Chance</b> 9 (Teachers) 1 (Clerk)	<b>Second Chance</b> 1	<b>Second Chance</b> 1
				<b>Alt. Pathways</b> 100	<b>Alt. Pathways</b> 57			<b>Alt. Pathways</b> 1	<b>Alt. Pathways</b> 1
<b>Total Population Served</b>					31,712		1,167		20

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
By end of SY2020-21, 50% of teachers will self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	Professional Development (State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL)	Percentage of teachers who self-report as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	30% teachers self-reported as feeling “well prepared” implementing strategies trained in the classroom to improve instruction.	<b>Target:</b> 30% of participating teachers will implement strategies trained	<b>Target:</b> 40% of participating teachers will implement strategies trained	<b>Target:</b> 50% of participating teachers will implement strategies trained	<b>Target:</b> This marks the start of a new school year.	No.  <b>SSIP and ESL –</b> As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. This situation required teachers to instruct in multiple models of learning and severely obstructed their ability to participate in professional development.

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
By end of SY2020-21, 50% of teachers will report classroom supports (TAs/IPAs) were helpful in meeting needs of special populations.	Classroom Support <i>(Teaching Assistants (TAs)/Instructional Program Aides (IPAs))</i>	Percentage of teachers who report 'Satisfactory' or 'Outstanding' on services that TAs/IPAs provide in the classroom.	81% of teachers reported TAs/IPAs helpful in meeting the needs of special population.	<b>Target:</b> 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations	<b>Target:</b> 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations	<b>Target:</b> 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations	<b>Target:</b> This marks the start of a new school year.	Yes. This goal was met and exceeded. For each quarter, more than 85% of teachers responded that TA/ IPAs were helpful in meeting the need of special populations.  Overall, more than 50% of teachers responded that TAs/IPAs Overall effectiveness was outstanding.
By end of SY2020-21 50% of teachers will report TAs provide at least 50% of time in supporting classroom instruction.	Classroom Support <i>(Teacher Assistants (TAs)/Instructional Program Aides (IPAs))</i>	Percent of teachers who report amount of time spent on instructional/ classroom activities.	37% teachers reported they feel TAs provide 81%-100% of time supporting classroom instruction.	<b>Target:</b> 30% of teachers will report TAs/IPAs supporting classroom instructional activities.	<b>Target:</b> 40% of teachers will report TAs/IPAs supporting classroom instructional activities.	<b>Target:</b> 50% of teachers will report TAs/IPAs supporting classroom instructional activities.	<b>Target:</b> This marks the start of a new school year.	Yes. This goal was met and exceeded. In each quarter, at least 80% of teachers reported that TAs spend more than 50% of the time supporting classroom instruction.



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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.	<p><i>After-School Program for Instructional Remediation and Enrichment (ASPIRE)</i></p> <p>Summer School</p>	Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.	<p>-Fall Benchmark 76% participating students Tier 1 on AIMSweb Oral Reading Fluency -25% participating students Tier 1 on AIMSweb Number Sense Fluency</p>	<p><b>Target:</b> 30% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading &amp; Math (Fall Benchmark).</p>	<p><b>Target:</b> 40% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading &amp; Math (Winter Benchmark)</p>	<p><b>Target:</b> 50% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading &amp; Math (Spring Benchmark)</p>	<p><b>Target:</b> This marks the start of a new school year.</p>	<p><b>ASPIRE – No</b>  <b>Summer – Yes (Elementary)</b>  <b>No (Middle)</b></p> <p><b>ASPIRE –</b> As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. The <i>After-School Program for Instructional Remediation &amp; Enrichment (ASPIRE)</i> activity, which is traditionally face-to-face, could not be implemented this performance period.</p> <p><b>Summer School –</b> The goal was met for elementary participating students. 65% of students increased scores by 10 points in Reading and 65% in Math, which exceeds the annual target of 50%.</p>

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			-					<p>The goal was not met in middle school. Only 37% of middle school students increased their scores by 10 or more points in Reading, and 43% in Math. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>It is critical to note, that the negative educational impacts of the COVID-19 pandemic situation were disproportionately larger for at-risk students, who are the primary recipients of services in this projects.</p>
By end of SY2020-21, 50% of 9th grade students mentored will be on grade level to graduate.	Student Advocate and Mentor (SAM)	Percent of students mentored who are on track with grade level	Participation of 10 or more students in the SAM program per school	<b>Target:</b> 30% of students mentored will be on track to graduate	<b>Target:</b> 40% of students mentored will be on track to graduate	<b>Target:</b> 50% of students mentored will be on track to graduate	<b>Target:</b> This marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. The Student Advocate Mentor Activity requires in-person learning and could not be implemented this performance period.

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.	Credit Recovery ( <i>Eskuelan Puengi</i> (EP)/ Summer School)	Percent of students that received a passing grade of 70% or higher to earn credit	Session A: 80% Passing Rate A-37%, B-26%, C-17%, D-17%, F-3%  Session B: 87% Passing Rate A-43%, B-26%, C-18%, D-12%, F-1%	<u>Target:</u> 60% of participating high school students will be on track to pass course(s) with passing rate of 70%	<u>Target:</u> 70% of participating high school students will be on track to pass course(s) with passing rate of 70%	<u>Target:</u> 80% of participating high school students will pass course(s) with passing rate of 70%	<u>Target:</u> This marks the start of a new school year.	<b>Summer School - Yes</b> <b><i>Eskuelan Puengi</i> – No</b>  Overall passing rate for Summer School for session A – 84%, B – 84%, C – 84% and D – 85%. The annual objective of 80% passing was met.  Overall passing rate for <i>Eskuelan Puengi</i> for both sessions A & B was 64% (Passing Rate for A – 66% and B – 62%). This goal was not met. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.  It is critical to note, that the negative educational impacts of the COVID-19 pandemic situation were disproportionately larger for at-risk

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								<p>students, who are the primary recipients of services in this projects.</p> <p>It is critical to note, that the negative educational impacts of the COVID-19 pandemic situation were disproportionately larger for at-risk students, who are the primary recipients of services in this projects.</p>
<p>By end of SY2020-21, 80% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.</p>	<p>Second Chance</p>	<p>Percent of students that graduate and/or on track to graduate</p>	<p>Overall, 65% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level:</p> <p>79% (19) – 11<sup>th</sup>            50% (20) – 10<sup>th</sup>            75% (4) – 9<sup>th</sup></p>	<p><b>Target:</b>            At least 70% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p><b>Target:</b>            At least 75% on track to graduate or advance to next grade level.</p>	<p><b>Target:</b>            At least 80% on track to graduate or advance to next grade level.</p>	<p><b>Target:</b>            This marks the start of a new school year.</p>	<p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>It is critical to note, that the negative educational impacts of the COVID-19 pandemic situation were disproportionately larger for at-risk students, who are the primary recipients of services in this projects.</p> <p>60% of participating students were on track to graduate or advance to the next grade level.</p>

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By end of SY2020-21, at least 10% of incarcerated students and those housed in Youth Shelters will advance by 1 grade level.	Second Chance	Percent of students that increased by 1 grade level	SY 18-19: 12th Grade N/A 11th Grade: 100% 10thGrade 100% 9th Grade 94%	<b>Target:</b> At least 4% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	<b>Target:</b> At least 6% on track to graduate or progress to next grade level	<b>Target:</b> At least 10% on track to graduate or progress to next grade level	<b>Target:</b> This marks the start of a new school year.	Yes. 43% of participating incarcerated students were on track to graduate or move on to the next grade level, 32% greater than the annual target.
By end of SY2020-21, 65% of 17-21 or 2 years or more behind enrolled will graduate or earn credits to progress to next grade level.	Alternative Pathways	Percent of students that graduate and/or on track to graduate	84% of students progressed to the next grade level (SY 2018-19)	<b>Target:</b> At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<b>Target:</b> At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<b>Target:</b> At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	<b>Target:</b> This marks the start of a new school year.	Yes. 79% of participating students in Asmuyao passed their courses and earned credit towards graduation, 14% greater than the target for the year.

**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 7<sup>th</sup> 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.**

**3.1.1 Professional Development: State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL)**

- Although the annual goals for SSIP and ESL were not met, it should be noted that training was able to take place. CEDDERS along with participating school principals held training on December 16, 2020. Topics included Parent Literacy Night with resourced from the National Center on Improving Literacy.
- Cultural Awareness and Sensitivity training was held for ESL and regular classroom teachers in November 2020. Overall 45% of teacher agree that training was positive; more than 50% of teachers agree that the training will help them improve as a teacher and the topics were relevant to their work.

**3.2.1. Classroom Support: Teacher Assistants (TAs)/ Instructional Program Aides (IPAs)**

- Teacher Assistants and Instructional Program Aides provided classroom support to all models of learning, face to face, online and hard copy instruction.
- More than 85% of teachers responded that TA/ IPAs were helpful in meeting the need of special populations.

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- Overall, more than 50% of teachers responded that TAs/IPAs Overall effectiveness was outstanding.
- At least 80% of teachers reported that TAs spend more than 50% of the time supporting classroom instruction.
- School licenses (6,510 student licenses) for IXL were issued to 14 participating schools. Teachers were trained in May 2021 on IXL Foundations I and II. 439 teachers have access to IXL.
- School licenses (4,217 students) for Moby Max were issued to 18 participating schools. Teachers were trained on how to use the system in May 2021. 371 teachers have access to Moby Max.

**3.3.1. After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School**

- As a result of the COVID-19 pandemic, activities such as ASPIRE were not implemented. Funds allocated for these activities were approved to support an Expanded Summer School Program. Summer School ran from June 2021 – July 2021 at all school sites. A total of 4,355 students participated in the summer program, 3,376 elementary and 959 middle school. Marks Analysis was done for Reading and Math for elementary and middle schools. Below are the results.

Elementary Reading		
Grade	Number of Students	Percentage
4	538	21%
3	907	36%
2	696	28%
1	337	13%
0	45	2%
<b>Total</b>	<b>2,523</b>	<b>Passing Rate: 85%</b>

Elementary Math		
Grade	Number of Students	Percentage
4	484	21%
3	914	39%
2	576	24%
1	354	15%
0	30	1%
<b>TOTAL</b>	<b>2,358</b>	<b>Passing Rate: 84%</b>

Middle School Reading		
Grade	Number of Students	Percentage
4	270	26%
3	234	23%
2	188	18%
1	329	31%
0	24	2%
<b>Total</b>	<b>1,045</b>	<b>Passing Rate: 66.2%</b>

Middle School Math		
Grade	Number of Students	Percentage
4	256	25%
3	193	19%
2	185	18%
1	377	37%
0	22	2%
<b>TOTAL</b>	<b>1,033</b>	<b>Passing Rate: 61.4%</b>

- Overall 2,441 students in elementary and middle school increased post test scores by 5 or more points.
- The goal of at least 80% passing was met for Elementary participating students.

**3.3.3. Credit Recovery (Eskuelan Puengi/ Summer School)**

- Overall passing rate for Summer School for session A – 84%, B – 84%, C – 84% and D - 85%. The goal of at least 80% passing was met.

**3.4.1. Second Chance**

- 60% of students from JP Torres Success Academy for Second Chance was able to progress towards graduation.

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- 43% of students housed in the Youth Correctional Facilities and in Youth Shelters progressed towards graduation or to the next grade level.

**3.4.2. Alternative Pathways**

- 79% of participating students at *Asmuyao* Community School have passed their courses earning credit towards graduation. This goal was met.

**Activities**

*List the major activities that were implemented within this project.*

***Please add more numbers if necessary.***

**3.1.1 Professional Development: State Systemic Improvement Plan (SSIP)/ English as a Second Language (ESL)**

- Training with CEDDERS along with participating school principals on December 16, 2020. Topics included Parent Literacy Night with resourced from the National Center on Improving Literacy.
- Cultural Awareness and Sensitivity training held in November 2020 for for ESL and regular classroom teachers in November 2020.

**3.2.1. Classroom Support: Teacher Assistants (TAs)/ Instructional Program Aides (IPAs)**

- Teacher Assistants and Instructional Program Aides provided classroom support to all models of learning, face to face, online and hard copy instruction.
- School licenses (6,510 student licenses) for IXL for the 14 participating schools.
- School licenses (4,217 students) for Moby Max for the participating 18 participating schools.

**3.3.1. After School Program for Instructional Remediation & Enrichment (ASPIRE)/ Summer School**

- Implementation of the expanded Summer School Program for Elementary and Middle School students.

**3.3.3. Credit Recovery (*Eskuelan Puengi*/ Summer School)**

- Implementation of *Eskuelan Puengi*.

**3.4.1. Second Chance**

- Implementation of supports to students within JP Torres Success Academy under the Second Chance activity to help students progress towards graduation.
- Supports to students housed in the Youth Correctional Facilities progress towards graduation.

**3.4.2. Alternative Pathways**

- Supports to students to participate in Alternative Pathways via contractual services with *Asmuyao* Community School for credit recovery.

**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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

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The COVID-19 pandemic situation has presented a multitude of challenges affecting both the delivery of educational supports and project activity implementation/timelines. The various Executive Orders throughout the school year which shut down schools for face to face instruction has hindered many of our activities such as ASPIRE and SAM were not implemented.

- The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
- As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFP) and Indefinite Quantity Bids (IQB).
- Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
- Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
- Nationwide shortages and competing demands for supplies and materials further delays delivery.
- Remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services.

*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 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Project No. 4**

**School Climate Culture & Engagement**  
**(SCCE)**

**December 29, 2021**

<b>Project Title: (Federal Program Name):</b>	<b>Project #4: School Climate Culture &amp; Engagement (SCCE)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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 I - Improving the Academic Achievement to the Disadvantaged, Part A Improving Basic Programs Operated by local agencies, Sec. 1115 – Targeted Assistance Schools Title III - Language Instruction For English Learners And Immigrant Students, Sec. 3115 – Sub grants to eligible entities Title IV - 21st Century Schools, Part A - Student Support And Academic Enrichment Grants, Sec. 4108 - Activities to support safe and healthy students Title V - Flexibility And Accountability, Part B - Rural Education Initiative, Subpart 2 - Rural and Low-Income School Program	<b>Federal Programs Oversight:</b>	Rachel S. Duenas Senior State Program Officer  Stephanie Chargualaf Senior State Program Officer  Matthew Sablan State Program Officer
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Project Budget			Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
Public	Total	93%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$3,560,549.96	\$3,320,392.65		Group: [K-5]	75	3324		1971	26	778
	Expended \$2,235,867.53		Group: [6-8]	820	3139		991	8	595
	In Purchase Order \$825,295.78		Group: [9-12]	264	1964		962	7	661
	In Requisition \$259,229.34								
Private	Private								
<b>Total Population Served</b>					8427		3924		2034

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>4.1 SSOT</b>  60% successful completion of referrals (issues addressed and resolved)	Social Support Outreach Team (SSOT)	Percentage of completed referrals = (Referrals addressed and resolved)/ Total referrals received	91% Completion Rate	<u>Target:</u> 60% success rate	<u>Target:</u> 60% success rate	<u>Target:</u> 60% success rate	<u>Target:</u> 60% success rate	Yes, the project objective was met, and the actual percentage of completed referrals exceeded the target of 60% for every quarter.  The results for this year are as follows: 1 <sup>st</sup> Qtr: 72% 2 <sup>nd</sup> Qtr: 89% 3 <sup>rd</sup> Qtr: 94% 4 <sup>th</sup> Qtr: 87%
<b>4.2 PBIS Framework</b>  2% overall increase in each school site in the level of implementation of the PBIS Framework	Positive Behavioral Interventions and Supports (PBIS) framework implementation in 41 schools	3% increase in the Tiered Fidelity Inventory Assessment results	<b>SY19-20 2<sup>nd</sup> Qtr</b> <b>ES TFI AVG:</b> Tier 1: 88% Tier 2: 79% Tier 3: 72% <b>MS TFI AVG:</b> Tier 1: 86% Tier 2: 42% <b>HS TFI AVG:</b> Tier 1: 93%	<u>Target:</u> Ongoing implementation	<u>Target:</u> Ongoing implementation	<u>Target:</u> ES TFI AVG (26 schools): Tier 1: 90% Tier 2: 81% Tier 3: 74%  MS TFI AVG (1 school): Tier 1: 88% Tier 2: 44%  HS TFI AVG (1 school): Tier 1: 95%	<u>Target:</u> Ongoing implementation	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.  Due to the inability to conduct the assessment



Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>4.3 Positive Behavior &amp; Safe School Environments</b>  50% SCCE and school personnel report feeling more knowledgeable and more confident in implementing strategies learned	Provision of Behavior Intervention & Support Training	Percentage of SCCE and school personnel who indicate feeling more knowledgeable	No baseline data.	<b>Target:</b> 30% increase	<b>Target:</b> 40% increase	<b>Target:</b> 50% increase	<b>Target:</b> Marks the start of a new school year.	<p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>With focus placed on classroom instruction and learning loss, school personnel could not attend in person or virtual trainings.</p> <p>The project objective of 50% SCCE and school personnel indicating greater knowledge and more confidence in implementing PBIS strategies was not met.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Reduce discipline rate to 37.5%	Assessing the discipline rate among students	Percentage of students who were issued referrals for behavioral discipline issues	SY 18-19: 38% - discipline	<u>Target:</u> 38%	<u>Target:</u> 37.8%	<u>Target:</u> 37.5%	<u>Target:</u> Marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective. Focus was placed on instruction and the different models of learning, keeping students safe and maintaining physical distancing. Discipline issues and concerns were minimal during this period.
Reduce the suspension rate to 18.5%	Assessing the suspension rate among students	Percentage of students who get suspended for behavioral discipline issues	SY 18-19: 19% - suspension	<u>Target:</u> 19% suspension rate	<u>Target:</u> 18.8% suspension rate	<u>Target:</u> 18.5% suspension rate	<u>Target:</u> Marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	<i>Baseline Data</i>	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
			" "					Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.  Focus was placed on instruction and the different models of learning, keeping students safe and maintaining physical distancing. Discipline issues and concerns were minimal during this period.
<b>4.4. Health &amp; Safety</b>  4.4.1 Increase the number of student participants in health education activities by 10% from previous year	Health education activities	Percentage increase of student participation in health education activities	No baseline data	<b>Target:</b> Ongoing activities	<b>Target:</b> Ongoing activities	<b>Target:</b> 10% increase	<b>Target:</b> Marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
4.4.2 Reduce the current number of obese (1,824) and extremely obese (1,054) students by .33%)	Health education activities	Reduction in the number of obese and extremely obese student	SY18-19: Obese students = 1,824  Extremely obese students = 1,054	Target: Ongoing instruction	Target: Ongoing instruction	Target: 10% increase	Target: Marks the start of a new school year.	<p>the ability of the project to implement relative activities and meet this objective. Due to COVID-19 pandemic, health education activities could not be implemented with students due to the lack of in-person learning.</p> <p>Due to the COVID-19 Pandemic, safety mitigation efforts limited the Project's ability to conduct health education activities and monitor and assess student participation. Project target of increasing student participants by 10% was not met.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Due to COVID-19 pandemic,</p>



Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								<p>health and safety activities could not be implemented with students due to the lack of in-person learning.</p> <p>Due to the COVID-19 Pandemic, safety mitigation efforts limited the Project's ability to conduct health education activities, monitor, and assess student participation.</p> <p>Project target of reducing by .33% of students who are obese and extremely obese was not met.</p>

**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 7<sup>th</sup> 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.***

Project personnel have consistently met and exceeded the target of successful completion of referrals. "Referrals" are students with needs ranging from: *attendance, behavior, interpreter/translator, medical, registration/withdrawal, and social services*. The project recorded at least 70% completion rate for student referrals every quarter, exceeding the 60% target. The remainder of SCCE's activities require a full Face-to-Face mode of learning so the project could not implement them. These activities will resume implementation upon the full return of in-person classroom learning and the lifting of COVID-19 restrictions.

