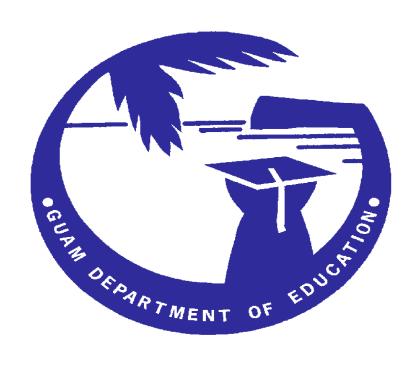
DEPARTMENT of EDUCATION Government of Guam FEDERAL PROGRAMS DIVISION



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

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

Pages 1 - Pages 121 February 11, 2022

Consolidated Grants to the Insular Areas

CFDA Number: 84.403A
Formula Grant

Annual Performance Report (APR)



<u>Background:</u> 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."¹

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.

¹ 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

<u>Instructions</u>: 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 # \$403A200002	
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: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 the Performance Report are true and correct.	is Annual
The Annual Performance Report fully discloses all known weaknesses concerning the accuracy, reliate completeness of the data.	oility and
Signature of Authorized Representative: Title: Superintendent of Education	
Date: 12 29 21	

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

A. Consolidated Grant Amount	\$32,326,316.00
Obligated	
B. Total Amount Expended	\$1,104,259.96
C. Funds Remaining	(\$\)922,056.04
D. % of Funds Remaining	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 <u>83.4%</u> 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)

February 11, 2022

Annual Performance Report [FFY 2020-2021]

TITLE I—IMPROVING THE ACADEMIC

ACHIEVEMENT OF THE DISADVANTAGED. Part A—

Improving Basic Programs Operated By Local Educational

Shandice Calano

Officer

Senior State Program

Federal

Programs

Oversight:

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

ESEA

Federal Program &

Allowable Use(s) of

Funds:

Project Title:

(Federal

Program

Project #1:

Career, Civic

College,

Name):	Engagement and Life Readiness (CCCLR)	*Identify Program the proj- impleme *If the p impleme ESEA Tit Subpart under w	roject is being ented under le V, Part B, 2, identify hich Federal (s) the activit	 ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A— Supporting Effective Instruction ESEA TITLE IV—21ST CENTURY SCHOOLS. Part A— Student Support and Academic Enrichment Grants. Subpart 1— Student Support And Academic Enrichment Grants ESEA TITLE V PART B – RURAL EDUCATION INITIATIVE, Subpart 2-Rural and Low Income School 					ranklin Cruz tate Program Officer
Pr	Project Budget Population Served						rved		
Allocated	Obligated	% Obligated		Students Se	rved	Staff Served			
Public \$5,166,472.89	Public Total	TOTAL	Grade Level(s)	<i>Projected</i> Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrator	Actual Number of rs Administrators
	\$3,823,210.52 Expended \$933,246.16 In Purchase Order \$2,330,526.18 In Requisition \$559,438.18	74%	Group: [Grade Level(s)]	(K-5 th) 12,423 (6 th -8 th) 6,466 (9 th -12 th) 9,201	(K-5 th) - 485 (6 th -8 th) - 5,024 (9 th -12 th) - 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
Private	Private		Group: [Grade Level(s)]						
	Total Population	on Served	1 /2		16,095		389		23

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base] 	Quarterly Perfo	ormance Targets		Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
Component 1. Increasing Rigorous Academic and Technical Courses with High Quality Instruction 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.	Professional development (PD) trainings on: a. CTE b. AP/Honors c. STEAM	Percentage of teachers who self-report as feeling "well prepared" and "more than well prepared" to teach the content	fooling "well	Target: 50% (If survey administered at this time.)	Target: 55% (If survey administered at this time.)	Target: 60% (If survey administered at this time.)	Target: 60% (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.
		Percentage of		-				



Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	rmance Targets		Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
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		Target: Ongoing instruction	Target: 50% of students earn a "C" or better	Target: Marks the start of a new school year.	Yes, this project objective was met and exceeded by 11%. By the 3 rd 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 SY19-20 AP Test Results	Advanced Placement (AP) instruction, & AP Testing	Percentage of AP test takers who scored a 3 or higher	takers scored a	Target: AP Test not administered at this time.	Target: AP Test not administered at this time.	Target: AP Test administered in April 2021.	Target: 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 th 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	Target: UOG Placement Tests not given at this time.	Target: UOG Placement Tests not given at this time.	Target: UOG Placement Tests not given at this time.	Target: 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.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	rmance Targets		Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
			freshmen placed into college level Math in SY 18-19					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.
								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.
Component 2. Career-Oriented Programs and Assessments								
By the end of SY 2020-21, 50% of test takers will pass the WorkKeys Assessment with a Bronze score or higher	WorkKeys curriculum/practice and assessment	Percentage of WorkKeys test takers who score "Bronze" or higher	50% of test takers score a Bronze or higher	Target: Students practice on WorkKeys curriculum at this time, in	Target: Students practice on WorkKeys curriculum at this time. 50% of test takers will	Target: Students practice on WorkKeys curriculum at this time. 50% of test takers will score	Target: Students practice on WorkKeys curriculum at this time. 50%	Yes, this Project objective was met and exceeded the annual target of 50% test takers

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

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base	 	Quarterly Perfo	rmance Targets		Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
academic work as evidenced by self- reflection surveys, and will increase their knowledge and interest in related careers.								and confident in their academic work.
Component 4. Academic & Career Planning			N/A	•				
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	students indicate an interest in- STEAM for cellege	Target: 30% (If College Fair held at this time.)	Target: 30% (If College Fair held at this time.)	Target: 30% (If College Fair held at this time.)	Target: 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.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	ormance Targets		Was this project	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:	
								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.	<u>(</u>
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	Target: 30% (If Career Fair held at this time.)	Target: 30% (If Career Fair held at this time.)	Target: 30% (If Career Fair held at this time.)	Target: 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	



Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	rmance Targets		Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	connected project the unit of objective in the measurement.	connected project the unit of objective in the measurement.	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
								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 2nd 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.



Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	rmance Targets		Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
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	College Fair in	Target: College/Career Fair not conducted at this time	Target: College/Career Fair not conducted at this time	Target: 60% (If College/Career Fair is conducted at this time)	Target: 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.



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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

- 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

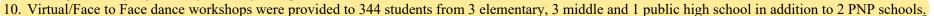
List the major activities that were implemented within this project.

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 GDOE dents 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.

Annual Performance Report [FFY 2020-2021]

- TCEA Competition 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



- 11. AP exams were administered during April 2021. Results are being gathered from each school and will be reported in the 1st 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.
- 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.
- 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
- 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)

February 11, 2022

Project Title: (Federal Program Name):	and Instructional Quality and Development (CIQD) *Identi under v implem *If the implem Part B, which I activitie			Federal Program the project is being Title II Part A – Supporting Effective Oversight:					Sean Rupley Senior State Program Officer Diana Hiyashi State Program Officer
	Project Budget					Populatio	on Served		
Allocated	Obligated	% Obligated	S	Students Served Staff Se					
Public \$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 Private	TOTAL 77%	Grade Level(s) Group: PreK-5 6-8 9-12	12,619 6,466 9,201	3,550 2,951 848	Projected Number of Teachers 600	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
	Total Population Served				7,349		600		100

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

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Base]]	Quarterly Perform		Was this project objective met? Please	
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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	Teacher Mentoring 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.	Target: 65%	<u>Target:</u> 70%	<u>Target:</u> 75%	Target: This marks the start of a new school year.	Mentored Teachers - Yes. The target of 75% indicating satisfaction with the program was achieved. 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.

Page 19 of 121

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Base		Quarterly Perforn	nance Targets		Was this project objective met? Please
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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	Initial Teacher Certification Assistance	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	52% of teachers completed the program and became fully certified teachers.	Target: Implementation Phase	Target: Implementation phase	Target: Implementation Phase	Target: This marks the start of a new school year.	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 — De in January 2022. Data will be collected and reported at that time.
1.3: By the end of SY20-21, the retention rate of teachers and administrators will increase by 5% from the previous school year	Teacher Mentoring New Teacher Academy	% of teachers and administrators who continue to remain employed as teachers and administrators for the GDOE.	% of fully certified teachers (SY20-21=1,691)	Target: Ongoing instruction.	Target: Ongoing instruction.	Target: Ongoing instruction.	Target: 5% increase in teacher retention rate.	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
2.1: Through web- based surveys, 75% of participating teachers	Various teacher professional development	Percentage of teacher who report, or are	At least 50% of teachers have rated	Target: 65%	<u>Target:</u> 70%	<u>Target:</u> 75%	Target: Marks the start of a	No. As a result of the unforeseen extent as to which the COVID-19