**Activities**

*List the major activities that were implemented within this project.*

***Please add more numbers if necessary.***

1. Social Service supports were provided to the schools, students and families (locating and assisting students in the return to school).
2. Identifying students in need of uniforms and other basic needs to support the return to school efforts.
3. Assisting in the identification and access to technology and internet supporting distance learning.

### 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 project objectives) were not met, if appropriate.

**Please add more numbers if necessary.**

1. Due to the COVID-19 safety mitigations, the PBIS Implementation activities were not completed.
2. Due to the COVID-19 safety mitigations, Positive Behavior & Safe School Environment Trainings & Support were not completed.
3. Due to the COVID-19 safety mitigations, the Health & Safety related activities were not completed.
4. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services
5. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
6. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
7. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
8. Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
9. Nationwide shortages and competing demands for supplies and materials further delays delivery.
10. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFPs) and Indefinite Quantity Bids (IQBs)

### 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 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Project No. 5**

**Private Non Public Schools**

**December 29, 2021**

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – Office of Catholic Education (OCE)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
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Project Budget			Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
			Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Public	Public	63%	Group: [K-5]	1,578	1,569	140	140	14	14
Private	Total \$1,745,209.21		Group: [6 <sup>th</sup> -12 <sup>th</sup> ]	1,857	1,843	116	116	14	14
\$2,742,029.72	Expended \$1,426,884.51  In Purchase Order \$160,414.98  In Requisition \$157,909.72								
<b>Total Population Served</b>					3,412			28	28

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 1: Academic Performance</b>  a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math from baseline (ACT Aspire)	<p><b>Note:</b> No ACT Aspire baseline data available for SY 18-19.</p> <p>No ACT Aspire testing conducted in SY 19-20 due to COVID.</p> <p>However, the SY 17-18 ACT Aspire Math results below can be used as baseline:</p> <p>3<sup>rd</sup> – 48%            4<sup>th</sup> – 38%            5<sup>th</sup> – 23%            6<sup>th</sup> – 36%            7<sup>th</sup> – 22%            8<sup>th</sup> – 21%            9<sup>th</sup> – 21%            10<sup>th</sup> – 20%</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>▪ ACT Aspire summative testing not done at this time.</li> </ul>	<p><b>Target:</b></p> <p>ACT Aspire summative testing not done at this time.</p>	<p><b>Target:</b></p> <p>ACT Aspire summative testing conducted at this time.</p>	<p><b>Target:</b></p> <p>2% increase from Math baseline</p>	<p>Yes, for three (3) grade levels, based on the following SY 20-21 ACT Aspire results:</p> <p><b>Math results ACT Aspire SY 20-21</b>            3<sup>rd</sup> – 55%            4<sup>th</sup> – 38%            5<sup>th</sup> – 18%            6<sup>th</sup> – 31%            7<sup>th</sup> – 35%            8<sup>th</sup> – 26%            9<sup>th</sup> – 18%            10<sup>th</sup> – 18%</p> <p>Comparing the above to the SY 17-18 Math results, the following grade levels increased at least 2%:            3<sup>rd</sup> – 7% increase            7<sup>th</sup> – 13% increase            8<sup>th</sup> – 5% increase.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>As a result, all other grade levels that had decreases may be a manifestation of the detrimental impact caused by disruptions to learning due to the COVID pandemic.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Reading from baseline	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Reading from baseline (ACT Aspire)	<p>Similarly, the SY 17-18 ACT Aspire Reading results below can be used as baseline:</p> <p>3<sup>rd</sup> – 28%  4<sup>th</sup> – 39%  5<sup>th</sup> – 30%  6<sup>th</sup> – 41%  7<sup>th</sup> – 48%  8<sup>th</sup> – 60%  9<sup>th</sup> – 48%  10<sup>th</sup> – 35%</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>▪ ACT Aspire summative testing not done at this time</li> </ul>	<p><b>Target:</b></p> <p>ACT Aspire summative testing not done at this time</p>	<p><b>Target:</b></p> <p>ACT Aspire summative testing conducted at this time.</p>	<p><b>Target:</b></p> <p>2% increase from ELA baseline</p>	<p>Yes, for four (4) grade levels, based on the following SY 20-21 ACT Aspire results:</p> <p><b>Reading results ACT Aspire SY 20-21</b>  3<sup>rd</sup> – 36%  4<sup>th</sup> – 45%  5<sup>th</sup> – 34%  6<sup>th</sup> – 42%  7<sup>th</sup> – 45%  8<sup>th</sup> – 53%  9<sup>th</sup> – 39%  10<sup>th</sup> – 50%</p> <p>The following grade levels increased at least 2%:  3<sup>rd</sup> – 8% increase  4<sup>th</sup> – 6% increase  5<sup>th</sup> – 4% increase  10<sup>th</sup> – 15% increase</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>As a result, all other grade levels that had decreases may be a manifestation of the detrimental impact caused by disruptions to learning due to the COVID pandemic.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 2: Advanced Placement (AP)</b></p> <p>At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP</p>	AP Testing	% of AP test takers who score a 3 or better	<p><b>Baseline:</b> SY19-20: 38% of AP test results (in various subjects) had scores of 3 or better.</p>	<p><b>Target:</b> AP Testing not administered at this time.</p>	<p><b>Target:</b> AP Testing not administered at this time.</p>	<p><b>Target:</b> AP Testing administered at this time.</p>	<p><b>Target:</b> 2% increase</p>	<p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>22% of AP test results had scores of 3 or better in SY 20-21, so this objective was not met.</p> <p>Due to the health pandemic and social distancing that prevented in-class learning, student test results may have slightly dropped for some grade levels.</p>
<p><b>Goal 3: Professional Development (PD)</b></p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	Professional Development (PD) Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<p><b>Target:</b> 20% (If survey administered at this time.)</p>	<p><b>Target:</b> 30% (If survey administered at this time.)</p>	<p><b>Target:</b> 40% (If survey administered at this time.)</p>	<p><b>Target:</b> 40% (If survey administered at this time.)</p>	<p>Determination of whether or not this objective was met cannot be done at this time.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective</p> <p>The PD trainings were delayed due to the pandemic situation. Survey on strategy implementation has yet to be</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 4: Specialized Events &amp; Opportunities</b>  a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events  b) At least 60% of students who participate in STEAM activities and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work.	Academic Special Events (ASE), STEAM  Academic Special Events (ASE), STEAM	% increase of student participation in specialized events  % of student participants who indicate being “engaged” and “confident” in their work	No baseline data.  No baseline data.	<b>Target:</b> <ul style="list-style-type: none"> <li>■ Ongoing specialized events and activities</li> </ul>	<b>Target:</b> Ongoing specialized events and activities	<b>Target:</b> Ongoing specialized events and activities	<b>Target:</b> Ongoing specialized events and activities	conducted to allow time for trained teachers to apply the strategies learned in the classroom.  No, this was not met due to special events not being held. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective
<b>Goal 5: Academic &amp; Career Planning</b>  a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed	College/Career Fairs	% of students indicating College/Career Fair relevant and helpful	No baseline data.	<b>Target:</b> <ul style="list-style-type: none"> <li>■ At least 70% (If fair is held at this time.)</li> </ul>	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	No, this was not met due to College/Career fairs not being held. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple



Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
to prepare for a college/career path								
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	College/Career Fairs	% of students indicating interest in pursuing STEAM college path or a CTE path	No baseline data.	<b>Target:</b> At least 15% (If survey administered at this time.)	<b>Target:</b> At least 15% (If survey administered at this time.)	<b>Target:</b> At least 15% (If survey administered at this time.)	<b>Target:</b> At least 15% (If survey administered at this time.)	periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.
<b>Goal 6: Technology and Technology Integration</b>								
a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom	Continuing use of technology equipment	% teachers reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	<b>Target:</b> At least 5%	<b>Target:</b> At least 7%	<b>Target:</b> At least 10%	<b>Target:</b> At least 10%	This goal was met and exceeded, as 94% of teachers reported an improvement in access to and usage of technology and that there is greater effort to incorporate technology in the lessons. This is 84% greater than the annual target.
b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Continuing use of technology equipment	% students reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	<b>Target:</b> At least 5%	<b>Target:</b> At least 7%	<b>Target:</b> At least 10%	<b>Target:</b> At least 10%	This goal was met and exceeded, as 90% of students reported an improvement in access to and usage of technology and that there is greater effort to incorporate technology in the lessons. This is 80% greater than the annual target

### **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 7<sup>th</sup> 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.*

1. The data generated from the ACT Aspire summative assessment showed increases in performance for some grade levels despite the learning disruptions caused by the pandemic situation.
2. All elementary and high schools participated in the administration of the summative assessment, ACT Aspire. Input from individual schools indicated schools utilize the results to determine areas of strength and challenges as well as necessary interventions. Teachers became more informed in terms of curriculum decisions relative to lesson planning, implementation, reinforcement, and interventions.
3. Teachers who attended the Professional Development trainings found the lessons and materials effective. For some, it was more of a refresher course of what they are already using in class. Some who attended trainings were not teachers, but administrators and counselors who also found the materials helpful in working with the teachers and performing their job roles.
4. Based on surveys (*teacher/faculty, student/parent*) conducted during this reporting period, 94% of teachers and 90% of students reported improved access to technology and online resources and increased integration of technology in the classroom.

### **Activities**

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

1. The AP Testing, as scheduled, took place in April 2021.
2. OCE students slowly continued to return to face-to-face learning during this reporting period. In August 2021, all OCE students were able to return to face-to-face learning on campus, with some students remaining fully online.
3. All elementary and high schools administered an online summative assessment (ACT Aspire) to students in 3rd through 10th grade during the Consolidated Grant 3rd quarter reporting period. Results were made available to school administrators during the current reporting period.
4. Four (4) Consolidated Grant PDs were attended by OCE schools:  
AP Summer Institute (August 3-6, 2021), NSTA (July 26-30, 2021), Effective Leadership & Communication for Organizational Success (Sept. 21, 2021), Prowise (Sept. 22, 2021).

### **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 project objectives) were not met, if appropriate.  
Please add more numbers if necessary.*

1. Due to the ongoing situation with the COVID-19 health pandemic, no STEAM activities were held during this quarter.
2. All Academic Special Events (ASE) activities were put on hold due to the health pandemic that limited in-person interactions. No competitions occurred.
3. Due to COVID, OCE did not hold a College and Career Fair. However, individual colleges/universities visited the various OCE schools on their own.
4. The health pandemic and social distancing requirements provoked many challenges for student learning. As a result, test scores may have slightly declined in certain grade levels.
5. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which

limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services

6. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
7. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
8. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
9. Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
10. Nationwide shortages and competing demands for supplies and materials further delays delivery.
11. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFPs) and Indefinite Quantity Bids (IQBs)

***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.**

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – Harvest Christian Academy (HCA)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> <b>*Identify the Federal Program under which the project is being implemented.</b>  <b>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</b>	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
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Project Budget			Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
			Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Public	Public	63%	Group: [K-5]	468	457	55	55	3	3
Private	Total \$1,745,209.21		Group: [6 <sup>th</sup> -12 <sup>th</sup> ]	470	463	55	5	3	3
\$2,742,029.72	Expended \$1,426,884.51								
	In Purchase Order \$160,414.98								
	In Requisition \$157,909.72								

Total Population Served	920	3	3
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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 1. Academic Performance</b>  a) At least 2% increase in students scoring at the “Proficient”/“Ready” or “Advanced/Exceeding” level in Math from baseline	Summative Assessment	% of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in Math	<b>Baseline Data:</b> Testing from Apr. 2019  <b>Math Total:</b> 1 <sup>st</sup> :50% 2 <sup>nd</sup> :55% 3 <sup>rd</sup> :53% 4 <sup>th</sup> :60% 5 <sup>th</sup> :62% 6 <sup>th</sup> :55% 7 <sup>th</sup> :70% 8 <sup>th</sup> :68% 9 <sup>th</sup> :88% 10 <sup>th</sup> :86% 11 <sup>th</sup> :82%	Summative testing not done at this time	Summative testing not done at this time	IOWA testing administered at this time, but results reported in the next quarter.	At least 2% increase	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.  The annual objective of at least 2% increase was met <b>only</b> for students in the 11 <sup>th</sup> grade, who showed an 8% increase in the “Proficient/Ready” level in the Math IOWA testing. That all other grade levels had decreases may be a manifestation of the detrimental impact caused by disruptions to learning due to the COVID pandemic.
b) At least 2% increase in students scoring at the “Proficient”/“Ready” or “Advanced/Exceeding” level in ELA	Summative Assessment	% of students in appropriate grade levels scoring in the “Proficient” & “Advanced” levels in ELA	<b>ELA Total:</b> 1 <sup>st</sup> : 61% 2 <sup>nd</sup> :49% 3 <sup>rd</sup> :59% 4 <sup>th</sup> :60% 5 <sup>th</sup> :69% 6 <sup>th</sup> :61% 7 <sup>th</sup> :77% 8 <sup>th</sup> :65% 9 <sup>th</sup> :80%	Summative testing not done at this time	Summative testing not done at this time	IOWA testing administered at this time, but results reported in the next quarter.	At least 2% increase	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>from baseline</p> <p><b>Goal 2. Advanced Placement (AP)</b></p> <p>At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP</p> <p><b>Goal 3. Professional Development (PD)</b></p> <p>At least 40% of teachers participating in PD will report implementing strategies</p>	<p>Advanced Placement Testing</p> <p>PD Trainings</p>	<p>% of AP test takers who score a 3 or better</p> <p>% of teachers who report, or are observed, to have a change in classroom instructional practices</p>	<p>10<sup>th</sup>:87%</p> <p>11<sup>th</sup>:81%</p> <p>Baseline Data: AP Testing from Apr. 2019</p> <p>No. of AP tests with a score of 3 or better = 69</p> <p>Total no. of AP tests taken = 136</p> <p>% of AP tests with a score of 3 or better = 51%</p> <p>No baseline data.</p>	<p>AP testing not administered at this time.</p> <p>20% (If survey administered at this time.</p>	<p>AP testing not administered at this time.</p> <p>30% (If survey administered at this time.</p>	<p>At least 2% increase</p> <p>40% (If survey administered at this time.</p>	<p>This marks the start of a new school year.</p> <p>This marks the start of a new school year.</p>	<p>The annual objective of at least 2% increase was met <b>only</b> for students in the 11<sup>th</sup> grade, who showed a 10% increase in the “Proficient/Ready” level in the ELA IOWA testing. All other grade levels had decreases. Again, this may be a manifestation of the detrimental impact caused by disruptions to learning due to the COVID pandemic.</p> <p>This objective was met. HCA’s AP data indicate the following “percentage of test scores being 3 or better” (in lieu of unduplicated student count since some students test in more than one subject):</p> <p>2019 – 51%</p> <p>2020 – 63%</p> <p>So there was a 12% increase in test scores being a 3 or better.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p><b>Goal 4. Specialized Events &amp; Opportunities</b></p> <p>a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events</p>	Academic Special Events (ASE), STEAM	% increase in student participation in specialized events	No baseline data.	Ongoing specialized events and activities.	Ongoing specialized events and activities.	At least 2% increase in participation.	This marks the start of a new school year.	<p>severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>Annual PD objective was not met.</p> <p>There were virtual PD trainings held under the CIQD project, but not the ones that HCA signed up for those that HCA did sign up for could not be conducted due to lack of contract. Procurement process did not go through in time.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>There were no ASE and STEAM activities implemented in SY 20-21 due to the COVID pandemic. Hence, this objective was not met.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work</p> <p><b>Goal 5. Academic &amp; Career Planning</b></p> <p>a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information</p>	Academic Special Events (ASE), STEAM	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	At least 50% (If survey administered at this time.)	At least 55% (If survey administered at this time.)	At least 60% (If survey administered at this time.)	This marks the start of a new school year.	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.
	College, Career Fairs	% of students indicating College/Career Fair relevant and helpful	No baseline data.	At least 70% (if fair is held at this time.)	At least 70% (if fair is held at this time.)	At least 70% (if fair is held at this time.)	At least 70% (if fair is held at this time.)	There were no ASE and STEAM activities implemented in SY 20-21 due to the COVID pandemic. Hence, this objective was not met. HCA did not participate in the virtual Robotics and First Lego League competitions conducted. Also, there were no ASE activities held due to COVID restrictions.
								As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of



Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
needed to prepare for a college/career path	College, Career Fairs	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	No baseline data.	At least 15% (If survey administered at this time.)	At least 15% (If survey administered at this time.)	At least 15% (If survey administered at this time.)	At least 15% (If survey administered at this time.)	the project to implement relative activities and meet this objective. This objective was not met since there was no College/Career Fair held this year due to the COVID pandemic-
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path		% teachers reporting improved access to technology and online resources for students and more technology	No baseline data.	At least 5% of teachers reporting improved access to technology and online resources and more	At least 7% of teachers reporting improved access to technology and online resources and more technology	At least 10% of teachers reporting improved access to technology and online resources and more technology	This marks the start of a new school year.	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.  This objective was not met since there was no College/Career Fair held this year due to the COVID pandemic.  There was no technology used as part of the CG this year for HCA. All technology purchases were under the ESF funding.
<b>Goal 6. Technology and Technology Integration</b>	This was not a component participated in by HCA under the CG for FY 20-21.							
a) At least 10% teachers reporting improved access to technology and online resources for students and more								

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
technology integration in the classroom  b) At least 10% students reporting improved access to technology and online resources for students and more technology integration in teaching	This was not a component participated in by HCA under the CG for FY 20-21.	integration in the classroom  % students reporting improved access to technology and online resources for students and more technology integration in teaching	No baseline data.	technology integration in the classroom.  At least 5% of students reporting improved access to technology and online resources and more technology integration in the classroom.	integration in the classroom.  At least 7% of students reporting improved access to technology and online resources and more technology integration in the classroom.	integration in the classroom.  At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom.	This marks the start of a new school year.	There was no technology used as part of the CG this year for HCA. All technology purchases were under the ESF funding.
<b>Evidence of Success/ Progress (bullet points)</b>								
<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 7<sup>th</sup> grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)</i>								
<b>Please add more bullet points if necessary.</b>								
<ul style="list-style-type: none"> <li>8% increase in the “Proficient/Ready” level for 11<sup>th</sup> graders in the Math IOWA testing, and 10% increase in the “Proficient/Ready” level for the same 11<sup>th</sup> graders in the ELA IOWA testing.</li> <li>There was a 12% increase in Advanced Placement (AP) test scores being a 3 or better.</li> </ul>								
<b>Activities</b>								
<i>List the major activities that were implemented within this project.</i>								
<b>Please add more numbers if necessary.</b>								
<ol style="list-style-type: none"> <li>IOWA summative testing.</li> <li>Advanced Placement (AP) testing.</li> </ol>								