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Baseline	Quarterly Performance Targets				
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	line Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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.					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.
2.2 5% increase in # of students making progress from tier to tier using AIMSweb Plus	Online formative assessment	Percentage d 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).	data	Target: Ongoing instruction	Target: Ongoing instruction	Target: 5% increase	Marks the start of a	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

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Baseline	. I	Quarterly Perfori	nance Targets		Was this project objective met? Please
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	line Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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	Target: 40%	<u>Target</u> : 45%	Target: 50%	Marks the start of a new school year.	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. 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.

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Base		Was this project objective met? Please			
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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 Sumative Results	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%	Target: Summative assessment not conducted at this time.	Target: Summative assessment not conducted at this time.	Target: Summative assessment conducted at this time.	Target: 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 6: 2%/ 9% Grade 6: 2%/ 10% Grade 7: 2%/ 9% Grade 8: 2%/ 18%

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Base			Was this project objective met? Please		
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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.	Target: 70%	Target: 75%	Target: 80%	Target: Marks the start of the new school year; no survey conducted.	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. 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

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.			Quarterly Perform	-		Was this project objective met? Please
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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%	Target: No survey done at this time.	Target: 55%	start of the	continue instruction have greatly increased creating an overwhelming quantity of requests for support related to Information Technology services. The results for 2 nd quarter and 3 rd quarter as follows: 2 nd Quarter - 82% (Exceeded) 3 rd Quarter -78% (Below Target) Yes. 82% of teachers/staff indicate satisfaction with how technology is functioning in support of effective instruction.
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.	5%) of all	Target: Baseline data collection.	Target: 10% reduction compared to 1st quarter.	Target: 20% reduction compared to 1st quarter.	Target: 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

Annual Performance Report [FFY 2020-2021]

Project Objective(s) Add additional rows for	Project Activity (Each project activity	Performance Measures (i.e.	Bas	(Quarterly Perform	Was this project objective met? Please		
each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	eline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
								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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

- 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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- 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 <u>progress exceeds</u> the established project objectives and performance measures.
- Meets (3) The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- □ Approaches (2) The grantee has provided quantifiable evidence of <u>partial successful</u> 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 <u>unable to provide any quantifiable evidence</u> 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)

February 11, 2022

Annual Performance Report [FFY 2020-2021]

Project

Project #3:

Federal Program &

TITLE I —IMPROVING THE ACADEMIC ACHIEVEMENT OF THE

Christopher

Federal

Program Name):	Academic Intervention (CSAI)	ons Propro imp *If imp ESI Subwhit Propro are	entify the Feder ogram under what ject is being olemented. the project is be olemented unde EA Title V, Par- opart 2, identify ich Federal ogram(s) the act authorized.	eing r t B, under sivities	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					J	State Program Officer Rhea Taitano State Program Officer
	Project 1	Budget					Population				
Allocate	d Oblig	ated	% Obligated	;	Students Serv	ved		Staff S	Served		
Public	ТОТА		TOTAL	Grade	Projected	Actual	Projected Number	Actual	Projected	Actu	ıal
\$11,653,576.	04 \$10,89	4, 472.43	93%	Level(s)	Number	Number	of Teachers	Number of	Number of		nber of
	Expen	ded				0.0	0.000	Teachers	Administra		ninistrators
	\$9,009			Group:	SSIP 0	SSIP 0	SSIP 300	SSIP 49	SSIP 10	SSIP 4	
	I., D.,,	.1		K-5	U	U	300	49	10	4	
	In Pur Order	cnase			ESL	ESL	ESL	ESL			
	\$1,442	,774.44			1220	4,325	120	130			
	In Req \$441,9	uisition			Classroom Support	Classroom Suppo <u>rt</u>	Classroom Support	Classroom Support			
Private				1003(GDO E) 250 (GACS)	4,217(D) E) 0 (GACS)	260(TAs)	287 260 (TAs)				
					Kinder Learn 3507	Kinder Learn 6,510	Kinder Learn 135	Kinder Learn 439	Kinder Learn 18	Kind 15	er Learn

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

Project Objective(s) Add additional rows for each separate project	Project Activity (Each project activity should be connected project objective in the	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Qua	arterly Perfor	mance Target	s	Was this project objective met? Please indicate: Yes or No. If no, please explain below:
objective.	previous column)			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.	Target: 30% of participating teachers will implement strategies trained	Target: 40% of participating teachers will implement strategies trained	Target: 50% of participating teachers will implement strategies trained	Target: This marks the start of a new school year.	SSIP and ESL — 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.