### 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 project objectives) were not met, if appropriate.

**Please add more numbers if necessary.**

1. COVID was really the main challenge over the last year. We were still able to get our testing completed but it was difficult to complete due to distancing and COVID restrictions.
2. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services
3. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
4. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
5. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
6. Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
7. Nationwide shortages and competing demands for supplies and materials further delays delivery.
8. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFPs) and Indefinite Quantity Bids (IQBs)

### 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.

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – St. John’s School (SJS)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
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Project Budget			Population Served							
Allocated	Total Obligated	% Obligated	Students Served			Staff Served				
Public	Public	63%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators	
				Group: [K-5]	195	182	35	35	3	3
Private \$2,742,029.72	Total \$1,745,209.21  Expended \$1,426,884.51  In Purchase Order \$160,414.98  In Requisition \$157,909.72			Group: [6 <sup>th</sup> -12 <sup>th</sup> ]	306	306	33	33	3	3

**Total Population Served**

488

3

3

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 1: Academic Performance</b></p> <p>a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline</p>	<p>Teaching methods improvement through training, Access to technology, MAP Summative Testing</p>	<p>% of students in grades 2-7 scoring in the “Average or High” levels in Math tests from baseline MAP Test, and grades 8-10 judged to be “on track for College”</p>	<p>SY 19-20:</p> <p>Math <b>MAP</b> Results: 2<sup>nd</sup>: N/A 3<sup>rd</sup>: N/A 4<sup>th</sup>: N/A 5<sup>th</sup>: N/A 6<sup>th</sup>: N/A 7<sup>th</sup>: N/A</p> <p>Math <b>PSAT</b> Results: 8: N/A 9: N/A 10: 82%</p>	<p><b>Target:</b> MAP/PSAT summative testing not done at this time.</p>	<p><b>Target:</b> MAP/PSAT summative testing not done at this time.</p>	<p><b>Target:</b> MAP/PSAT summative testing administered.</p>	<p><b>Target:</b> At least 2% increase</p>	<p>Determination of whether or not this objective was met cannot be made. Due to COVID restrictions, summative tests were not administered in May of 2020, except for the PSAT for 10<sup>th</sup> grade (See results for SY19-20 under baseline data). Additionally, the MAP test was recalibrated in 2021, which prevents accurate comparisons with earlier test data.</p> <p>For SY 20-21:</p> <p><b>MAP Math Results</b> 2<sup>nd</sup>: 82% 3<sup>rd</sup>: 86% 4<sup>th</sup>: 52% 5<sup>th</sup>: 60% 6<sup>th</sup>: 88% 7<sup>th</sup>: 100%</p> <p><b>PSAT Math Results:</b></p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in ELA from baseline	Teaching methods improvement through training, Access to technology, MAP Summative Testing	% of students in grades 2-7 scoring in the “Average or High” levels in Math tests from baseline MAP Test, and grades 8-10 judged to be “on track for College”	<p>SY 19-20:</p> <p>ELA MAP Results: 2<sup>nd</sup>: N/A 3<sup>rd</sup>: N/A 4<sup>th</sup>: N/A 5<sup>th</sup>: N/A 6<sup>th</sup>: N/A 7<sup>th</sup>: N/A</p> <p>ELA PSAT Results: 8: N/A 9: N/A 10: 82%</p>	<p><b>Target:</b> MAP/PSAT summative testing not done at this time.</p>	<p><b>Target:</b> MAP/PSAT summative testing not done at this time.</p>	<p><b>Target:</b> MAP/PSAT summative testing administered.</p>	<p><b>Target:</b> At least 2% increase</p>	<p>8<sup>th</sup>:75% 9<sup>th</sup>:77% 10<sup>th</sup>:72%</p> <p>Determination of whether or not this objective was met cannot be made. Due to COVID restrictions, summative tests were not administered in May of 2020, except for the PSAT for 10<sup>th</sup> grade (see results for SY19-20 under baseline data). Additionally, the MAP test was recalibrated in 2021, which prevents accurate comparisons with earlier test data.</p> <p>For SY 20-21</p> <p><b>MAP ELA Results</b> 2<sup>nd</sup>: 76% 3<sup>rd</sup>: 95% 4<sup>th</sup>: 63% 5<sup>th</sup>: 76% 6<sup>th</sup>: 86% 7<sup>th</sup>: 94%</p> <p><b>PSAT ELA Results</b> 8<sup>th</sup>:94% 9<sup>th</sup>:90% 10<sup>th</sup>:88%</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 2: Advanced Placement</b></p> <p>The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.</p>	<p>AP Classes AP Training AP Testing</p>	<p>% of AP tests scoring 3 or above</p>	<p>May 2020 (SY19-20)</p> <p>85% of tests received a score of 3 or above</p>	<p><b>Target:</b> AP Testing not administered at this time.</p>	<p><b>Target:</b> AP Testing not administered at this time.</p>	<p><b>Target:</b> AP Testing conducted at this time.</p>	<p><b>Target:</b> AP Testing results released at this time.</p>	<p>The goal of 2% growth was not achieved, however, in both cases (<i>baseline and current year</i>), our results were well above the worldwide averages. 70% of AP tests received a score of 3 or above in SY 20-21, which was 15% less than the baseline percentage.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p>
<p><b>Goal 3: Professional Development</b></p> <p>At least 40% of teachers participating in PD will report</p>	<p>Professional Development Trainings</p>	<p>% of teachers who report, or are observed, to have a change in</p>	<p>No baseline data.</p>	<p><b>Target:</b> 20% (If survey administered</p>	<p><b>Target:</b> 30% (If survey administered</p>	<p><b>Target:</b> 40% (If survey administered</p>	<p><b>Target:</b> 40% (If survey administered</p>	<p>Determination of whether or not this objective was met cannot be done at this time.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).</p> <p><b>Goal 4: Specialized Events &amp; Opportunities</b></p> <p>a) There will be at least a 2% increase in student participation in STEAM activities, and other academic</p>	<p>Academic Special Events (ASE), STEAM</p>	<p>classroom instructional practices</p> <p>% increase in student participation in specialized events</p>	<p>No baseline data.</p>	<p>at this time.)</p> <p><b>Target:</b> Ongoing specialized events and activities.</p>	<p>at this time.)</p> <p><b>Target:</b> Ongoing specialized events and activities.</p>	<p>at this time.)</p> <p><b>Target:</b> 2% increase in participation</p>	<p>at this time.)</p> <p><b>Target:</b> This marks the start of a new school year.</p>	<p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>There were 5 SJS teachers who attended PD trainings held in the 3<sup>rd</sup> and 4<sup>th</sup> quarters of FY'20, and these trainings were delayed due to the pandemic situation. Survey on strategy implementation has yet to be conducted to allow time for trained teachers to apply the strategies learned in the classroom.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in</p>



Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
and non-academic special events  b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work	Academic Special Events (ASE), STEAM	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	<b>Target:</b> At least 50% (If survey administered at this time.)	<b>Target:</b> At least 55% (If survey administered at this time.)	<b>Target:</b> At least 60% (If survey administered at this time.)	<b>Target:</b> This marks the start of a new school year.	multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.  This goal was not met, as the special events were not held in the academic period due to COVID restrictions.  As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 5: Academic &amp; Career Planning</b></p> <p>a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path</p>	College, Career Fairs	% of students indicating College/Career Fair relevant and helpful	No baseline data.	<p><b>Target:</b> At least 70% (if fair is held at this time.)</p>	<p><b>Target:</b> At least 70% (if fair is held at this time.)</p>	<p><b>Target:</b> At least 70% (if fair is held at this time.)</p>	<p><b>Target:</b> At least 70% (if fair is held at this time.)</p>	<p>relative activities and meet this objective.</p> <p>This goal was not met, as the special events were not held in the academic period due to COVID restrictions. Hence, survey was not conducted.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p>
<p>b) At least 15% of students will indicate an interest in</p>	College, Career Fairs	% of students indicating	No baseline data.	<p><b>Target:</b> At least 15%</p>	<p><b>Target:</b> At least 15%</p>	<p><b>Target:</b> At least 15%</p>	<p><b>Target:</b></p>	<p>This goal was not met, as the College Fair was not held in the academic</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>pursuing a STEAM college path/CTE path.</p> <p><b>Goal 6: Technology and Technology Integration</b></p> <p>c) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>Technology purchase and use, training for teachers.</p>	<p>interest in pursuing STEAM college path or a CTE path</p> <p>% teachers reporting improved access to technology and online resources and more technology integration in the classroom</p>	<p>No baseline data.</p>	<p>(If survey administered at this time.)</p> <p><b>Target:</b> At least 5% (If survey administered at this time.)</p>	<p>(If survey administered at this time.)</p> <p><b>Target:</b> At least 7% (If survey administered at this time.)</p>	<p>(If survey administered at this time.)</p> <p><b>Target:</b> At least 10% (If survey administered at this time.)</p>	<p>At least 15% (If survey administered at this time.)</p> <p><b>Target:</b> At least 10% (If survey administered at this time.)</p>	<p>period due to COVID restrictions.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This goal was not met, as the College Fair was not held in the academic period due to COVID restrictions.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
d) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Technology purchase and use	% students reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	<b>Target:</b> At least 5% (If survey administered at this time.)	<b>Target:</b> At least 7% (If survey administered at this time.)	<b>Target:</b> At least 10% (If survey administered at this time.)	<b>Target:</b> At least 10% (If survey administered at this time.)	<p>This goal was met, as 71% of teachers reported an improvement in access to and usage of technology among students and teachers, and 82% indicated there is greater effort to incorporate technology in the lessons.</p> <p>This goal was met, as 86% of students reported an improvement in access to and usage of technology among students and teachers, and 94% indicated there is greater effort to incorporate technology in the lessons.</p>

**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 7<sup>th</sup> 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.**

1. Our standardized testing result on both the MAP test and the AP tests were very good, although there was a little drop in the percentages of students who received a score of 3 on the AP exams.
2. Teachers and students indicated significant improvement in both access to and usage of technology in learning.

**Activities**

List the major activities that were implemented within this project.

**Please add more numbers if necessary.**

1. Professional Development Training: 3 SJS teachers attended the virtual *International Society for Technology in Education (ISTE) Conference*; and 2 SJS teachers participated in the National Science Teachers Association's (NSTA) STEM virtual training.
2. AP Training and implementation: Teachers received some AP training and students were able to participate in lessons.
3. AP Testing: Students were able to take Advanced Placement testing in various subjects.
4. MAP/PSAT Summative Testing.
5. Access to Technology: students and teachers were able to have access to improved technology, computers, online equipment, and smart boards.

**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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

1. As with many, the biggest challenge was the COVID pandemic and the attendant restrictions. Many activities were not held due to restrictions.
2. The AP program changed the method of testing to accommodate the COVID restrictions and, as result, our percentage of students receiving a 3 or better dropped. Although this trend was seen not only in our school, but worldwide.
3. We spent half of this school year in “online mode”, which forced or teachers and students to adapt, however programs and professional development opportunities were lost.
4. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services
5. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
6. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
7. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
8. Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
9. Nationwide shortages and competing demands for supplies and materials further delays delivery.
10. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFPs) and Indefinite Quantity Bids (IQBs)

***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.**

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – St. Paul Christian School (SPCS)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b>  *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.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
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Project Budget			Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
Public	Public	63%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
Private \$2,742,029.72	Total \$1,745,209.21		Group: [K-5]	138	138	15	15	3	3
	Expended \$1,426,884.51		Group: [Grade Level(s)]	327	327	15	15	3	3
	In Purchase Order \$160,414.98								

	<b>In Requisition \$157,909.72</b>								
<b>Total Population Served</b>				427			3	3	

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met?  Please indicate: Yes or No.  If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 1: Academic Performance</b>  a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline  b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding”	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math from baseline (ACT Aspire)	Baseline data to be provided later.	<b>Target:</b> ■ ACT Aspire summative testing not done at this time.	<b>Target:</b> ACT Aspire summative testing not done at this time.	<b>Target:</b> ACT Aspire testing conducted at this time (April/May 202) to FTF students.	<b>Target:</b> 2% increase from Math baseline	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.  Determination of whether or not this objective was met cannot be made at this time, as ACT Aspire results for SPCS are still pending.
	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in	Baseline data to be provided later.	<b>Target:</b> ■ ACT Aspire summative testing not done at this time.	<b>Target:</b> ACT Aspire summative testing not done at this time.	<b>Target:</b> ACT Aspire summative testing conducted at this time.	<b>Target:</b> 2% increase from ELA baseline	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met?  Please indicate: Yes or No.  If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>level in Reading from baseline</p> <p><b>Goal 3: Professional Development (PD)</b></p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	Professional Development (PD) Trainings	Reading from baseline (ACT Aspire)  % of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<b>Target:</b> 20% (If survey administered at this time.)	<b>Target:</b> 30% (If survey administered at this time.)	<b>Target:</b> 40% (If survey administered at this time.)	<b>Target:</b> 40% (If survey administered at this time.)	<p>school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>Determination of whether or not this objective was met cannot be made at this time, as ACT Aspire results for SPCS are still pending.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>There were 4 SPCS teachers who attended the virtual International Society for Technology in Education (ISTE) PD training. Survey on strategy implementation has yet to be conducted to allow time</p>



Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met?  Please indicate: Yes or No.  If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 4: Specialized Events &amp; Opportunities</b></p> <p>c) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events</p>	Academic Special Events (ASE), STEAM	% increase of student participation in specialized events	No baseline data.	<p><b>Target:</b> Ongoing specialized events and activities</p>	<p><b>Target:</b> Ongoing specialized events and activities</p>	<p><b>Target:</b> Ongoing specialized events and activities</p>	<p><b>Target:</b> Ongoing specialized events and activities</p>	<p>for trained teachers to apply the strategies learned in the classroom.</p> <p>Determination of whether or not this objective was met cannot be done at this time.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This goal was not met, as the special events that SPCS signed up for were not held in the academic period due to COVID restrictions.</p>
<p>d) At least 60% of students who participate in</p>	Academic Special Events (ASE), STEAM	% of student participants who indicate	No baseline data.	<p><b>Target:</b> At least 50% (If survey</p>	<p><b>Target:</b> At least 55% (If</p>	<p><b>Target:</b> At least 60% (If</p>	<p><b>Target:</b> At least 60% (If</p>	<p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met?  Please indicate: Yes or No.  If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>STEAM activities, and other academic and non-academic special events will indicate being engaged in learning and confident in their academic work.</p> <p><b>Goal 5: Academic &amp; Career Planning</b></p> <p>a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/ career path</p>	College/Career Fairs	being “engaged” and “confident” in their work	No baseline data.	done at this time)	survey done at this time)	survey done at this time)	survey done at this time)	<p>various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This goal was not met, as the special events that SPCS signed up for were not held in the academic period due to COVID restrictions. Hence, survey was not conducted.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This goal was not met, as the College/Career Fairs were not</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met?  Please indicate: Yes or No.  If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path</p> <p><b>Goal 6: Technology and Technology Integration</b></p> <p>a) At least 10% of teachers reporting improved access to technology and online resources</p>	<p>College/Career Fairs</p> <p>Continuing use of technology equipment</p>	<p>% of students indicating interest in pursuing STEAM college path or a CTE path</p> <p>% teachers reporting improved access to technology and online</p>	<p>No baseline data.</p> <p>No baseline data.</p>	<p><b>Target:</b> At least 15% (If survey administered at this time.)</p> <p><b>Target:</b> At least 5%</p>	<p><b>Target:</b> At least 15% (If survey administered at this time.)</p> <p><b>Target:</b> At least 7%</p>	<p><b>Target:</b> At least 15% (If survey administered at this time.)</p> <p><b>Target:</b> At least 10%</p>	<p><b>Target:</b> At least 15% (If survey administered at this time.)</p> <p><b>Target:</b> At least 10%</p>	<p>held in the academic period due to the health pandemic and social distancing requirements.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This goal was not met, as the College/Career Fairs were not held in the academic period due to the health pandemic and social distancing requirements.</p> <p>This goal was met and exceeded, as 88% of teachers reported an improvement in access to and usage of technology and 92% indicated that there is greater effort to incorporate technology in the lessons.</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met?  Please indicate: Yes or No.  If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
and more technology integration in the classroom  b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Continuing use of technology equipment	resources and more technology integration in the classroom % students reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	<u>Target:</u> At least 5%	<u>Target:</u> At least 7%	<u>Target:</u> At least 10%	<u>Target:</u> At least 10%	This goal was met and exceeded, as 93% of students reported an improvement in access to and usage of technology and 89% indicated that there is greater effort to incorporate technology in the lessons.
<b>Evidence of Success/ Progress (bullet points)</b>								
<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 7<sup>th</sup> 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>								
Two objectives were met. Based on surveys ( <i>teacher/faculty, student/parent</i> ) conducted during this reporting period, 88% of teachers and 93% of students reported improved access to technology and online resources; and 92% of teachers and 89% of students indicated increased integration of technology in the classroom.								

**Activities**

*List the major activities that were implemented within this project.*

***Please add more numbers if necessary.***

1. Act Aspire Summative Testing.
2. Professional Development Training: 4 SPCS teachers attended the virtual *International Society for Technology in Education (ISTE) Conference*.  
Summative Testing.
3. Access to Technology: students and teachers were able to have access to improved technology, computers, online equipment.