Objective(s) Add additional rows for each separate project	Project Activity (Each project activity should be connected project objective in the	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:		
objective.	previous column)			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 (Teaching Assistants (TAs)/Instruction al Program Aides (IPAs)	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.	Target: 30% of teachers will report TAs/IPAs helpful in meeting needs of special populations	Target: 40% of teachers will report TAs/IPAs helpful in meeting needs of special populations	Target: 50% of teachers will report TAs/IPAs helpful in meeting needs of special populations	Target: 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 (Teacher Assistants (TAs)/Instruction al Program Aides (IPAs)	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.	Target: 30% of teachers will report TAs/IPAs supporting classroom instructional activities.	Target: 40% of teachers will report TAs/IPAs supporting classroom instructiona l activities.	Target: 50% of teachers will report TAs/IPAs supporting classroom instructiona l activities.	Target: 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.		



Objective(s) Add additional rows for each	Project Activity (Each project activity should be connected project	Performance Measures (i.e. metric) Enter the unit of	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
separate project objective.	objective in the previous column)	measurement.	ıta	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	rter form get	Provide an explanation for why the annual objective was not met 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.	After-School Program for Instructional Remediation and Enrichment (ASPIRE) Summer School	Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.	participating students Tier 1 on AIMSweb Oral Reading Fluency -25% participating students Tier 1 on AIMSweb Number	10points in	will increase AIMSweb benchmark scores by 10points in Reading &	Target: 50% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Spring Benchmark)	Target: This marks the start of a new school year.	ASPIRE – No Summer – Yes (Elementary) No (Middle) ASPIRE – 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 After-School Program for Instructional Remediation & Enrichment (ASPIRE) activity, which is traditionally face-to-face, could not be implemented this performance period. Summer School – 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%.



				I L		-		
								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. 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.
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	N/A	Target: 30% of students mentored will be on track to graduate	Target: 40% of students mentored will be on track to graduate	Target: 50% of students mentored will be on track to graduate	Target: 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.



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

Project Objective(s) Add additional rows for each separate project	Project Activity (Each project activity should be connected project objective in the	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:
objective.	previous column)			Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	rter orm get	Provide an explanation for why the annual objective was not met 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 (Eskuelan Puengi (EP)/ Summer School)	Percent of students that received a passing grade of 70% or higher to earn credit	EP Session A: 80% Passing Rate A-37%, B-26%, C-17%, D-17%, F-3% EP Session B: 87% Passing Rate A-43%, B-26%, C-18%, D-12%, F-1% Summer School: Session A: 84% Session B: 85% Session C: 85% Session C: 85% Session D: 84% Weight Average: 84%	arget: 60% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target: 70% of participating high school students will be on track to pass course(s) with passing rate of 70%	Target: 80% of participati ng high school students will pass course(s) with passing rate of 70%	Target: This marks the start of a new school year.	Summer School - Yes Eskuelan Puengi – No 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 Eskuelan Puengi 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



-	_			I L				,
				 				students, who are the primary recipients of services in this projects. El param completed in March 2020. Session A ran from February 3 - 21, 2020 & B from March 3 - 31, 2020. Session B was extended due to COVID-19 school closures. EP went fully on line during session B.
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.	Second Chance	Percent of students that graduate and/or on track to graduate	Overall, 65% of students 17-21 and 2 or more years behind who earn credits to progress to next grade level: 79% (19) – 11 th 50% (20) – 10 th 75% (4) – 9 th	Target: At least 70 % of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target: At least 75% on track to graduate or advance to next grade level.	Target: At least 80% on track to graduate or advance to next grade level.	Target: 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. 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. 60% of participating students were on track to graduate or advance to the next grade level.

Annual Performance Report [FFY 2020-2021]

By end of SY2020-21, at least 10% of incarcerated students and those housed in Youth Shelters that will be on track to graduate or progress to the next grade level.	Second Chance	Percent of students that will be on track to graduate or progress to the next grade level.	SY 18-19: 12th Grade N/A 11th Grade: 100% 10thGrade 100% 9th Grade 94%	Target: At least 4% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level	Target: At least 6% on track to graduate or progress to next grade level	Target: At least 10% on track to graduate or progress to next grade level	Target: 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 athways	Percent of students that graduate and/or on track to graduate	84% of students progressed to the next grade level (SY 2018-19)	Target: At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target: At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target: At least 65% of participatin g 17-21 and 2 or more years behind on track to graduate or advance to next grade level	Target: 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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

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 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.

Annual Performance Report [FFY 2020-2021]

- 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 v 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 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%							
Total	2,523	Passing Rate: 85%							

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

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

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

- 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.

Annual Performance Report [FFY 2020-2021]

• 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.

Annual Performance Report [FFY 2020-2021]

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.
 - FP)
- 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

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

February 11, 2022

Project	Project #4: Sc	chool F	Federal Program &	Title I - Impr	oving the Academic	Federal	Rachel S. Duenas
Title:	Climate Cultu	ıre & A	Allowable Use(s) of Funds:	Achievemen	to the Disadvantaged, Part	Programs	Senior State Program Officer
(Federal	Engagement (Identify the Federal Program	A Improving	Basic Programs Operated	Oversight:	
Program			inder which the project is	by local ager	icies, Sec. 1115 – Targeted		Stephanie Chargualaf
Name):		b	eing implemented.	Assistance S	chools		Senior State Program Officer
		ir T ic P	If the project is being mplemented under ESEA Fitle V, Part B, Subpart 2, dentify under which Federal Program(s) the activities are uthorized.	English Lear Students, Sec eligible entit: Title IV - 21s Student Supp Enrichment C Activities to students Title V - Flex Part B - Rura	nguage Instruction For ners And Immigrant c. 3115 – Sub grants to les st Century Schools, Part A - ort And Academic Grants, Sec. 4108 - support safe and healthy kibility And Accountability, al Education Initiative, tural and Low-Income		Matthew Sablan State Program Officer
				School Progr			
F	roject Budget				Population Served		
Allocated Total % Obligated Obligated		Students Served Q			Staff Served		

P	roject Budget		Population Served						
Allocated	Total Obligated	% Obligated	Students Served			Staff Served			
Public \$3,560,549.96	Total \$3,320,392.65	93%	Grade Level(s)	<i>Projected</i> Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
	Expended \$2,235,867.53 In Purchase Order \$825,295.78 In Requisition \$259,229.34		Group: [K-5]	-75 425	3324	1,109 (K-12)	1971	26	778
Private	Private		Group : [6-8]	820- 1,320			991	8	595
Total Populat	ion Served		Group: [9 12]	264 5,144	1964 8427		962 3924	7	2034

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base	(Quarterly Perfo	ormance Target	S	Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
4.1 SSOT 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	Target: 60% success rate	Target: 60% success rate	Target: 60% success rate	Target: 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: 1st Qtr: 72% 2nd Qtr: 89% 3rd Qtr: 94% 4th Qtr: 87%
4.2 PBIS Framework 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	SY19-20 2 nd Qtr ES TFI AVG: Tier 1: 88% Tier 2: 79% Tier 3: 72% MS TFI AVG: Tier 1: 86% Tier 2: 42% HS TFI AVG: Tier 1: 93%	Target: Ongoing implementa tion	Target: Ongoing implementat ion	Target: 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%	Target: Ongoing implementa tion	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 inperson 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)	Project Activity (Each project	(Each project Measures (i.e.			Quarterly Perf	ormance Target	S	Was this project	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	ect the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:	
								surveys, determination of meeting the annual target of a 2% increase in the level of implementation of the PBIS framework could not be done.	
4.2 PBIS Framework Maintain an annual School Safety Perception Survey rate of 80%	Conduct of School Safety Prception Survey	School Safety Perception rate of 80%	SY 19-20 SSS AVG: Elem Participation Avg: 72% Risk Ratio Avg: 33% Protective Ratio Avg: 56% Middle Participation Avg: 54% Risk Ratio Avg: 56% Protective Ratio Avg: 78% High Participation Avg: 36% Risk Ratio Avg: 57%	Target: Maintain 80% rate	Target: Maintain 80% rate	Target: Maintain 80% rate	Target: Maintain 80% rate	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 inperson 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 surveys, the annual target of 80% perception rate could not be determined.	