**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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

1. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services
2. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
3. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
4. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
5. Due to Guam’s isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
6. Nationwide shortages and competing demands for supplies and materials further delays delivery.
7. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFPs) and Indefinite Quantity Bids (IQBs)

***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.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – Guam Adventist Academy (GAA)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> <i>*Identify the Federal Program under which the project is being implemented.</i>  <i>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</i>	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A— Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2- Rural and Low Income School Program (RLIS)					<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
<b>Project Budget</b>			<b>Population Served</b>						
<b>Allocated</b>	<b>Total Obligated</b>	<b>% Obligated</b>	<b>Students Served</b>			<b>Staff Served</b>			
Private  \$2,742,029.72	<b>Total</b> \$1,745,209.21	63%	<b>Grade Level(s)</b>	<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>
	<b>Expended</b> \$1,426,884.51		<b>Group:</b> [K-5]	35	35	7	7	1	1
	<b>In Purchase Order</b> \$160,414.98		<b>Group:</b> [6 <sup>th</sup> – 12 <sup>th</sup> ]	53	53	7	7	1	1
	<b>In Requisition</b> \$157,909.72								
<b>Total Population Served</b>					88		1	1	

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) <i>Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 1. Academic Performance</b>								
a) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in Math from baseline	MAP Spring Summative Assessment	% of students in grades 3-12 scoring in the “Ready” & “Exceeding” levels in Math from baseline (MAP)	No summative testing took place in SY 19- 20 due to the COVID pandemic.  In SY 18-19, GAA administered the IOWA standardized testing.	<b>Target:</b> MAP standardized testing not done at this time	<b>Target:</b> MAP standardized testing not done at this time	<b>Target:</b> MAP testing for GAA students administered at this time.	<b>Target:</b> 2% increase	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.  Determination of meeting the objective cannot be done, since it would be incorrect to compare the results of two different summative tests. (MAP in SY20-21; IOWA in SY18-19)
b) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/	MAP Spring Summative Assessment	% of students in grades 3-12 scoring in the “Ready” & “Exceeding”	No summative testing took place in SY 19- 20 due to	<b>Target:</b> MAP standardized testing not	<b>Target:</b> MAP standardized testing not	<b>Target:</b> MAP testing for GAA students	<b>Target:</b> 2% increase	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Exceeding” level in Reading from baseline		levels in Reading from baseline (MAP)	the COVID pandemic.  In SY 18-19, GAA administered the IOWA standardized testing.	done at this time	done at this time	administered at this time.		<p>Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>Determination of meeting the objective cannot be done, since it would be incorrect to compare the results of two different summative tests.</p> <p>The aggregate results of the MAP Math summative tests in SY20-21 are as follows:  <u>Proficient/Advanced in Math</u>            Grade 3: 50%            Grade 4: 50%            Grade 5: 38%            Grade 6: 38%            Grade 7: 56%            Grade 8: 80%            Grade 9: 50%            Grade 10: 22%            Grade 11: 99%            Grade 12: 33%</p> <p>The aggregate results of the MAP Reading summative tests in SY20-21 are as follows:</p>



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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 2. Advanced Placement (AP)</b></p> <p>At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP</p>	Advanced Placement (AP) Testing	% of AP test takers who score a 3 or better	<p>No baseline data.</p> <p>(Students did not take AP exams in SY 19-20.)</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>▪ AP Testing not administered at this time.</li> </ul>	<p><b>Target:</b></p> <p>AP Testing not administered at this time.</p>	<p><b>Target:</b></p> <p>AP Testing administered at this time.</p>	<p><b>Target:</b></p> <p>AP Testing results released at this time.</p>	<p><u>Proficient/Advanced in Reading</u></p> <p>Grade 3: 100%</p> <p>Grade 4: 50%</p> <p>Grade 5: 63%</p> <p>Grade 6: 75%</p> <p>Grade 7: 61%</p> <p>Grade 8: 100%</p> <p>Grade 9: 89%</p> <p>Grade 10: 33%</p> <p>Grade 11: 89%</p> <p>Grade 12: 67%</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>No GAA student took the AP Tests for SY 20-21. The school lacked teachers that would qualify to teach AP.</p>

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 3. Professional Development (PD)</b></p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in their special event and feeling more confident in their coaching effectiveness.</p>	Professional Development (PD) Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<p><b>Target:</b> 20% (If survey administered at this time.)</p>	<p><b>Target:</b> 30% (If survey administered at this time.)</p>	<p><b>Target:</b> 40% (If survey administered at this time.)</p>	<p><b>Target:</b> This marks the start of a new school year.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. This situation required teachers to instruct in multiple models of learning and severely obstructed their ability to participate in professional development.</p> <p>This objective was not met. GAA was informed of the virtual PD trainings held in SY20-21, but chose not to participate due to limited teaching personnel and time constraints.</p>	

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 4. Specialized Events &amp; Opportunities</b>	Academic Special Events (ASE), STEAM activities	% increase in student participation in specialized events	No baseline data.	<u>Target:</u> Ongoing specialized events and activities	<u>Target:</u> Ongoing specialized events and activities	<u>Target:</u> At least 2% increase	<u>Target:</u> This marks the start of a new school year	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.  There were no ASE activities implemented in SY 20-21 due to the COVID pandemic. As a result of the COVID-19 pandemic's negative impacts on learning GAA had opted to not participate in extracurricular STEAM activities in order to focus on the educational loss in core content subject areas.

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
At least 60% of students who participate in STEAM activities, and other academic and non- academic special events will indicate being engaged in learning and confident in their academic work	Academic Special Events (ASE), STEAM activities	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	<b>Target:</b> At least 50% (If survey done at this time)	<b>Target:</b> At least 55% (If survey done at this time)	<b>Target:</b> At least 60% (If survey done at this time)	<b>Target:</b> This marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.  There were no ASE activities implemented in SY 20-21 due to the COVID pandemic. GAA had opted to not participate in extracurricular STEAM activities in order to focus on the educational loss in core content subject areas.
<b>Goal 5. Academic &amp; Career Planning</b>  a. At least 70% of participating students will indicate that	College Fair Career Fair	% of students indicating College/Career Fair relevant and helpful	No baseline data.	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
College/Career Fair is helpful in providing them the information needed to prepare for a college/career path  <b>b.</b> At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	College Fair Career Fair	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	No baseline data	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<p>Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This objective was not met since there was no College/Career Fair held this year due to the COVID pandemic.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p>

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								This objective was not met since there was no College/Career Fair held this year due to the COVID pandemic.
<b>Goal 6. Technology and Technology Integration</b>								
a) At least 10% teachers reporting improved access to technology and online resources for students and more technology integration in the classroom	Technology purchase	% teachers reporting improved access to technology and online resources for students and more technology integration in the classroom	No baseline data	<b>Target:</b> At least 5% of teachers	<b>Target:</b> At least 7% of teachers	<b>Target:</b> At least 10% of teachers	<b>Target:</b> At least 10% of teachers	Yes. This objective was met and exceeded. Below are the results for the teacher survey:  <i>Improved access to technology – 69%</i> <i>Greater technology integration – 85%</i>
b) At least 10% students reporting improved access to technology and online resources for students and more technology integration in teaching	Technology purchase	% students reporting improved access to technology and online resources for students and more technology integration in teaching	No baseline data	<b>Target:</b> At least 5% of students	<b>Target:</b> At least 7% of students	<b>Target:</b> At least 10% of students	<b>Target:</b> At least 10% of students	Yes. This objective was met and exceeded. Below are the results for the student survey:  <i>Improved access to technology – 93%</i> <i>Greater technology integration – 86%</i>

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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 7<sup>th</sup> 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.**

Majority of the school's students and teachers indicated: (1) an improvement in access to technology and online resources for learning (93% students, 69% teachers); as well as (2) greater efforts to incorporate technology in the classroom (86% students, 85% teachers). These were the results of an online survey conducted among the school's students and teachers.

**Activities**

*List the major activities that were implemented within this project.*

**Please add more numbers if necessary.**

1. Purchase of technology equipment.
2. Administration of the Measure of Academic Progress (MAP) summative testing.

**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 project objectives) were not met, if appropriate.*

**Please add more numbers if necessary.**

1. Need for more staff training on how to use MUNIS.
2. Receiving timing feedback on requisitions imputed.
3. Receiving timely authorization to spend funds.

**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.

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<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – Providence International Christian Academy (PICA)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
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Project Budget			Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
Public	Private		Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$2,742,029.72	Total \$1,745,209.21  Expended \$1,426,884.51  In Purchase Order \$160,414.98  In Requisition \$157,909.72	63%	<b>Group: [K-5]</b>	4	4	2	2	1	1
			<b>Group: [6<sup>th</sup> -12<sup>th</sup>]</b>	21	21	2	2	1	1
<b>Total Population Served</b>					25			1	1



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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 1: Academic Performance</b>  a) At least 2% in students scoring at the “Proficient/Ready” or “Advanced/Exceeding” level in Math from baseline.  b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” in Reading from the baseline.	Summative Testing	% of students in grades K-12 scoring in the ‘Ready’ and ‘Exceeding’ levels in Math/ Reading from the baseline on standardized tests  or  % of students in appropriate grade levels scoring in the ‘Proficient’ and ‘Advanced’ levels in Math/ Reading on similar tests.	No baseline data available.	<u>Target:</u> Testing not done at this time	<u>Target:</u> Testing not done at this time.	<u>Target:</u> Testing takes place at this time.	<u>Target:</u> Testing results released at this time.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.
	Summative Testing	% of teachers	No baseline data available.	<u>Target:</u> Testing not done.	<u>Target:</u> Testing not done.	<u>Target:</u> Testing taken at this time.	<u>Target:</u> Testing results released.	No, these first two objectives were not met. PICA students historically do not undertake summative assessment. However, PICA is considering having students undergo summative assessment in the coming year.

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 3: Professional Development (PD)</b>  At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).	PD Trainings	who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<u>Target:</u> 20% (If survey administered at this time.)	<u>Target:</u> 30% (If survey administered at this time.)	<u>Target:</u> 40% (If survey administered at this time.)	<u>Target:</u> This marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.  No, this objective was not met.  The PD Training that PICA signed up for (Robotics) did not happen.  The only virtual PD trainings that took place in SY 20-21 were: <i>National Association for</i>

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 4: Specialized Events &amp; Opportunities</b></p> <p>a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events</p>	<p><b>Engineering/Robotics:</b></p> <ul style="list-style-type: none"> <li>-Procure PD for PICA teachers in Engineering/Robotics</li> <li>-Procure Robotics kits and supplies for teachers/classrooms</li> <li>-Annual on-island robotics competitions</li> </ul>	<p>% increase in student participation in specialized events</p>	<p>No baseline data.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>▪ Ongoing specialized events and activities</li> </ul>	<p><b>Target:</b></p> <p>Ongoing specialized events and activities</p>	<p><b>Target:</b></p> <p>At least 2% increase in participation</p>	<p><b>Target:</b></p> <p>This marks the start of a new school year</p>	<p><i>the Education of Young Children (NAEYC) Summer Professional Learning Institute; International Society of Technology in Education (ISTE); and Advanced Placement (AP) Summer Institute. PICA did not sign up for any of the above.</i></p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p>

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>Goal 5: Academic and Career Planning.</b></p> <p>a) At least 70% of participating students will say that College/ career fair is helpful in giving them information needed to prepare for a college/career path.</p>	<p><b>Enrichment kits:</b></p> <p>-Expand robotics kits and supplies for underwater robotics and drones.</p>	<p>% of students indicating College/ Career fair relevant and helpful</p>	<p>No baseline data.</p>	<p><b>Target:</b></p> <ul style="list-style-type: none"> <li>▪ At least 70%</li> <li>▪ (If fair is held at this time.</li> </ul>	<p><b>Target:</b></p> <p>At least 70% (If fair is held at this time.</p>	<p><b>Target:</b></p> <p>At least 70% (If fair is held at this time.</p>	<p><b>Target:</b></p> <p>At least 70% (If fair is held at this time.</p>	<p>PICA did not participate in the virtual robotics and First Lego League competitions. Basic robotic equipment are still in procurement.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>The College/Career Fairs were cancelled due to the COVID pandemic. Hence, this objective was not met.</p>

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Goal 6: Technology and Technology Integration.</b>  b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	College/Career Fairs	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	No baseline data.	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. The College/Career Fairs were cancelled due to the COVID pandemic. Hence, this objective was not met.
	College/Career Fairs	% of teachers reporting improved access to technology integration and on-line resources and greater technology integration in the class- room.	No base-line data.	<u>Target:</u> At least 5% of teachers	<u>Target:</u> At least 7% of teachers	<u>Target:</u> At least 10% of teachers	<u>Target:</u> At least 10% of teachers	

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				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 10% of students reporting improved access to technology and online resources and more technology integration in teaching	Purchase of Interactive white board  Continuing use of technology for teachers who were provided equipment earlier	% of students reporting improved access to technology and on-line resources and greater technology integration in the classroom	No baseline data.	<b>Target:</b> At least 5% of students.	<b>Target:</b> At least 7% of students.	<b>Target:</b> At least 10% of students.	<b>Target:</b> At least 10% of students.	Yes, this objective was not only met but exceeded, with the following results for students:  <i>Improved access to technology and online resources – 71% Greater technology integration in the classroom – 57%</i>

**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 7<sup>th</sup> 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.**

- We met two objectives. This is on the “teachers reporting improved access to technology and online resources, as well as greater technology integration in the classroom” and “students reporting improved access to technology and online resources, as well as greater technology integration in the classroom”. We did not meet the other objectives due to the cancellation of activities resulting from pandemic restrictions.
- We did not do any standardized testing in SY 20-21; we may conduct standardized testing in FY 21-22 to establish our baseline.

**Activities**

*List the major activities that were implemented within this project.*

**Please add more numbers if necessary.**

PICA did not implement any grant activities this year because we did not receive the robotics and technology equipment requested during this time. The obstacles and challenges related to this are listed below.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

**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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

PICA partially did not meet its stated goals/objectives due to the lack of robotics kits and the interactive white board as necessary. This was largely due to the COVID-19 pandemic situation as its negative impacts caused coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.

In addition, as a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services.

***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.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – Guam Home School Association (GHSA)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A— Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2- Rural and Low Income School Program (RLIS)					<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
<b>Project Budget</b>			<b>Population Served</b>						
<b>Allocated</b>	<b>Total Obligated</b>	<b>% Obligated</b>	<b>Students Served</b>			<b>Staff Served</b>			
Private  \$2,742,029.72	Private  Total \$1,745,209.21  Expended \$1,426,884.51  In Purchase Order \$160,414.98  In Requisition \$157,909.72	63%	<b>Grade Level(s)</b>	<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>
			<b>Group: [Grade Level(s)]</b>	149	149	10	10	10	10
<b>Total Population Served</b>				149			10	10	



**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Career Oriented Programs and Assessments</b>  By the end of SY20-21, 50% of WorkKeys testers will score a Bronze or higher in the WorkKeys assessment	WorkKeys Curriculum & Assessment  Skilled Labor and Trades Academy  Career Technical Education(CTE) Academies		No baseline data.	<b>Target:</b> <ul style="list-style-type: none"> <li>▪ Students practice on WorkKeys curriculum to prepare for the assessment.</li> </ul>	<b>Target:</b> Students continue practice on WorkKeys curriculum. 30% will pass for test takers at this time.	<b>Target:</b> Students continue practice on WorkKeys curriculum. For test takers, 40% cumulative will have passed.	<b>Target:</b> Students continue practice on WorkKeys curriculum. For test takers, 50% cumulative will have passed.	Three (3) students began WorkKeys, with 1 student earning his certification (33%). Therefore, the GHSA remains slightly below its target goal of at least 50% certificate earners among its students engaged in WorkKeys.  The 9 <sup>th</sup> grade GHSA student who joined the Guam Trades Academy Summer program in the 3 <sup>rd</sup> quarter passed two courses: (1) <i>Core Curriculum: Introductory Craft Skills</i> ; and (2) <i>Construction Craft Laborer</i> .  Other students who were interested in joining were either involved in other

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								summer camps or off-island.  One (1) student joined the Youth Employment Internship Program. She is in 10 <sup>th</sup> grade.  CTE Courses were cancelled due to the COVID Pandemic.
<b>Specialized Events &amp; Opportunities</b>  a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	STEAM Enrichment Kits  Engineering Robotics: STEAM Engineering Robotics   Drones  Academic Special Events  Visual Performing Arts (VPA)	% increase in student participation in specialized events	32 students attended Robotics club, and 8 participated in Robotics competition in SY 19-20.	<b>Target:</b> Ongoing specialized events and activities	<b>Target:</b> Ongoing specialized events and activities	<b>Target:</b> Ongoing specialized events and activities	<b>Target:</b> 2% increase in participation	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special	STEAM Enrichment Kits  Engineering Robotics: STEAM Engineering Robotics   Drones	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	<b>Target:</b> ■ At least 60% ■ (If survey administered at this time.)	<b>Target:</b> At least 60% (If survey administered at this time.)	<b>Target:</b> At least 60% (If survey administered at this time.)	<b>Target:</b> At least 60% (If survey administered at this time.)	<p>required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>Academic Special Events (ASE) were cancelled due to the COVID pandemic.</p> <p>The only activities held were virtual, and these were Robotics competitions.</p> <p>23 students attended Robotics club, and 9 students participated in virtual Robotics competition</p> <p>Yes. Robotics club was able to meet when government mandates allowed. However, GHSA had to limit numbers due to COVID regulations on room capacity.</p>

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
events will indicate being engaged in learning and confident in their academic work	Academic Special Events  Visual Performing Arts (VPA)							On participation in competitions, GHSA had three (3) teams enter the virtual <i>Texas Computer Education Association (TCEA)</i> robotics competition and one (1) team enter a virtual <i>First Lego League</i> robotics competition.  Again, participant numbers had to be limited due to COVID room capacity restrictions.
<b>Academic &amp; Career Planning</b>  a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information needed to prepare for a college/career path	College/Career Fairs	% of students indicating College/ Career Fair relevant and helpful	No baseline data.	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	<b>Target:</b> At least 70% (If fair is held at this time.)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	College/Career Fairs	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	No baseline data.	<b>Target:</b> At least 15% (If survey administered at this time.)	<b>Target:</b> At least 15% (If survey administered at this time.)	<b>Target:</b> At least 15% (If survey administered at this time.)	<b>Target:</b> At least 15% (If survey administered at this time.)	<p>response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>The College/Career Fairs were cancelled due to the COVID pandemic. Hence, this objective was not met.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p>

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Technology &amp; Technology Integration</b>  a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom b) At least 10% of students reporting improved access to technology and online resources and more technology integration in teaching		% of teachers reporting improved access to technology and online resources and greater technology integration in the classroom	No baseline data.	<b>Target:</b> At least 5% of teachers	<b>Target:</b> At least 7% of teachers	<b>Target:</b> At least 10% of teachers	<b>Target:</b> At least 7% of teachers	The College/Career Fairs were cancelled due to the COVID pandemic. Hence, this objective was not met.
		% of students reporting improved access to technology and online resources and greater technology integration in the classroom	No baseline data.	<b>Target:</b> At least 5% of students	<b>Target:</b> At least 7% of students	<b>Target:</b> At least 10% of students	<b>Target:</b> At least 10% of students	Yes. This objective was met; it was exceeded on both aspects. Improved access to technology and online resources - 46% Greater technology integration - 55%  This is not applicable to GHSA, as students are not provided technology equipment under CG.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

**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 7<sup>th</sup> 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.**

- One student completed WorkKeys and received his National Career Readiness Certificate (NCRC).
- One student successfully completed and passed two courses at the Guam Trades Academy -- Core Curriculum: Introductory Craft Skills and Construction Craft Laborer.
- We entered 3 teams in the TCEA Robotics competition and one team in the FLL virtual competition.
- 46% of teachers indicated improved access to technology and online resources, while 55% reported greater efforts to incorporate technology in their lessons.

**Activities**

*List the major activities that were implemented within this project.*

**Please add more numbers if necessary.**

1. Three students were setup on WorkKeys.
2. One student attended two courses at the Guam Trades Academy.
3. One student joined the Youth Employment Internship Program.
4. Our EV3 robotic clubs were able to meet and compete in both TCEA and the First Lego League competition.
5. Our WeDo clubs competed in the TCEA competition.

**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 project objectives) were not met, if appropriate.*

**Please add more numbers if necessary.**

1. The communication between our Guam Home School Association contact and the WorkKeys contact fell apart. Therefore, two of our students did not progress in WorkKeys. One was able to successfully complete the course and obtain his certificate.
2. COVID mandates limited the amount of time our clubs were able to meet in person. Therefore, groups like Math Olympiad did not meet.

**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.

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

<b>Project Title: (Federal Program Name):</b>	<b>Project #5: Private, Non-Public – The Japanese School of Guam (JSOG)</b>	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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.	ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants Title V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School Program (RLIS)	<b>Federal Programs Oversight:</b>	Project Manager: Ike C. Santos  State Program Officer: Stephanie N. Chargualaf  State Program Officer: Matt Sablan
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Project Budget			Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
Private	Private	63%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$2,742,029.72	Total \$1,745,209.21  Expended \$1,426,884.51  In Purchase Order \$160,414.98  In Requisition \$157,909.72		Group: [K-5]	57	57	23	23	3	3
			Group: [Grade Level(s)]	32	32				
<b>Total Population Served</b>				89			3	3	



**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p><b>5.2 Curriculum and Instructional Quality and Development (CIQD)</b></p> <p>For the Japanese School of Guam (JSG), the project objective in the first year (FFY 20-21) is to obtain a baseline to determine students' English proficiency levels.</p> <p>After the baseline is determined, we expect to see incremental growth from at least 75% of the students in 1<sup>st</sup> to 9<sup>th</sup> grade each year.</p>	<p><b>5.2.4 Formative and Summative Assessment</b></p> <p>LAS Links online English Language Proficiency Level tests</p>	<p>Assessment scores and level placement outcomes based on LAS Links online test</p>	<p>No baseline data as students have never been tested for their English proficiency.</p>	<p>Ongoing English instruction</p>	<p>Ongoing English instruction</p>	<p>LAS Links Assessment administered at this time.</p>	<p>Reporting of LAS Links test results (in English fluency)</p>	<p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>This project objective was not met because the LAS Links test was not procured. It is still in requisition.</p>

**Consolidated Grant** (#S403A200002)  
**Annual Performance Report [FFY 2020-2021]**

**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 7<sup>th</sup> 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.**

- No evidence is available yet for this reporting period, as procurement of LAS Links online assessment is still in requisition.
- Once LAS Links is procured, English proficiency levels will be quantified by the percentage of students testing in Beginner Level English fluency and percentage of students testing in Intermediate-Advanced Level English fluency.
- After the baseline is determined, growth will be measure by the percentage of students showing improved scores on the LAS Links test (i.e., 75% of students showing improved scores from the baseline after year 1; 80% of students showing improved scores from the baseline after year 2; 85% of students showing improved scores from the baseline after year 3.

**Activities**

*List the major activities that were implemented within this project.*

**Please add more numbers if necessary.**

Online testing activity has not been implemented yet for this reporting period, as procurement of LAS Links online assessment is still in requisition.

**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 project objectives) were not met, if appropriate.*

**Please add more numbers if necessary.**

No observations or challenges can be noted for this reporting period, as LAS Links online assessment could not be administered and results assessed. The procurement process itself is proving to be a major challenge due to the pandemic.

**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 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Project No. 6**

**State Administration / State Educational Agency**

**December 29, 2021**

## Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

<b>Project Title: (Federal Program Name):</b>	# 6: State Administration/State Education Agency (SEA)	<b>Federal Program &amp; Allowable Use(s) of Funds:</b> *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 I-A Sec 1121(b)(3)(d); Title II-A Sec 2113 (C)and(D); Title III Sec 3111(2); Title IVA Sec 4112(C), and Sec 4113(a), and Sec 4116(a)				<b>Federal Programs Oversight:</b>	Ike C. Santos Federal Programs Administrator  Rachel L.S. Duenas Senior State Program Officer	
<b>Project Budget</b>			<b>Population Served</b>						
<b>Allocated</b>	<b>Obligated</b>	<b>% Obligated</b>	<b>Students Served</b>			<b>Staff Served</b>			
<b>Public \$1,616,315.80</b>	<b>Public Total \$1,317,859.39  Expended \$1,154,902.34  In Purchase Orders \$57,326.54  In Requisition \$105,630.51</b>	<b>82%</b>	<b>Grade Level(s)</b>	<b>Projected Number</b>	<b>Actual Number</b>	<b>Projected Number of Teachers</b>	<b>Actual Number of Teachers</b>	<b>Projected Number of Administrators</b>	<b>Actual Number of Administrators</b>
			<b>Group: GDOE K - 5 6 - 8 9 - 12</b>	<ul style="list-style-type: none"> <li>• 13,725</li> <li>• 6,458</li> <li>• 9,536</li> </ul>	<ul style="list-style-type: none"> <li>• 13,725</li> <li>• 6,458</li> <li>• 9,536</li> </ul>			<ul style="list-style-type: none"> <li>• 39</li> <li>• 22</li> <li>• 25</li> </ul>	<ul style="list-style-type: none"> <li>• 24: Elementary</li> <li>• 15: Secondary</li> </ul>
			<b>Group: PNP K - 5 6 - 8 9 - 12</b>	<ul style="list-style-type: none"> <li>• 3,040</li> <li>• 1,454</li> <li>• 1,780</li> </ul>	<ul style="list-style-type: none"> <li>• 3,040</li> <li>• 1,454</li> <li>• 1,780</li> </ul>			<ul style="list-style-type: none"> <li>• 14</li> <li>• 12</li> <li>• 7</li> </ul>	<ul style="list-style-type: none"> <li>• 33: PNP/Charter</li> </ul>
			<b>Charter K - 5 6 - 8 9 - 12</b>	<ul style="list-style-type: none"> <li>• 934</li> <li>• 196</li> <li>• 112</li> </ul>	<ul style="list-style-type: none"> <li>• 934</li> <li>• 196</li> <li>• 112</li> </ul>			<ul style="list-style-type: none"> <li>• 3</li> <li>• 5</li> <li>• 5</li> </ul>	
			<b>Projected Managers: Project Leads:</b>					<ul style="list-style-type: none"> <li>• 3 GDOE   2 Charter   9 PNP</li> <li>• 10 GDOE   2 Charter   9 PNP</li> </ul>	<ul style="list-style-type: none"> <li>• 20: Project Managers/Leads</li> <li>• 20: Central Office</li> </ul>

## Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

			Project Key Personnel:					<ul style="list-style-type: none"> <li>26 GDOE   2 Charter   22 PNP</li> </ul>	<ul style="list-style-type: none"> <li>15: Instructional Coaches</li> <li>14: Federal Programs</li> <li>23: Elementary Time Keepers</li> <li>31: Secondary Time Keepers</li> </ul>
<b>Total Population Served</b>					37,235		195		

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures <i>(i.e. metric) Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<b>Administration/ Supervision/ Technical Assistance/ Workshops:</b>  6.1.1. 70% of LEAs (public, charter, PNP) will report satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.	Managing Federal Grants and providing Technical Assistance	% of LEAs (public, charter, PNP) will report satisfaction with implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA.	At least 89% of LEAs (public, charter, PNP) indicate that they have and continue to receive high quality support, guidance, consultation, and technical assistance from FPD/Grants Office	<u><b>Target:</b></u> 60% of LEAs	<u><b>Target:</b></u> 65% of LEAs	<u><b>Target:</b></u> 68% of LEAs	<u><b>Target:</b></u> 70% of LEAs	Yes, this objective was met and exceeded.  Except for the first quarter where there was no survey conducted, following are the survey results: Qtr. 2 – 89% Qtr. 3 – 95% Qtr. 4 – 91%

## Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures <i>(i.e. metric) Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
6.1.2. 60% of GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.	Stakeholders Workshops	% of GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.	At least 92% of workshop participants/stakeholders report receiving high quality support, guidance, consultation, and technical assistance during workshops	<b>Target:</b> 55% of LEAs	<b>Target:</b> 57% of LEAs	<b>Target:</b> 59% of LEAs	<b>Target:</b> 60% of LEAs	Yes, this objective was met and exceeded.  Except for the first and third quarters where no workshop was held, following are the survey results:  Qtr. 2 – 93% Qtr. 4 – 92%
<b>Grant Meetings, Workshops / Grants Management Certification and Training:</b>  6.2.1. 65% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA personnel) will report increased	Technical Assistance Conference	% of GDOE and project personnel (GDOE Chief State School Officer, Project Managers, and key LEA/SEA personnel) will report increased understanding of proper grants management, project design, planning, evaluation, and implementation, and	At least 87% of key LEA/SEA grant/project personnel report increased understanding of proper grants management, project design, planning, evaluation, and implementation and develop/	<b>Target:</b> 60% of LEAs	<b>Target:</b> 62% of LEAs	<b>Target:</b> 64% of LEAs	<b>Target:</b> 65% of LEAs	Yes, this objective was met and exceeded.  Except for the first and fourth quarters where no survey was conducted, following are the survey results:  Qtr. 2 – 93% Qtr. 3 – 100%

## Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures <i>(i.e. metric) Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.		developing and designing services and activities to better serve the students and teachers within the district.	design services/activities					
<b>Evidence of Success/ Progress (bullet points)</b> <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 7<sup>th</sup> grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)</i> <b>Please add more bullet points if necessary.</b>								
<ul style="list-style-type: none"> <li>• Consistently exceeding the annual target percentage of 70% in three quarters where a survey was conducted, at least 89% of LEAs (public, charter, PNP) reported satisfaction with process handling and implementation of grant requirements, administration, supervision, monitoring, consultation, and technical assistance provided by the SEA/Grants Office.</li> <li>• In two quarters that a workshop was held, at least 92% of GDOE stakeholders reported (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops. The annual target percentage was 60%.</li> <li>• At least 93% of SEA grant and project personnel reported increased understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.</li> </ul>								

## Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

### Activities

*List the major activities that were implemented within this project.*

***Please add more numbers if necessary.***

1. As a result of the impacts of the global pandemic, COVID-19, on education, the Federal Programs Division | State Educational Agency technical assistance meetings with project managers and project leads occurred more frequently. This allowed the FPD|SEA to provide much needed guidance with regard to adapting approved activities continue to be provided to students amid school closures, remote online learning and staggered in-person classes;
2. Quarterly/annual monitoring (fiscal/programmatic) through on-site meetings and observations. In addition, the pandemic required the FPD | SEA to implement additional monitoring and tracking mechanisms as the pandemic situation required modified implementation of activities as well as timelines;
3. Regular meetings 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. Review of invoices, distribution reports and/or fixed assets reports;
7. Workshops:
  - a. Conducted the FY20 Consolidated Grant Award Notification, Implementation and Accountability Workshop on September 23 – 25 & 28, 2020.
  - b. Conducted the FY2021 State Agency Technical Assistance and Consultative Workshop on February 25 & 26, 2021, the workshop worked to review and acquire stakeholder feedback on the next State Strategic Plan and initiate the School Implementation Plan of Consolidated Grant projects.
  - c. Stakeholders Input Presentation to all stakeholders inclusive of GDOE Administrators, Private Non Public Schools and Charter Schools.
8. The State Administration/SEA attended the Brustein and Manasevit Virtual Fall Forum 2020 on December 2-4, 2020.
9. The US-Ed Insular Area Program Staff and US-Ed Assistant Secretary for Elementary and Secondary Education conducted the technical assistance meeting on March 10-13, 2020 to discuss the challenges of the Insular Areas and provided recommendations and guidance to overcome the challenges presented. This meeting is intended for the leadership delegation inclusive of the GDOE Chief State School Officer, Guam Education Board Chairman, the Federal Programs Administrator, the Deputy Superintendent of Curriculum and Instructional Improvement, the Deputy Superintendent of Finance and Administrative Services, the Chief Internal Auditor, State Program Officers and the State Data Officer. The U.S. Department of Education scaled back the technical assistance meeting due to the COVID-19 global pandemic.

### 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 project objectives) were not met, if appropriate.*

***Please add more numbers if necessary.***

- As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement activities and meet relative objectives. These include, but are not limited to, participating in professional development activities, the implementation and use student assessments and the overwhelming need for technology supports and relative support services.



## Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

- These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
- As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFP) and Indefinite Quantity Bids (IQB).
- Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
- Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
- Nationwide shortages and competing demands for supplies and materials further delays delivery.
- The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities. Vacant Positions: 5 of 19 available positions have been unfilled during the implementation of FFY 2020. Lengthy process for filling Project Position Vacancies: The average length of time to fill a vacant position is lengthy, in many cases, 8 to 11 months.

### *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 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Federal Financial Report**  
**SF-425**

**December 29, 2021**

# Federal Financial Report

(Follow form Instructions)

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

<b>1. Federal Agency and Organizational Element to Which Report is Submitted</b> U.S. Department of Education		<b>2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment)</b> S403A200002	
<b>3. Recipient Organization (Name and complete address including Zip code)</b> Recipient Organization Name: GUAM DEPARTMENT OF EDUCATION			
Street1: 500 Mariner Avenue		Street2:	
City: Tiyan Barrigada		County: United States	
State: GU: Guam		Province:	
Country: USA: UNITED STATES		ZIP / Postal Code: 96913-0000	
4a. DUNS Number 855023255	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 220.XX.000.XXXX.20.XXXX.XX.82	
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 type="checkbox"/> Accrual	8. Project/Grant Period From: 07/01/2020 To: 09/30/2021	9. Reporting Period End Date 09/30/2021
<b>10. Transactions</b> <i>(Use lines a-c for single or multiple grant reporting)</i>			Cumulative
<b>Federal Cash (To report multiple grants, also use FFR attachment):</b>			
a. Cash Receipts			12,691,275.80
b. Cash Disbursements			12,691,275.80
c. Cash on Hand (line a minus b)			0.00
<i>(Use lines d-o for single grant reporting)</i>			
<b>Federal Expenditures and Unobligated Balance:</b>			
d. Total Federal funds authorized			32,326,316.00
e. Federal share of expenditures			13,104,259.96
f. Federal share of unliquidated obligations			4,877,886.13
g. Total Federal share (sum of lines e and f)			17,982,146.09
h. Unobligated balance of Federal Funds (line d minus g)			14,344,169.91
<b>Recipient Share:</b>			
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
<b>Program Income:</b>			
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 or line n)			0.00

11. Indirect Expense

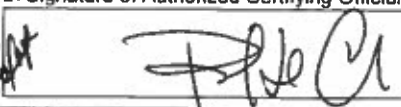
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Restricted	9.50	10/01/2020	09/30/2021	5,861,107.91	556,805.25	556,805.25
<b>g. Totals:</b>				5,861,107.91	556,805.25	556,805.25

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:  First Name:  Middle Name:  Last Name:  Suffix:  Title:

b. Signature of Authorized Certifying Official 

c. Telephone (Area code, number and extension)

d. Email Address

e. Date Report Submitted

14. Agency use only:

**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Supporting Documents**  
**Grant Status Reports**

Guam Department of Education

Grant Status Report

Grant Status Report as of 11/4/2021 10:58:46 AM

Program Code	Organization	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	<b>F2060 2020 Consolidated Grant - RLIS</b>						
8271	State Administration	Salaries - Regular	802,595.22	-	-	594,150.63	208,444.59
8271	State Administration	Salaries - Benefits	278,133.04	-	-	194,614.25	83,518.79
8271	State Administration	Travel	130,163.80	-	-	-	130,163.80
8271	State Administration	Contractual	223,449.48	19,309.98	-	9,000.00	195,139.50
8271	State Administration	Printing Svcs/Advertise/Frame	-	10,340.00	-	-	(10,340.00)
8271	State Administration	Conferences/Registration Fees	-	6,899.00	-	7,267.00	(14,166.00)
8271	State Administration	Membership Fees/Warranties	-	2.62	-	777.38	(780.00)
8271	State Administration	Postage/Misc. Rental Fees	-	-	-	420.00	(420.00)
8271	State Administration	Supplies & Materials	31,892.72	2,098.93	-	15,296.29	14,497.50
8271	State Administration	TechSuppl(PC,iPad,Laptops,etc)	14,400.00	-	-	-	14,400.00
8271	State Administration	Office/Library/Class Equipment	59,435.00	-	-	-	59,435.00
8271	State Administration	Books & Instructional	-	2,200.00	-	1,800.00	(4,000.00)
8271	State Administration	Technology Eq (iPad, etc.)	-	16,422.00	-	-	(16,422.00)
8271	State Administration	Indirect Cost	76,246.54	-	-	56,444.32	19,802.22
			<b>\$ 1,616,315.80</b>	<b>\$ 57,272.53</b>	<b>-</b>	<b>\$ 879,769.87</b>	<b>\$ 679,273.40</b>
8280	College,Career,Civic Life Read	Salaries - Regular	506,261.85	-	-	48,244.58	458,017.27
8280	College,Career,Civic Life Read	Stipends/Incentives	(108,427.19)	-	-	-	(108,427.19)
8280	College,Career,Civic Life Read	Salaries - Benefits	165,403.30	-	-	13,728.43	151,674.87
8280	College,Career,Civic Life Read	Travel	27,028.00	-	-	-	27,028.00
8280	College,Career,Civic Life Read	Contractual	3,218,945.64	1,973,365.36	-	36,931.32	1,208,648.96
8280	College,Career,Civic Life Read	Printing Svcs/Advertise/Frame	-	9,129.40	-	8,454.00	(17,583.40)
8280	College,Career,Civic Life Read	Conferences/Registration Fees	-	3,400.00	-	-	(3,400.00)
8280	College,Career,Civic Life Read	Membership Fees/Warranties	-	758.42	-	6,422.14	(7,180.56)
8280	College,Career,Civic Life Read	Postage/Misc. Rental Fees	-	1,413.36	-	3,386.64	(4,800.00)
8280	College,Career,Civic Life Read	Supplies & Materials	939,886.62	119,310.44	-	423,601.12	396,975.06
8280	College,Career,Civic Life Read	TechSuppl(PC,iPad,Laptops,etc)	154,772.60	53,040.20	-	101,732.40	-
8280	College,Career,Civic Life Read	Office/Library/Class Equipment	194,334.89	221.99	-	28,070.31	166,042.59
8280	College,Career,Civic Life Read	Technology Eq (iPad, etc.)	-	86,533.28	-	44,584.24	(131,117.52)
8280	College,Career,Civic Life Read	Indirect Cost	68,267.18	-	-	3,450.84	64,816.34
			<b>\$ 5,166,472.89</b>	<b>\$ 2,247,172.45</b>	<b>-</b>	<b>\$ 718,606.02</b>	<b>\$ 2,200,694.42</b>
8281	Curriculum Quality and Develop	Salaries - Regular	1,643,122.24	-	-	822,888.25	820,233.99
8281	Curriculum Quality and Develop	Stipends/Incentives	423,000.00	-	-	-	423,000.00
8281	Curriculum Quality and Develop	Salaries - Benefits	504,864.42	-	-	263,937.06	240,927.36
8281	Curriculum Quality and Develop	Travel	34,568.00	-	-	-	34,568.00
8281	Curriculum Quality and Develop	Contractual	2,923,157.70	501,545.40	-	324,469.12	2,097,143.18
8281	Curriculum Quality and Develop	Printing Svcs/Advertise/Frame	-	9,428.00	-	844.00	(10,272.00)
8281	Curriculum Quality and Develop	Conferences/Registration Fees	-	16,208.16	-	42,305.84	(58,514.00)