Project Objective(s)	connected project the unit of measurement. metric) Enter the unit of measurement.	Measures (i.e.	Bas	i	Quarterly Perf	Formance Targe	ts	Was this project
Add additional rows for each separate project objective.		Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:	
4.3 Positive Behavior & Safe School Environments 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.	= Target: = 30% = increase = = = = = = = = = = = = = = = = = = =	Target: 40% increase	Target: 50% increase	Target: 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. With focus placed on classroom instruction and learning loss, school personnel could not attend in person or virtual trainings. The project objective of 50% SCCE and school personnel indicating greater knowledge and more confidence in implementing PBIS strategies was not met.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base	İ	Quarterly Perf	ormance Target	s	Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
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	Target: 38% = = = = = = = = = = = = = = = = = = =	Target: 37.8%	<u>Target</u> : 37.5%	Target: 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 inperson 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	Target: 19% suspension rate	Target: 18.8% suspension rate	Target: 18.5% suspension rate	Target: 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)	Project Activity (Each project	Measures (i.e. metric) Enter the unit of measurement.	Basa	(Quarterly Perf	S	Was this project	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)		eline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
								Orders resulting in multiple periods of either complete school closures or severely limited inperson 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.
4.4. Health & Safety 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	Target: Ongoing activities	Target: Ongoing activities	Target: 10% increase	Target: 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)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perf	ormance Target	s	Was this project
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
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 percentage of obese and extremely obese student	Obese students = 1,824 Extremely obese students = 1,054	Target: Ongoing instruction	Target: Ongoing instruction	Target: 33% 10% increase	Target: Marks the start of a new school year.	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. 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. 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,

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

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

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. The remainder of screen classroom learning and the lifting of COVID-19 restrictions.

Activities

List the major activities that were implemented within this project.

- 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

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

February 11, 2022

Project Title: (Federal Program Name): Project #5: Private, Non-Public – Office of Catholic Education (OCE) Funds: *Identify the Federal Program under with project is being implemented. *If the project is being implemented und Title V, Part B, Sulidentify under where the program (Sederal Pro				ACH Impr Ager ESE. REC PRIN A—S ESEA ENG rt 2, STU Lang	RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction ESEA TITLE III—LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT Stephanie N. Chargualaf State Program Officer:						
P Allocated	Project Budget Total	acti	vities are authoriz	Studen Studen Subprogram Title	ent Support And Acadort 1— Student Supports V PART B – RURA part 2-Rural and Low	ff Served					
Public	Obligated Public	- Jangarea	Grade Level(s)	<i>Projected</i> Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators		
Private	Total \$1,745,209.21	(20/	Group: [<i>K</i> -5]	1,578	1,569	140	140	14	14		
\$2,742,029.72	Expended \$1,426,884.51 In Purchase Order \$160,414.98	63%	Group: [6 th -12 th]	1,857	1,843	116	116	14	14		

3,412

28

28

In Requisition \$157,909.72

Total Population Served

Project Objective(s)	Project Activity	Performance Measures (i.e.	Bas	Quarterly Performance Targets			ets	
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Was this project objective met? Please indicate: Yes or No. If no, please explain below:
Goal 1: Academic Performance				•				
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)	baseline data available for SY 18-19.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing conducted at this time.	Target: 2% increase from Math baseline	Yes, for three (3) grade levels, based on the following SY 20-21 ACT Aspire results: Math results ACT Aspire SY 20-21 3rd – 55% 4th – 38% 5th – 18% 6th –31% 7th –35% 8th –26% 9th –18% 10th -18% Comparing the above to the SY 17-18 Math results, the following grade levels increased at least 2%: 3rd – 7% increase 7th – 13% increase 8th – 5% 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. 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.

Project Objective(s)	Project Activity	Performance Measures (i.e.	Bas	Q	uarterly Perfo	ts		
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Was this project objective met? Please indicate: Yes or No. If no, please explain below:
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)	Reading results below can be used as	Target: ACT Aspire summative testing not done at this time	Target: ACT Aspire summative testing not done at this time	Target: ACT Aspire summative testing conducted at this time.	Target: 2% increase from ELA baseline	Yes, for four (4) grade levels, based on the following SY 20-21 ACT Aspire results: Reading results ACT Aspire SY 20-21 3rd – 36% 4th – 45% 5th – 34% 6th – 42% 7th – 45% 8th – 53% 9th – 39% 10th – 50% The following grade levels increased at least 2%: 3rd – 8% increase 4th – 6% increase 5th – 4% increase 10th – 15% 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. 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.