Guam Department of Education

Grant Status Report

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8281	Curriculum Quality and Develop	Membership Fees/Warranties	-	12.36	-	4,768.20	(4,780.56)
8281	Curriculum Quality and Develop	Postage/Misc. Rental Fees	-	4,011.80	-	1,370.20	(5,382.00)
8281	Curriculum Quality and Develop	Supplies & Materials	556,373.83	12,193.89	-	56,694.65	487,485.29
8281	Curriculum Quality and Develop	Test Kits Mat.	-	135,174.87	-	18,510.06	(153,684.93)
8281	Curriculum Quality and Develop	TechSuppl(PC,iPad,Laptops,etc)	1,063,189.17	1,420.48	-	-	1,061,768.69
8281	Curriculum Quality and Develop	Office/Library/Class Equipment	242,814.62	-	-	-	242,814.62
8281	Curriculum Quality and Develop	Indirect Cost	196,281.61	-	-	92,079.55	104,202.06
			\$ 7,587,371.59	\$ 679,994.96	-	\$ 1,627,866.93	\$ 5,279,509.70
8282	Classroom Supports & Academic	Salaries - Regular	4,529,769.71	-	-	3,202,500.04	1,327,269.67
8282	Classroom Supports & Academic	Salaries - Overtime	12,904.43	-	-	-	12,904.43
8282	Classroom Supports & Academic	Salaries - Part Time	365,105.77	-	-	23,772.45	341,333.32
8282	Classroom Supports & Academic	Stipends/Incentives	1,503,828.78	-	-	1,186,543.75	317,285.03
8282	Classroom Supports & Academic	Salaries - Benefits	2,018,905.57	-	-	1,414,440.09	604,465.48
8282	Classroom Supports & Academic	Contractual	1,655,460.29	706,939.47	-	2,750.62	945,770.20
8282	Classroom Supports & Academic	Printing Svcs/Advertise/Frame	-	3,600.00	-	862.50	(4,462.50)
8282	Classroom Supports & Academic	Membership Fees/Warranties	-	18.94	-	159,362.62	(159,381.56)
8282	Classroom Supports & Academic	Supplies & Materials	554,199.41	517,030.38	-	174,267.02	(137,097.99)
8282	Classroom Supports & Academic	TechSuppl(PC,iPad,Laptops,etc)	300,664.80	206,164.08	-	300,664.80	(206,164.08)
8282	Classroom Supports & Academic	Office/Library/Class Equipment	101,987.20	-	-	-	101,987.20
8282	Classroom Supports & Academic	Technology Eq (iPad, etc.)	-	34,532.40	-	100,260.58	(134,792.98)
8282	Classroom Supports & Academic	Indirect Cost	610,750.08	-	-	321,830.62	288,919.46
			\$ 11,653,576.04	\$ 1,468,285.27	-	\$ 6,887,255.09	\$ 3,298,035.68
8283	School Climate & Culture SCC	Salaries - Regular	1,654,717.21	-	-	1,093,977.38	560,739.83
8283	School Climate & Culture SCC	Stipends/Incentives	18,250.90	-	-	-	18,250.90
8283	School Climate & Culture SCC	Salaries - Benefits	538,062.04	-	-	393,942.21	144,119.83
8283	School Climate & Culture SCC	Travel	67,628.00	-	-	-	67,628.00
8283	School Climate & Culture SCC	Local Mileage	-	-	-	324.89	(324.89)
8283	School Climate & Culture SCC	Contractual	749,316.99	73,713.40	-	-	675,603.59
8283	School Climate & Culture SCC	Printing Svcs/Advertise/Frame	-	7,476.00	-	844.00	(8,320.00)
8283	School Climate & Culture SCC	Membership Fees/Warranties	-	740.79	-	9,439.77	(10,180.56)
8283	School Climate & Culture SCC	Supplies & Materials	214,391.31	3,300.45	-	86,504.70	124,586.16
8283	School Climate & Culture SCC	TechSuppl(PC,iPad,Laptops,etc)	4,402.08	-	-	4,408.08	(6.00)
8283	School Climate & Culture SCC	Office/Library/Class Equipment	153,942.30	50,047.70	-	16,882.00	87,012.60
8283	School Climate & Culture SCC	Technology Eq (iPad, etc.)	-	-	-	5,671.50	(5,671.50)
8283	School Climate & Culture SCC	Indirect Cost	159,839.13	-	-	98,580.95	61,258.18
			\$ 3,560,549.96	\$ 135,278.34	-	\$ 1,710,575.48	\$ 1,714,696.14
8284	Private Non-Public Schools PNP	Salaries - Regular	104,452.22	-	-	75,574.58	28,877.64
8284	Private Non-Public Schools PNP	Stipends/Incentives	55,000.00	-	-	-	55,000.00
8284	Private Non-Public Schools PNP	Salaries - Benefits	42,767.45	-	-	34,088.97	8,678.48
8284	Private Non-Public Schools PNP	Travel	928.00	-	-	-	928.00
8284	Private Non-Public Schools PNP	Contractual	802,441.00	88,817.98	-	-	713,623.02

Guam Department of Education

Grant Status Report

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8284	Private Non-Public Schools PNP	Conferences/Registration Fees	-	1,907.84	-	21,598.16	(23,506.00)
8284	Private Non-Public Schools PNP	Membership Fees/Warranties	-	4.47	-	10,186.09	(10,190.56)
8284	Private Non-Public Schools PNP	Supplies & Materials	606,418.76	77,410.69	-	137,547.54	391,460.53
8284	Private Non-Public Schools PNP	Test Kits Mat.	-	57,699.01	-	-	(57,699.01)
8284	Private Non-Public Schools PNP	TechSuppl(PC,iPad,Laptops,etc)	778,432.64	-	-	745,886.52	32,546.12
8284	Private Non-Public Schools PNP	Office/Library/Class Equipment	341,666.69	-	-	-	341,666.69
8284	Private Non-Public Schools PNP	Technology Eq (iPad, etc.)	-	64,042.59	-	248,306.62	(312,349.21)
8284	Private Non-Public Schools PNP	Indirect Cost	9,922.96	-	-	6,998.09	2,924.87
			\$ 2,742,029.72	\$ 289,882.58	-	\$ 1,280,186.57	\$ 1,171,960.57
		<b>2020 Consolidated Grant - RLIS</b>	<b>\$ 32,326,316.00</b>	<b>\$ 4,877,886.13</b>	<b>-</b>	<b>\$ 13,104,259.96</b>	<b>\$ 14,344,169.91</b>



Guam Department of Education

Grant Status Report

Grant Status Report as of 12/29/2021 8:31:48 AM

Program Code	Organization	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	<b>F2060 2020 Consolidated Grant - RLIS</b>						
8271	State Administration	Salaries - Regular	802,595.22	-	-	774,345.76	28,249.46
8271	State Administration	Salaries - Benefits	278,133.04	-	-	252,727.60	25,405.44
8271	State Administration	Travel	130,163.80	-	-	-	130,163.80
8271	State Administration	Contractual	223,449.48	15,639.06	39,366.31	12,670.92	155,773.19
8271	State Administration	Printing Svcs/Advertise/Frame	-	10,000.00	-	340.00	(10,340.00)
8271	State Administration	Conferences/Registration Fees	-	6,899.00	-	7,267.00	(14,166.00)
8271	State Administration	Membership Fees/Warranties	-	2.62	-	777.38	(780.00)
8271	State Administration	Postage/Misc. Rental Fees	-	17,844.00	578.20	420.00	(18,842.20)
8271	State Administration	Supplies & Materials	31,892.72	4,741.86	26,693.00	16,390.29	(15,932.43)
8271	State Administration	TechSupp(PC,iPad,Laptops,etc)	14,400.00	-	-	-	14,400.00
8271	State Administration	Office/Library/Class Equipment	59,435.00	-	38,993.00	-	20,442.00
8271	State Administration	Books & Instructional	-	2,200.00	-	1,800.00	(4,000.00)
8271	State Administration	Technology Eq (iPad, etc.)	-	-	-	16,422.00	(16,422.00)
8271	State Administration	Indirect Cost	76,246.54	-	-	71,741.39	4,505.15
			<b>\$ 1,616,315.80</b>	<b>\$ 57,326.54</b>	<b>\$ 105,630.51</b>	<b>\$ 1,154,902.34</b>	<b>\$ 298,456.41</b>
8280	College,Career,Civic Life Read	Salaries - Regular	506,261.85	-	-	115,940.53	390,321.32
8280	College,Career,Civic Life Read	Stipends/Incentives	(108,427.19)	-	-	-	(108,427.19)
8280	College,Career,Civic Life Read	Salaries - Benefits	165,403.30	-	-	37,830.45	127,572.85
8280	College,Career,Civic Life Read	Travel	27,028.00	-	-	-	27,028.00
8280	College,Career,Civic Life Read	Local Mileage	-	-	-	1,071.28	(1,071.28)
8280	College,Career,Civic Life Read	Contractual	3,218,945.64	2,170,365.36	526,013.18	36,931.32	485,635.78
8280	College,Career,Civic Life Read	Printing Svcs/Advertise/Frame	-	6,046.00	-	11,537.40	(17,583.40)
8280	College,Career,Civic Life Read	Conferences/Registration Fees	-	3,400.00	-	-	(3,400.00)
8280	College,Career,Civic Life Read	Membership Fees/Warranties	-	758.42	-	6,422.14	(7,180.56)
8280	College,Career,Civic Life Read	Postage/Misc. Rental Fees	-	-	-	4,800.00	(4,800.00)
8280	College,Career,Civic Life Read	Supplies & Materials	939,886.62	10,160.93	31,925.00	533,814.55	363,986.14
8280	College,Career,Civic Life Read	TechSupp(PC,iPad,Laptops,etc)	154,772.60	53,040.20	1,500.00	101,732.40	(1,500.00)
8280	College,Career,Civic Life Read	Office/Library/Class Equipment	194,334.89	221.99	-	28,070.31	166,042.59
8280	College,Career,Civic Life Read	Technology Eq (iPad, etc.)	-	86,533.28	-	44,584.24	(131,117.52)
8280	College,Career,Civic Life Read	Indirect Cost	68,267.18	-	-	10,511.54	57,755.64
			<b>\$ 5,166,472.89</b>	<b>\$ 2,330,526.18</b>	<b>\$ 559,438.18</b>	<b>\$ 933,246.16</b>	<b>\$ 1,343,262.37</b>
8281	Curriculum Quality and Develop	Salaries - Regular	1,643,122.24	-	-	1,101,141.25	541,980.99
8281	Curriculum Quality and Develop	Stipends/Incentives	423,000.00	-	-	-	423,000.00
8281	Curriculum Quality and Develop	Salaries - Benefits	504,864.42	-	-	362,648.53	142,215.89
8281	Curriculum Quality and Develop	Travel	34,568.00	-	-	-	34,568.00
8281	Curriculum Quality and Develop	Local Mileage	-	-	-	1,869.33	(1,869.33)
8281	Curriculum Quality and Develop	Contractual	2,780,891.40	641,294.40	1,478,754.64	432,014.12	228,828.24

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8281	Curriculum Quality and Develop	Printing Svcs/Advertise/Frame	-	8,596.00	-	-	1,676.00	(10,272.00)
8281	Curriculum Quality and Develop	Conferences/Registration Fees	-	16,308.16	-	-	42,305.84	(58,614.00)
8281	Curriculum Quality and Develop	Membership Fees/Warranties	-	12.36	100.00	-	4,768.20	(4,880.56)
8281	Curriculum Quality and Develop	Postage/Misc. Rental Fees	-	2,825.30	-	-	2,556.70	(5,382.00)
8281	Curriculum Quality and Develop	Supplies & Materials	(214,412.34)	11,060.36	1,279,904.50	-	57,828.70	(1,563,205.90)
8281	Curriculum Quality and Develop	Test Kits Mat.	-	1,828.44	100.00	-	151,856.49	(153,784.93)
8281	Curriculum Quality and Develop	TechSuppl(PC,iPad,Laptops,etc)	2,020,916.02	-	-	-	1,420.48	2,019,495.54
8281	Curriculum Quality and Develop	Office/Library/Class Equipment	198,140.24	-	155,675.00	-	-	42,465.24
8281	Curriculum Quality and Develop	Indirect Cost	196,281.61	-	-	-	120,333.51	75,948.10
			\$ 7,587,371.59	\$ 681,925.02	#####		\$ 2,280,419.15	\$ 1,710,493.28
8282	Classroom Supports & Academic	Salaries - Regular	4,529,769.71	-	-	-	4,322,286.56	207,483.15
8282	Classroom Supports & Academic	Salaries - Overtime	12,904.43	-	-	-	-	12,904.43
8282	Classroom Supports & Academic	Salaries - Part Time	365,105.77	-	-	-	67,424.38	297,681.39
8282	Classroom Supports & Academic	Stipends/Incentives	1,503,828.78	-	-	-	1,368,212.50	135,616.28
8282	Classroom Supports & Academic	Salaries - Benefits	2,018,905.57	-	-	-	1,914,472.72	104,432.85
8282	Classroom Supports & Academic	Contractual	1,655,460.29	686,308.78	357,030.41	-	26,381.31	585,739.79
8282	Classroom Supports & Academic	Printing Svcs/Advertise/Frame	-	3,600.00	-	-	862.50	(4,462.50)
8282	Classroom Supports & Academic	Membership Fees/Warranties	-	18.94	84,905.11	-	159,362.62	(244,286.67)
8282	Classroom Supports & Academic	Supplies & Materials	554,199.41	512,150.24	-	-	179,148.64	(137,099.47)
8282	Classroom Supports & Academic	TechSuppl(PC,iPad,Laptops,etc)	300,664.80	206,164.08	-	-	300,664.80	(206,164.08)
8282	Classroom Supports & Academic	Office/Library/Class Equipment	101,987.20	-	-	-	-	101,987.20
8282	Classroom Supports & Academic	Technology Eq (iPad, etc.)	-	34,532.40	-	-	100,260.58	(134,792.98)
8282	Classroom Supports & Academic	Indirect Cost	610,750.08	-	-	-	570,685.86	40,064.22
			\$ 11,653,576.04	\$ 1,442,774.44	\$ 441,935.52		\$ 9,009,762.47	\$ 759,103.61
8283	School Climate & Culture SCC	Salaries - Regular	1,654,717.21	-	-	-	1,427,177.68	227,539.53
8283	School Climate & Culture SCC	Stipends/Incentives	18,250.90	-	-	-	-	18,250.90
8283	School Climate & Culture SCC	Salaries - Benefits	538,062.04	-	-	-	519,438.35	18,623.69
8283	School Climate & Culture SCC	Travel	67,628.00	-	-	-	-	67,628.00
8283	School Climate & Culture SCC	Local Mileage	-	-	-	-	11,804.83	(11,804.83)
8283	School Climate & Culture SCC	Contractual	195,458.99	73,713.40	210,105.47	-	-	(88,359.88)
8283	School Climate & Culture SCC	Printing Svcs/Advertise/Frame	-	4,966.00	-	-	3,354.00	(8,320.00)
8283	School Climate & Culture SCC	Membership Fees/Warranties	-	740.79	-	-	9,439.77	(10,180.56)
8283	School Climate & Culture SCC	Supplies & Materials	214,391.31	60,629.17	49,123.87	-	104,632.27	6.00
8283	School Climate & Culture SCC	TechSuppl(PC,iPad,Laptops,etc)	4,402.08	-	-	-	4,408.08	(6.00)
8283	School Climate & Culture SCC	Office/Library/Class Equipment	707,800.30	685,246.42	-	-	16,882.00	5,671.88
8283	School Climate & Culture SCC	Technology Eq (iPad, etc.)	-	-	-	-	5,671.50	(5,671.50)
8283	School Climate & Culture SCC	Indirect Cost	159,839.13	-	-	-	133,059.05	26,780.08
			\$ 3,560,549.96	\$ 825,295.78	\$ 259,229.34		\$ 2,235,867.53	\$ 240,157.31
8284	Private Non-Public Schools PNP	Salaries - Regular	104,452.22	-	-	-	87,088.34	17,363.88
8284	Private Non-Public Schools PNP	Stipends/Incentives	55,000.00	-	-	-	-	55,000.00
8284	Private Non-Public Schools PNP	Salaries - Benefits	42,767.45	-	-	-	38,615.53	4,151.92

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8284	Private Non-Public Schools PNP	Travel	928.00	-	-	-	928.00
8284	Private Non-Public Schools PNP	Contractual	802,441.00	72,395.98	148,353.72	16,422.00	565,269.30
8284	Private Non-Public Schools PNP	Conferences/Registration Fees	-	1,907.84	-	21,598.16	(23,506.00)
8284	Private Non-Public Schools PNP	Membership Fees/Warranties	-	4.47	-	10,186.09	(10,190.56)
8284	Private Non-Public Schools PNP	Staff Development/Training	-	-	436.00	-	(436.00)
8284	Private Non-Public Schools PNP	Supplies & Materials	606,418.76	77,410.69	9,120.00	137,547.54	382,340.53
8284	Private Non-Public Schools PNP	Test Kits Mat.	-	-	-	57,699.01	(57,699.01)
8284	Private Non-Public Schools PNP	TechSuppl(PC,iPad,Laptops,etc)	778,432.64	-	-	745,886.52	32,546.12
8284	Private Non-Public Schools PNP	Office/Library/Class Equipment	341,666.69	-	-	-	341,666.69
8284	Private Non-Public Schools PNP	Technology Eq (iPad, etc.)	-	8,696.00	-	303,653.21	(312,349.21)
8284	Private Non-Public Schools PNP	Indirect Cost	9,922.96	-	-	8,188.11	1,734.85
			<b>\$ 2,742,029.72</b>	<b>\$ 160,414.98</b>	<b>\$ 157,909.72</b>	<b>\$ 1,426,884.51</b>	<b>\$ 996,820.51</b>
		<b>2020 Consolidated Grant - RLIS</b>	<b>\$ 32,326,316.00</b>	<b>\$ 5,498,262.94</b>	<b>#####</b>	<b>\$ 17,041,082.16</b>	<b>\$ 5,348,293.49</b>
			<b>\$ 32,326,316.00</b>	<b>\$ 5,498,262.94</b>	<b>#####</b>	<b>\$ 17,041,082.16</b>	<b>\$ 5,348,293.49</b>

**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Supporting Documents**  
**Pending Personnel Obligations**

**December 29, 2021**

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Program Code	Organization	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	<b>F2060 2020 Consolidated Grant - RLIS</b>						
8271	State Administration	Salaries - Regular	802,595.22	-	-	774,345.76	28,249.46
8271	State Administration	Salaries - Benefits	278,133.04	-	-	252,727.60	25,405.44
8271	State Administration	Travel	130,163.80	-	-	-	130,163.80
8271	State Administration	Contractual	223,449.48	15,639.06	39,366.31	12,670.92	155,773.19
8271	State Administration	Printing Svcs/Advertise/Frame	-	10,000.00	-	340.00	(10,340.00)
8271	State Administration	Conferences/Registration Fees	-	6,899.00	-	7,267.00	(14,166.00)
8271	State Administration	Membership Fees/Warranties	-	2.62	-	777.38	(780.00)
8271	State Administration	Postage/Misc. Rental Fees	-	17,844.00	578.20	420.00	(18,842.20)
8271	State Administration	Supplies & Materials	31,892.72	4,741.86	26,693.00	16,390.29	(15,932.43)
8271	State Administration	TechSupp(PC,iPad,Laptops,etc)	14,400.00	-	-	-	14,400.00
8271	State Administration	Office/Library/Class Equipment	59,435.00	-	38,993.00	-	20,442.00
8271	State Administration	Books & Instructional	-	2,200.00	-	1,800.00	(4,000.00)
8271	State Administration	Technology Eq (iPad, etc.)	-	-	-	16,422.00	(16,422.00)
8271	State Administration	Indirect Cost	76,246.54	-	-	71,741.39	4,505.15
			\$ 1,616,315.80	\$ 57,326.54	\$ 105,630.51	\$ 1,154,902.34	\$ 298,456.41
8280	College,Career,Civic Life Read	Salaries - Regular	506,261.85	-	-	115,940.53	390,321.32
8280	College,Career,Civic Life Read	Stipends/Incentives	(108,427.19)	-	-	-	(108,427.19)
8280	College,Career,Civic Life Read	Salaries - Benefits	165,403.30	-	-	37,830.45	127,572.85
8280	College,Career,Civic Life Read	Travel	27,028.00	-	-	-	27,028.00
8280	College,Career,Civic Life Read	Local Mileage	-	-	-	1,071.28	(1,071.28)
8280	College,Career,Civic Life Read	Contractual	3,218,945.64	2,170,365.36	526,013.18	36,931.32	485,635.78
8280	College,Career,Civic Life Read	Printing Svcs/Advertise/Frame	-	6,046.00	-	11,537.40	(17,583.40)
8280	College,Career,Civic Life Read	Conferences/Registration Fees	-	3,400.00	-	-	(3,400.00)
8280	College,Career,Civic Life Read	Membership Fees/Warranties	-	758.42	-	6,422.14	(7,180.56)
8280	College,Career,Civic Life Read	Postage/Misc. Rental Fees	-	-	-	4,800.00	(4,800.00)
8280	College,Career,Civic Life Read	Supplies & Materials	939,886.62	10,160.93	31,925.00	533,814.55	363,986.14
8280	College,Career,Civic Life Read	TechSupp(PC,iPad,Laptops,etc)	154,772.60	53,040.20	1,500.00	101,732.40	(1,500.00)
8280	College,Career,Civic Life Read	Office/Library/Class Equipment	194,334.89	221.99	-	28,070.31	166,042.59
8280	College,Career,Civic Life Read	Technology Eq (iPad, etc.)	-	86,533.28	-	44,584.24	(131,117.52)
8280	College,Career,Civic Life Read	Indirect Cost	68,267.18	-	-	10,511.54	57,755.64
			\$ 5,166,472.89	\$ 2,330,526.18	\$ 559,438.18	\$ 933,246.16	\$ 1,343,262.37
8281	Curriculum Quality and Develop	Salaries - Regular	1,643,122.24	-	-	1,101,141.25	541,980.99
8281	Curriculum Quality and Develop	Stipends/Incentives	423,000.00	-	-	-	423,000.00
8281	Curriculum Quality and Develop	Salaries - Benefits	504,864.42	-	-	362,648.53	142,215.89
8281	Curriculum Quality and Develop	Travel	34,568.00	-	-	-	34,568.00
8281	Curriculum Quality and Develop	Local Mileage	-	-	-	1,869.33	(1,869.33)
8281	Curriculum Quality and Develop	Contractual	2,780,891.40	641,294.40	1,478,754.64	432,014.12	228,828.24

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8281	Curriculum Quality and Develop	Printing Svcs/Advertise/Frame	-	8,596.00	-	-	1,676.00	(10,272.00)
8281	Curriculum Quality and Develop	Conferences/Registration Fees	-	16,308.16	-	-	42,305.84	(58,614.00)
8281	Curriculum Quality and Develop	Membership Fees/Warranties	-	12.36	100.00	-	4,768.20	(4,880.56)
8281	Curriculum Quality and Develop	Postage/Misc. Rental Fees	-	2,825.30	-	-	2,556.70	(5,382.00)
8281	Curriculum Quality and Develop	Supplies & Materials	(214,412.34)	11,060.36	1,279,904.50	-	57,828.70	(1,563,205.90)
8281	Curriculum Quality and Develop	Test Kits Mat.	-	1,828.44	100.00	-	151,856.49	(153,784.93)
8281	Curriculum Quality and Develop	TechSuppl(PC,iPad,Laptops,etc)	2,020,916.02	-	-	-	1,420.48	2,019,495.54
8281	Curriculum Quality and Develop	Office/Library/Class Equipment	198,140.24	-	155,675.00	-	-	42,465.24
8281	Curriculum Quality and Develop	Indirect Cost	196,281.61	-	-	-	120,333.51	75,948.10
			\$ 7,587,371.59	\$ 681,925.02	#####		\$ 2,280,419.15	\$ 1,710,493.28
8282	Classroom Supports & Academic	Salaries - Regular	4,529,769.71	-	-	-	4,322,286.56	207,483.15
8282	Classroom Supports & Academic	Salaries - Overtime	12,904.43	-	-	-	-	12,904.43
8282	Classroom Supports & Academic	Salaries - Part Time	365,105.77	-	-	-	67,424.38	297,681.39
8282	Classroom Supports & Academic	Stipends/Incentives	1,503,828.78	-	-	-	1,368,212.50	135,616.28
8282	Classroom Supports & Academic	Salaries - Benefits	2,018,905.57	-	-	-	1,914,472.72	104,432.85
8282	Classroom Supports & Academic	Contractual	1,655,460.29	686,308.78	357,030.41	-	26,381.31	585,739.79
8282	Classroom Supports & Academic	Printing Svcs/Advertise/Frame	-	3,600.00	-	-	862.50	(4,462.50)
8282	Classroom Supports & Academic	Membership Fees/Warranties	-	18.94	84,905.11	-	159,362.62	(244,286.67)
8282	Classroom Supports & Academic	Supplies & Materials	554,199.41	512,150.24	-	-	179,148.64	(137,099.47)
8282	Classroom Supports & Academic	TechSuppl(PC,iPad,Laptops,etc)	300,664.80	206,164.08	-	-	300,664.80	(206,164.08)
8282	Classroom Supports & Academic	Office/Library/Class Equipment	101,987.20	-	-	-	-	101,987.20
8282	Classroom Supports & Academic	Technology Eq (iPad, etc.)	-	34,532.40	-	-	100,260.58	(134,792.98)
8282	Classroom Supports & Academic	Indirect Cost	610,750.08	-	-	-	570,685.86	40,064.22
			\$ 11,653,576.04	\$ 1,442,774.44	\$ 441,935.52		\$ 9,009,762.47	\$ 759,103.61
8283	School Climate & Culture SCC	Salaries - Regular	1,654,717.21	-	-	-	1,427,177.68	227,539.53
8283	School Climate & Culture SCC	Stipends/Incentives	18,250.90	-	-	-	-	18,250.90
8283	School Climate & Culture SCC	Salaries - Benefits	538,062.04	-	-	-	519,438.35	18,623.69
8283	School Climate & Culture SCC	Travel	67,628.00	-	-	-	-	67,628.00
8283	School Climate & Culture SCC	Local Mileage	-	-	-	-	11,804.83	(11,804.83)
8283	School Climate & Culture SCC	Contractual	195,458.99	73,713.40	210,105.47	-	-	(88,359.88)
8283	School Climate & Culture SCC	Printing Svcs/Advertise/Frame	-	4,966.00	-	-	3,354.00	(8,320.00)
8283	School Climate & Culture SCC	Membership Fees/Warranties	-	740.79	-	-	9,439.77	(10,180.56)
8283	School Climate & Culture SCC	Supplies & Materials	214,391.31	60,629.17	49,123.87	-	104,632.27	6.00
8283	School Climate & Culture SCC	TechSuppl(PC,iPad,Laptops,etc)	4,402.08	-	-	-	4,408.08	(6.00)
8283	School Climate & Culture SCC	Office/Library/Class Equipment	707,800.30	685,246.42	-	-	16,882.00	5,671.88
8283	School Climate & Culture SCC	Technology Eq (iPad, etc.)	-	-	-	-	5,671.50	(5,671.50)
8283	School Climate & Culture SCC	Indirect Cost	159,839.13	-	-	-	133,059.05	26,780.08
			\$ 3,560,549.96	\$ 825,295.78	\$ 259,229.34		\$ 2,235,867.53	\$ 240,157.31
8284	Private Non-Public Schools PNP	Salaries - Regular	104,452.22	-	-	-	87,088.34	17,363.88
8284	Private Non-Public Schools PNP	Stipends/Incentives	55,000.00	-	-	-	-	55,000.00
8284	Private Non-Public Schools PNP	Salaries - Benefits	42,767.45	-	-	-	38,615.53	4,151.92

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8284	Private Non-Public Schools PNP	Travel	928.00	-	-	-	928.00
8284	Private Non-Public Schools PNP	Contractual	802,441.00	72,395.98	148,353.72	16,422.00	565,269.30
8284	Private Non-Public Schools PNP	Conferences/Registration Fees	-	1,907.84	-	21,598.16	(23,506.00)
8284	Private Non-Public Schools PNP	Membership Fees/Warranties	-	4.47	-	10,186.09	(10,190.56)
8284	Private Non-Public Schools PNP	Staff Development/Training	-	-	436.00	-	(436.00)
8284	Private Non-Public Schools PNP	Supplies & Materials	606,418.76	77,410.69	9,120.00	137,547.54	382,340.53
8284	Private Non-Public Schools PNP	Test Kits Mat.	-	-	-	57,699.01	(57,699.01)
8284	Private Non-Public Schools PNP	TechSuppl(PC,iPad,Laptops,etc)	778,432.64	-	-	745,886.52	32,546.12
8284	Private Non-Public Schools PNP	Office/Library/Class Equipment	341,666.69	-	-	-	341,666.69
8284	Private Non-Public Schools PNP	Technology Eq (iPad, etc.)	-	8,696.00	-	303,653.21	(312,349.21)
8284	Private Non-Public Schools PNP	Indirect Cost	9,922.96	-	-	8,188.11	1,734.85
			<b>\$ 2,742,029.72</b>	<b>\$ 160,414.98</b>	<b>\$ 157,909.72</b>	<b>\$ 1,426,884.51</b>	<b>\$ 996,820.51</b>
		<b>2020 Consolidated Grant - RLIS</b>	<b>\$ 32,326,316.00</b>	<b>\$ 5,498,262.94</b>	<b>#####</b>	<b>\$ 17,041,082.16</b>	<b>\$ 5,348,293.49</b>
			<b>\$ 32,326,316.00</b>	<b>\$ 5,498,262.94</b>	<b>#####</b>	<b>\$ 17,041,082.16</b>	<b>\$ 5,348,293.49</b>





FY2020 - PENDING PERSONNEL OBLIGATIONS

10697-82810	MICHELLE A FRANQUEZ	820	82810	PP21	7/3/2021	1,759.62	696.48	2,456.10	820 - C 8 I - CURRICULUM & IN	XXX	Reference AIE.2021-35 Employee Acting PID should be charged to local funds
07232-82820	KEVIN P MANIBUSAN	471	82820	PP21	7/3/2021	951.12	485.72	1,436.84	471 - GWH5 - GEORGE WASHIN	???	Employee temporarily assigned to C&I/DVA, pending AIE and supporting documents
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP21	7/3/2021	951.12	400.93	1,352.05	434 - JLRGMS - JOSE LG. RIOS A	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
09781-82820	STEPHANIE C GARRIDO	314	82820	PP21	7/3/2021	951.12	772.80	1,723.92	314 - MULES - MU. LUJAN ELEA	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
10214-82820	MADELENE D SANTOS	329	82820	PP21	7/3/2021	811.35	256.76	1,068.11	329 - AES - ADACAO ELEMENTA	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP21	7/3/2021	951.12	374.86	1,325.98	316 - OCPES - ORDOT/CHALAN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
12149-82820	AUBRE V OKADA	307	82820	PP21	7/3/2021	951.12	296.49	1,247.61	307 - HSTES - H.S. TRUMAN ELE	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
12440-82820	NADIA R MONDIA	436	82820	PP21	7/3/2021	951.12	446.82	1,397.94	436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
13917-82820	DANIELLE MARIE G QUINAT	315	82820	PP21	7/3/2021	951.12	277.48	1,228.60	315 - MMES - MERIZO MARTYR	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
14648-82820	ELYSSA Q SANTOS	311	82820	PP21	7/3/2021	951.12	277.48	1,228.60	311 - JQSMES - J.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents
14864-82820	KRYSTAL K ROMERO	318	82820	PP21	7/3/2021	951.12	296.49	1,247.61	318 - HBPE5 - H.B. PRICE ELEM	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents
15029-82820	KIANA C BLAS	328	82820	PP21	7/3/2021	951.12	296.49	1,247.61	328 - LES - LIGUAN ELEMENTAR	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
15325-82820	JUNE N BUNAG	306	82820	PP21	7/3/2021	811.35	256.76	1,068.11	306 - FES - FINEGAYAN ELEMEN	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
15775-82820	BRITANY CHAUNTEL C SMITH	438	82820	PP21	7/3/2021	811.35	256.76	1,068.11	438 - JPTSA - J.P. TORRES SUCCI	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
15932-82820	ROBIN HARRY	321	82820	PP21	7/3/2021	811.35	733.07	1,544.42	321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
13930-82820	EDWIN J BALMONTE	431	82820	PP21	7/3/2021	559.83	307.74	867.57	431 - VSABMS - V.S.A. BENAVER	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents - Pending communication support of assignment
13930-82840	EDWIN J BALMONTE	431	82840	PP21	7/3/2021	251.52	138.25	389.77	431 - VSABMS - V.S.A. BENAVER	???	SHARED POSITION WITH PRCL 82840; Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents - Pending communication support of assignment
15080-82820	SIMON L SAN NICOLAS	475	82820	PP21	7/3/2021	559.83	307.74	867.57	475 - OHS - OKKODO HIGH	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
15080-82840	SIMON L SAN NICOLAS	475	82840	PP21	7/3/2021	251.52	138.25	389.77	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PRCL 82840; Employee temporarily assigned to PP0, pending AIE and supporting documents
12709-82820	LEI N ICHIOS	318	82820	PP21	7/3/2021	570.68	266.72	837.41	318 - HBPE5 - H.B. PRICE ELEM	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
10697-82810	MICHELLE A FRANQUEZ	820	82810	PP22	7/17/2021	1,759.62	696.48	2,456.10	820 - C 8 I - CURRICULUM & IN	XXX	Reference AIE.2021-35 Employee Acting PID should be charged to local funds
07232-82820	KEVIN P MANIBUSAN	471	82820	PP22	7/17/2021	951.12	485.72	1,436.84	471 - GWH5 - GEORGE WASHIN	???	Employee temporarily assigned to C&I/DVA, pending AIE and supporting documents
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP22	7/17/2021	951.12	400.93	1,352.05	434 - JLRGMS - JOSE LG. RIOS A	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
09781-82820	STEPHANIE C GARRIDO	314	82820	PP22	7/17/2021	951.12	772.80	1,723.92	314 - MULES - MU. LUJAN ELEA	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
10214-82820	MADELENE D SANTOS	329	82820	PP22	7/17/2021	811.35	256.76	1,068.11	329 - AES - ADACAO ELEMENTA	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP22	7/17/2021	951.12	374.86	1,325.98	316 - OCPES - ORDOT/CHALAN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
12440-82820	NADIA R MONDIA	436	82820	PP22	7/17/2021	951.12	446.82	1,397.94	436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
13917-82820	DANIELLE MARIE G QUINAT	315	82820	PP22	7/17/2021	951.12	277.48	1,228.60	315 - MMES - MERIZO MARTYR	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
14648-82820	ELYSSA Q SANTOS	311	82820	PP22	7/17/2021	951.12	277.48	1,228.60	311 - JQSMES - J.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents
14864-82820	KRYSTAL K ROMERO	318	82820	PP22	7/17/2021	951.12	643.38	1,594.50	318 - HBPE5 - H.B. PRICE ELEM	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents
15029-82820	KIANA C BLAS	328	82820	PP22	7/17/2021	951.12	296.49	1,247.61	328 - LES - LIGUAN ELEMENTAR	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
15325-82820	JUNE N BUNAG	306	82820	PP22	7/17/2021	811.35	256.76	1,068.11	306 - FES - FINEGAYAN ELEMEN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
15775-82820	BRITANY CHAUNTEL C SMITH	438	82820	PP22	7/17/2021	811.35	256.76	1,068.11	438 - JPTSA - J.P. TORRES SUCCI	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
15932-82820	ROBIN HARRY	321	82820	PP22	7/17/2021	933.05	767.66	1,700.71	321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
13930-82820	EDWIN J BALMONTE	431	82820	PP22	7/17/2021	559.83	307.74	867.57	431 - VSABMS - V.S.A. BENAVER	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents - Pending communication support of assignment
13930-82840	EDWIN J BALMONTE	431	82840	PP22	7/17/2021	251.52	138.25	389.77	431 - VSABMS - V.S.A. BENAVER	???	SHARED POSITION WITH PRCL 82840; Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents - Pending communication support of assignment
15080-82820	SIMON L SAN NICOLAS	475	82820	PP22	7/17/2021	559.83	307.74	867.57	475 - OHS - OKKODO HIGH	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
15080-82840	SIMON L SAN NICOLAS	475	82840	PP22	7/17/2021	251.52	138.25	389.77	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PRCL 82840; Employee temporarily assigned to PP0, pending AIE and supporting documents
12709-82820	LEI N ICHIOS	318	82820	PP22	7/17/2021	951.12	374.86	1,325.98	318 - HBPE5 - H.B. PRICE ELEM	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
16211-82820	SHAJUANNE L MARTINEZ	304	82820	PP22	7/17/2021	119.90	119.90	474.86	304 - CLTES - C.L. TAITANO ELE	???	NEW HIRE EFF. Date 03/10/2021; Validation with HR and Josh Blas; Employee resigned effective 10/20/2020 - 08/04/2021; Pending feedback from HR when employee came back on board.
10697-82810	MICHELLE A FRANQUEZ	820	82810	PP23	7/31/2021	1,759.62	696.34	2,455.96	820 - C 8 I - CURRICULUM & IN	XXX	Reference AIE.2021-40 Employee Acting PID should be charged to local funds
07182-82820	DIANA MARIE P TAJALLE	325	82820	PP23	7/31/2021	951.12	296.35	1,247.47	325 - ASTES - ASTUMBO ELEM	???	Sent email to Payroll seeking documentation / explanation - employee not on the certification provided; Labor Cost outside reporting period cycle
07232-82820	KEVIN P MANIBUSAN	471	82820	PP23	7/31/2021	951.12	485.58	1,436.70	471 - GWH5 - GEORGE WASHIN	???	Employee temporarily assigned to C&I/DVA, pending AIE and supporting documents
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP23	7/31/2021	951.12	400.79	1,351.91	434 - JLRGMS - JOSE LG. RIOS A	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
09781-82820	STEPHANIE C GARRIDO	314	82820	PP23	7/31/2021	951.12	772.66	1,723.78	314 - MULES - MU. LUJAN ELEA	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
10214-82820	MADELENE D SANTOS	329	82820	PP23	7/31/2021	811.35	256.62	1,067.97	329 - AES - ADACAO ELEMENTA	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP23	7/31/2021	951.12	374.72	1,325.84	316 - OCPES - ORDOT/CHALAN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
12440-82820	NADIA R MONDIA	436	82820	PP23	7/31/2021	951.12	446.68	1,397.80	436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
13917-82820	DANIELLE MARIE G QUINAT	315	82820	PP23	7/31/2021	951.12	277.34	1,228.46	315 - MMES - MERIZO MARTYR	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
14648-82820	ELYSSA Q SANTOS	311	82820	PP23	7/31/2021	951.12	277.34	1,228.46	311 - JQSMES - J.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents
14864-82820	KRYSTAL K CASTRO	318	82820	PP23	7/31/2021	951.12	643.24	1,594.36	318 - HBPE5 - H.B. PRICE ELEM	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents
15029-82820	KIANA C BLAS	328	82820	PP23	7/31/2021	951.12	296.35	1,247.47	328 - LES - LIGUAN ELEMENTAR	???	Employee temporarily assigned to C&I, pending AIE and supporting documents
15325-82820	JUNE N BUNAG	306	82820	PP23	7/31/2021	811.35	256.62	1,067.97	306 - FES - FINEGAYAN ELEMEN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
15775-82820	BRITANY CHAUNTEL C SMITH	438	82820	PP23	7/31/2021	811.35	256.62	1,067.97	438 - JPTSA - J.P. TORRES SUCCI	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents
15932-82820	ROBIN HARRY	321	82820	PP23	7/31/2021	811.35	732.93	1,544.28	321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents
13930-82820	EDWIN J BALMONTE	431	82820	PP23	7/31/2021	559.83	307.64	867.47	431 - VSABMS - V.S.A. BENAVER	???	SHARED POSITION WITH PRCL 82840; Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents - Pending communication support of assignment
13930-82840	EDWIN J BALMONTE	431	82840	PP23	7/31/2021	251.52	138.21	389.73	431 - VSABMS - V.S.A. BENAVER	???	SHARED POSITION WITH PRCL 82840; Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents - Pending communication support of assignment