Project Objective(s)	Project Activity	Performance Measures (i.e.	Quarterly Performance Targets					
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Was this project objective met? Please indicate: Yes or No. If no, please explain below:
Goal 2: Advanced Placement (AP) At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP	AP Testing	% of AP test takers who score a 3 or better	SY19-20: 38% of AP test results	Target: AP Testing not administered at this time.	Target: AP Testing not administered at this time.	Target: AP Testing administered at this time.	Target: 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. 22% of AP test results had scores of 3 or better in SY 20-21, so this objective was not met.
Goal 3: Professional Development (PD) 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)	Professional Development (PD) Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices		Target: 20% (If survey administered at this time.)	Target: 30% (If survey administered at this time.)	Target: 40% (If survey administered at this time.)	Target: 40% (If survey administered at this time.)	Due to the health pandemic and social distancing that prevented in-class learning, student test results may have slightly dropped for some grade levels. Determination of whether or not this objective was met cannot be done at this time. 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 PD trainings were delayed due to the pandemic situation. Survey on strategy implementation has yet to be

Project Objective(s)	Project Activity	Performance Measures (i.e.	Bas	Q	uarterly Perfo	rmance Targe	ts	
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Was this project objective met? Please indicate: Yes or No. If no, please explain below:
Goal 4: Specialized Events & Opportunities				:				conducted to allow time for trained teachers to apply the strategies learned in the classroom.
a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	STEAM	% increase of student participation in specialized events	No baseline data.	Target: Ongoing specialized events and activities	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) 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.		% of student participants who indicate being "engaged" and "confident" in their work	No baseline data.	Target: At least 50% (If survey done at this time)	Target: At least 55% (If survey done at this time)	Target: At least 60% (If survey done at this time)	Target: At least 60% (If survey done at this time)	No, this was not met due to ASEs/STEAM activities 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
Goal 5: Academic & Career Planning 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.	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: 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)	Project Activity	Performance Measures (i.e.	Bas	Quarterly Performance Targets			ts	
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Was this project objective met? Please indicate: Yes or No. If no, please explain below:
to prepare for a college/career path				•				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) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path Goal 6: Technology and Technology Integration	College/Career Fairs	% of students indicating interest in pursuing STEAM college path or a CTE path		Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered 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 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.
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		Target: At least 5%	Target: At least 7%	Target: At least 10%	Target: 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.	Target: At least 5%	Target: At least 7%	Target: At least 10%	Target: 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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

- 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.

- 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

- □ Advanced (4) The grantee has provided quantifiable evidence that <u>progress exceeds</u> the established project objectives and performance measures.
- □ Meets (3) The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- □ Approaches (2) The grantee has provided quantifiable evidence of <u>partial successful</u> 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 <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

Project Title:	Project #5:	Feder	ral Program &	ESE	EA TITLE I—IMPROV	ING THE ACA	DEMIC	Federal	Project Manager:
(Federal	Private, Non-	Allow	vable Use(s) of	AC]	HIEVEMENT OF THE	Programs	Ike C. Santos		
Program	Public –	Fund	s:	A—	_			Oversight:	
Name):	Harvest Christia	n *Iden	tify the Federal	Imp	proving Basic Programs	Operated By Lo	cal		State Program
•	Academy (HCA)	Progra	am under which	the Edu	cational Agencies				Officer:
		projec	ct is being	ESE	EA TITLE II—PREPAI	RING, TRAININ	G, AND		Stephanie N.
		imple	mented.	REG	CRUITING HIGH-QUA	ALITY TEACHI	ERS,		Chargualaf
				PRI	NCIPALS, AND OTH	ER SCHOOL LI	EADERS. Part		
		*If the	e project is bein	g A—	-Supporting Effective In		State Program		
		imple	mented under E	SEA ESE	EA TITLE III—LANGU		Officer:		
			/, Part B, Subpa	t 2, ENG	GLISH LEARNERS A		Matt Sablan		
			fy under which		JDENTS. Part A—Eng				
			al Program(s) th	Lan	guage Enhancement, A				
		activi	ties are authoriz	ed. ESE	EA TITLE IV—21ST C				
				A—	-Student Support And A	cademic Enrich	ment Grants.		
				Sub	part 1— Student Suppo	rt And Academi	c Enrichment		
				Gra					
				Title	e V PART B – RURAL	EDUCATION :	NITIATIVE,		
				Sub	part 2-Rural and Low I				
	Project Budget								
Allocated	Total	%		Students	Served	ff Served			
	Obligated	Obligated							
Public	Public		Grade	Projecte	d Actual Number	Projected	Actual	Projected	Actual
			Level(s)	Number		Number of	Number of	Number of	Number of
	1				Teachers Teachers				
						Teachers	Teachers	Administrators	Administrators