# FY2020 - PENDING PERSONNEL OBLIGATIONS

06735-82820	ARLENE B CRUZ	314	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	314 - MULES - M.U. LUJAN ELEA	S	STIPENDS - SUMMER SCHOOL
06800-82820	JOAN J MESA	308	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	308 - JMGS - J.M. GUERRERO E	S	STIPENDS - SUMMER SCHOOL
07015-82820	ELISABETH M KCHHARA-ROS	471	82820	PP25	8/28/2021	1,200.00	17.40	1,217.40	471 - GWHS - GEORGE WASHIN	S	STIPENDS - SUMMER SCHOOL
09049-82820	JESSICA CECILIA C FLORES	453	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	433 - IMS - INARAJAN MIDDLE	S	STIPENDS - SUMMER SCHOOL
09420-82820	ROCHELLE A DIAZ	313	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELEF	S	STIPENDS - SUMMER SCHOOL
12227-82820	BIANCA HOPE M KING	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
13232-82820	LEILANI M MESA	318	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	318 - HPEFS - H.B. PRICE ELEME	S	STIPENDS - SUMMER SCHOOL
13476-82820	CHEYSSER C RODRIGUEZ	432	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	432 - FBLGMS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
13478-82820	ELISABETH D BAUTISTA	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
14138-82820	NATHANIEL A MACARAG	433	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	433 - IMS - INARAJAN MIDDLE	S	STIPENDS - SUMMER SCHOOL
14263-82820	SABU S KALLINGAL	437	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	437 - AMS - ASTUMBO MIDDLE	S	STIPENDS - SUMMER SCHOOL
14548-82820	JOHANNA L SALINAS	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
14816-82820	DRAKE W TAITANO	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
15222-82820	FRANCOISE BERNADETTE C G	432	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	432 - FBLGMS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
15286-82820	MORIAN MARIE S DAMIAN	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
15613-82820	SERENA R DUENAS	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
15701-82820	MICA MAUREEN C PEREZ	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
15712-82820	MARIE JOY T GUIKING	306	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	306 - FES - FINEGAYAN ELEMEN	S	STIPENDS - SUMMER SCHOOL
16038-82820	CHRISTIAN JUDE C ROJAS	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16086-82820	RENEE JULIA D BLANCAFLOR	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16100-82820	AJ A BISALEN	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16119-82820	BRITTANY ROSE D TERIA	437	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	437 - AMS - ASTUMBO MIDDLE	S	STIPENDS - SUMMER SCHOOL
16202-82820	KELSEY G FERMO	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16217-82820	MICHAEL CHRISTIAN V DEAN	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.J. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL

**\$ 403,893.29** \$ - \$ - \$ **1,887.18** \$ **192,543.75** \$ **149,010.90** \$ **747,335.12**  
 846,699.85  
 (99,364.73)

**Details of \$747,335.12**

393,390.83	56,385.25	✓	Assigned to assist with COVID
	40,198.75	XXX	DO NOT REIMBURSE
	186,221.78	???	REQUIRES MORE TIME - DETAILED EMPLOYEES
	6,049.73	D	NO CERTIFICATION SUBMISSION
	608.70	S	STIPENDS - Eskuelan Puengi (EP) - Night School 82620
	181,792.10	S	STIPEND - 82820 SUMMER SCHOOL SY20-21 - PENDING Requires more time.
	<b>473,756.31</b>		
	274,078.81		For submission to TPPA
	<b>274,078.81</b>	X	82710 Federal Programs State Admin. + AAngeon
	\$ 747,335.12		TOTAL PAYROLL ERRORS
	\$ 821,871.25		
	<b>\$ 74,536.13</b>		

PP01 - PP25 **473,256.31**  
 PP25 527,472.32  
**Total A/R as of 9/30/21 \$1,000,728.63**

**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Supporting Documents**  
**Indirect Costs Paid Out**

**December 29, 2021**





## FY2020 - INDIRECT COSTS PAID OUT

82820000	0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	4	77	01/23/2021	API	1	010001	37193	W 012621FG	43.91	Y	2,011,394	012621FG	39241	Guam Department of Education	CG PR FY21 PP07 INDIRECT COST
82840000	0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	4	77	01/23/2021	API	1	010001	37193	W 012621FG	43.93	Y	2,011,394	012621FG	39241	Guam Department of Education	CG PR FY21 PP07 INDIRECT COST
82710000	0710	F2060	22.12.00.00.8271.0710.F2060	Indirect Cost	2021	4	75	01/23/2021	API	1	010001	37190	W 012621FG	2,734.15	Y	2,011,394	012621FG	39238	Guam Department of Education	CG PR FY21 PP01-PP26 REC#9 IDC



**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Supporting Documents**  
**G5 Report (12/05/2021)**

**December 29, 2021**

U.S. Department of Education - EDCAPS G5  
 G5 - External Award Activity History Detail Report  
 Tue Dec 14 22:15:57 EST 2021

## View Award Details

Award No.	S403A200002
Recipient Reference No.	CG F2060
Net Draws	(16,271,797.03)
Last Date To Draw Funds	44,956.00
Net Authorizations	32,326,316.00
Total Draws	(19,051,826.21)
Total Refunds	-
Total Returns	-
Net Adjustments	2,780,029.18

## Award Transaction History

Transaction Date	Change In Authorization	Drawdowns	Refunds	Adjustments	Returns	Offsets
12/14/2021	-	(476,728.14)	-	-	-	-
12/6/2021	-	(636,854.37)	-	-	-	-
11/29/2021	-	(394,157.51)	-	-	-	-
11/18/2021	-	(391,389.42)	-	-	-	-
11/17/2021	-	(4,053.50)	-	-	-	-
11/17/2021	-	(3,908.16)	-	-	-	-
11/9/2021	-	(89,247.34)	-	-	-	-
11/8/2021	-	(502,357.15)	-	-	-	-
10/22/2021	-	(463,893.75)	-	-	-	-
10/14/2021	-	(1,409.39)	-	-	-	-
10/5/2021	-	(616,522.50)	-	-	-	-
9/30/2021	-	(9,951.00)	-	-	-	-
9/29/2021	-	(169,660.54)	-	-	-	-
9/29/2021	-	(293,547.48)	-	-	-	-
9/21/2021	-	(175,828.50)	-	-	-	-
9/21/2021	-	(371,797.49)	-	-	-	-
9/20/2021	-	-	-	1,044,959.97	-	-
9/20/2021	-	-	-	1,531,374.21	-	-
9/20/2021	-	-	-	203,695.00	-	-
9/16/2021	-	(1,625,863.02)	-	-	-	-
9/8/2021	-	(54,744.76)	-	-	-	-
9/7/2021	-	(605,408.62)	-	-	-	-
8/31/2021	-	(37,498.00)	-	-	-	-
8/27/2021	-	(29,752.97)	-	-	-	-
8/25/2021	-	(14,913.38)	-	-	-	-
8/24/2021	-	(500,202.88)	-	-	-	-
8/17/2021	-	(557,616.58)	-	-	-	-
8/10/2021	-	(2,234.75)	-	-	-	-
8/10/2021	-	(106,981.90)	-	-	-	-
7/29/2021	-	(131,553.16)	-	-	-	-
7/27/2021	-	(538,496.86)	-	-	-	-
7/19/2021	-	(470,832.61)	-	-	-	-
7/15/2021	-	(5,712.51)	-	-	-	-
7/13/2021	-	(58,803.56)	-	-	-	-
7/6/2021	-	(90,918.31)	-	-	-	-
6/28/2021	-	(687,256.38)	-	-	-	-
6/25/2021	-	(28,761.79)	-	-	-	-
6/17/2021	-	(106,723.43)	-	-	-	-

6/16/2021	-	(89,985.54)	-	-	-	-
6/14/2021	-	(461,362.37)	-	-	-	-
6/10/2021	-	(384,727.99)	-	-	-	-
6/3/2021	-	(162,841.09)	-	-	-	-
5/25/2021	-	(436,077.96)	-	-	-	-
5/17/2021	-	(555,367.45)	-	-	-	-
5/12/2021	-	(228,733.29)	-	-	-	-
5/4/2021	-	(101,824.98)	-	-	-	-
5/3/2021	-	(560,833.80)	-	-	-	-
4/27/2021	-	(213,526.06)	-	-	-	-
4/16/2021	-	(526,316.06)	-	-	-	-
4/8/2021	-	(1,035.85)	-	-	-	-
4/7/2021	-	(50,038.62)	-	-	-	-
4/2/2021	-	(487,670.06)	-	-	-	-
3/30/2021	-	(444,667.60)	-	-	-	-
3/22/2021	-	(916,288.74)	-	-	-	-
3/18/2021	-	(410,608.84)	-	-	-	-
3/11/2021	-	(11,539.60)	-	-	-	-
3/9/2021	-	(461,106.20)	-	-	-	-
3/2/2021	-	(9,202.00)	-	-	-	-
2/23/2021	-	(1,063.40)	-	-	-	-
2/22/2021	-	(628,303.85)	-	-	-	-
2/16/2021	-	(172.44)	-	-	-	-
2/16/2021	-	(102,501.51)	-	-	-	-
2/8/2021	-	(485,487.84)	-	-	-	-
2/4/2021	-	(2,420.39)	-	-	-	-
1/29/2021	-	(32,992.65)	-	-	-	-
1/27/2021	-	(486,573.13)	-	-	-	-
1/26/2021	-	(44,615.42)	-	-	-	-
1/13/2021	-	(484,533.49)	-	-	-	-
1/8/2021	-	(1,250.00)	-	-	-	-
12/29/2020	-	(317.15)	-	-	-	-
11/25/2020	-	(755.90)	-	-	-	-
11/19/2020	-	(2,593.50)	-	-	-	-
10/22/2020	-	(1,484.60)	-	-	-	-
10/20/2020	-	(1,453.13)	-	-	-	-
10/15/2020	-	(665.00)	-	-	-	-
10/13/2020	-	(5,307.00)	-	-	-	-
10/1/2020	14,638,937.00	-	-	-	-	-
7/1/2020	2,032,130.00	-	-	-	-	-
7/1/2020	1,518,559.00	-	-	-	-	-
7/1/2020	723,992.00	-	-	-	-	-
7/1/2020	7,040,004.00	-	-	-	-	-
7/1/2020	3,885,046.00	-	-	-	-	-
7/1/2020	809,126.00	-	-	-	-	-
7/1/2020	1,440,563.00	-	-	-	-	-
7/1/2020	34,264.00	-	-	-	-	-
7/1/2020	203,695.00	-	-	-	-	-
		(16,087,827.48)	-	2,780,029.18	-	-
		(13,307,798.30)				

**DEPARTMENT OF EDUCATION**  
**Government of Guam**  
**FEDERAL PROGRAMS DIVISION**



**FY 2020 Title V, Part B: Rural Low Income Schools**  
**Consolidated Grant to Insular Areas**

**Annual Performance Report (APR)**

**Supporting Documents**  
**G5 External Award Activity Report (12/05/2021)**

**December 29, 2021**

# G5 External Award Activity Report (12/05/2021)

U.S. Department of Education - EDCAPS G5  
 G5 - External Award Activity History Detail Report  
 Mon Oct 04 01:08:50 EDT 2021

**View Award Details**

Award No.	S403A200002
Recipient Reference No.	CG F2060
Net Draws	(12,691,275.80)
Last Date To Draw Funds	1/30/2023
Net Authorizations	32,326,316.00
Total Draws	(15,471,304.98)
Total Refunds	-
Total Returns	-
Net Adjustments	2,780,029.18

**Award Transaction History**

Transaction Date	Change In Authorization	Drawdowns	Refunds	Adjustments	Returns	Offsets	
9/30/2021	-	(9,951.00)	-	-	-	-	
9/29/2021	-	(169,660.54)	-	-	-	-	
9/29/2021	-	(293,547.48)	-	-	-	-	
9/21/2021	-	(371,797.49)	-	-	-	-	
9/21/2021	-	(175,828.50)	-	-	-	-	
9/20/2021	-	-	-	203,695.00	-	-	
9/20/2021	-	-	-	1,531,374.21	-	-	
9/20/2021	-	-	-	1,044,959.97	-	-	
9/16/2021	-	(1,625,863.02)	-	-	-	-	
9/8/2021	-	(54,744.76)	-	-	-	-	
9/7/2021	-	(605,408.62)	-	-	-	-	
8/31/2021	-	(37,498.00)	-	-	-	-	
8/27/2021	-	(29,752.97)	-	-	-	-	
8/25/2021	-	(14,913.38)	-	-	-	-	
8/24/2021	-	(500,202.88)	-	-	-	-	
8/17/2021	-	(557,616.58)	-	-	-	-	
8/10/2021	-	(2,234.75)	-	-	-	-	
8/10/2021	-	(106,981.90)	-	-	-	-	
7/29/2021	-	(131,553.16)	-	-	-	-	
7/27/2021	-	(538,496.86)	-	-	-	-	
7/19/2021	-	(470,832.61)	-	-	-	-	
7/15/2021	-	(5,712.51)	-	-	-	-	
7/13/2021	-	(58,803.56)	-	-	-	-	
7/6/2021	-	(90,918.31)	-	-	-	-	
6/28/2021	-	(687,256.38)	-	-	-	-	
6/25/2021	-	(28,761.79)	-	-	-	-	
6/17/2021	-	(106,723.43)	-	-	-	-	
6/16/2021	-	(89,985.54)	-	-	-	-	
6/14/2021	-	(461,362.37)	-	-	-	-	
6/10/2021	-	(384,727.99)	-	-	-	-	
6/3/2021	-	(162,841.09)	-	-	-	-	
5/25/2021	-	(436,077.96)	-	-	-	-	
5/17/2021	-	(555,367.45)	-	-	-	-	
5/12/2021	-	(228,733.29)	-	-	-	-	
5/4/2021	-	(101,824.98)	-	-	-	-	
5/3/2021	-	(560,833.80)	-	-	-	-	
4/27/2021	-	(213,526.06)	-	-	-	-	
4/16/2021	-	(526,316.06)	-	-	-	-	
4/8/2021	-	(1,035.85)	-	-	-	-	
4/7/2021	-	(50,038.62)	-	-	-	-	
4/2/2021	-	(487,670.06)	-	-	-	-	
3/30/2021	-	(444,667.60)	-	-	-	-	
3/22/2021	-	(916,288.74)	-	-	-	-	
3/18/2021	-	(410,608.84)	-	-	-	-	
3/11/2021	-	(11,539.60)	-	-	-	-	
3/9/2021	-	(461,106.20)	-	-	-	-	
3/2/2021	-	(9,202.00)	-	-	-	-	
2/23/2021	-	(1,063.40)	-	-	-	-	
2/22/2021	-	(628,303.85)	-	-	-	-	
2/16/2021	-	(102,501.51)	-	-	-	-	
2/16/2021	-	(172.44)	-	-	-	-	
2/8/2021	-	(485,487.84)	-	-	-	-	
2/4/2021	-	(2,420.39)	-	-	-	-	
1/29/2021	-	(32,992.65)	-	-	-	-	
1/27/2021	-	(486,573.13)	-	-	-	-	
1/26/2021	-	(44,615.42)	-	-	-	-	
1/13/2021	-	(484,533.49)	-	-	-	-	
1/8/2021	-	(1,250.00)	-	-	-	-	
12/29/2020	-	(317.15)	-	-	-	-	
11/25/2020	-	(755.90)	-	-	-	-	
11/19/2020	-	(2,593.50)	-	-	-	-	
10/22/2020	-	(1,484.60)	-	-	-	-	
10/20/2020	-	(1,453.13)	-	-	-	-	
10/15/2020	-	(665.00)	-	-	-	-	
10/13/2020	-	(5,307.00)	-	-	-	-	2,428,992.00
10/1/2020	14,638,937.00	-	-	-	-	-	(2,104,674.00)
7/1/2020	1,518,559.00	-	-	-	-	-	324,318.00
7/1/2020	723,992.00	-	-	-	-	-	
7/1/2020	7,040,004.00	-	-	-	-	-	
7/1/2020	203,695.00	-	-	-	-	-	2,544,869.08
7/1/2020	2,032,130.00	-	-	-	-	-	6,645,655.00
							9,152.64
							(4,454,021.72)

7/1/2020	809,126.00	-	-	-	-	-	1,900,000.00	2,191,633.28
7/1/2020	3,885,046.00	-	-	-	-	-	4,454,021.72	
7/1/2020	34,264.00	-	-	-	-	-		
7/1/2020	1,440,563.00	-	-	-	-	-		
		(15,471,304.98)	-	2,780,029.18	-	-		
		(12,691,275.80)						