ŀ	Project Budget			Population Served								
Allocated	Total Obligated	% Obligated		Students Served			Staff Served					
Public	Public		Grade Level(s)	<i>Projected</i> Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators			
Private	Total \$1,745,209.21	620/	Group: [<i>K-5</i>]	468	457	55	55	3	3			
\$2,742,029.72	Expended \$1,426,884.51 In Purchase Order \$160,414.98 In Requisition \$157,909.72	63%	Group: [6 th -12 th]	470	463	55	5	3	3			

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bas	<u> </u>	Quarterly Perfo	ormance Targets		Was this project objective met?
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
Goal 1. Academic Performance 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	1st:50% 2 nd :55% 3 rd :53% 4 th :60% 5 th :62% 6 th :55%	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 only for students in the 11 th 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	1 st : 61% 2 nd :49% 3 rd :59% 4 th :60% 5 th :69%	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.	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)	Project Activity (Each project	Performance Measures (i.e.	Bas	į	Quarterly Perfo	ormance Targets	S	Was this project objective met?
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
from baseline Goal 2. Advanced Placement (AP) At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP Goal 3. Professional	Advanced Placement Testing	% of AP test takers who score a 3 or better	from Apr. 2019 No. of AP	AP testing not administered at this time.	AP testing not administered at this time.	At least 2% increase	This marks the start of a new school year.	The annual objective of at least 2% increase was met only for students in the 11 th grade, who showed a 10% increase in the " <i>Proficient/Ready</i> " 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. 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): 2019 – 51% 2020 – 63% So there was a 12% increase in test scores being a 3 or better.
Development (PD)			= 51%	- : :				
At least 40% of teachers participating in PD will report implementing strategies	PD Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline	 (If survey administered at this time.	30% (If survey administered at this time.	40% (If survey administered at this time.	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

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bas		Quarterly Perfo	ormance Targets	S	Was this project objective met?
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy).								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. Annual PD objective was not met. There were virtual PD trainings held under the CIQD project, but not the
Goal 4. Specialized Events & Opportunities		% increase in	:					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. No. As a result of the unforeseen
a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Academic Special Events (ASE), STEAM	student participation in specialized events	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.	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 and STEAM activities implemented in SY 20-21 due to the COVID pandemic. Hence, this objective was not met.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bas		Quarterly Perfo	rmance Targets	3	Was this project objective met?
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
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	Academic Special Events (ASE), STEAM	% of student participants who indicate being "engaged" and "confident" in their work	data.	At least 50% (If survey administered at this time.)	(If survey administered	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.
confident in their academic work Goal 5. Academic & Career								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.
a) At least 70% of participating students will indicate that College/Career Fair is helpful in providing them the information	College, Career Fairs	% of students indicating College/Caree r Fair relevant and helpful	data.	At least 70% (if fair is held at this time.)	(if fair is held	At least 70% (if fair is held at this time.)	At least 70% (if fair is held at this time.)	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)	Project Activity (Each project	Performance Measures (i.e.	Bas	!	Quarterly Perfo	rmance Targets		Was this project objective met?
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
needed to prepare for a college/career path		% of students		= : : : : :				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	College, Career Fairs	indicating an interest in pursuing a STEAM path in college or a CTE path	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.)	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.
Goal 6. Technology and Technology Integration		0/ 41		= = = = =				This objective was not met since there was no College/Career Fair held this year due to the COVID pandemic.
a) At least 10% teachers reporting improved access to technology and online resources for students and more	This was not a component participated in by HCA under the CG for FY 20-21.	% teachers reporting improved access to technology and online resources for students and more technology		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	of teachers reporting improved access to technology and online	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.

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Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bas	į	Quarterly Perfo		Was this project objective met?	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
technology integration in the classroom b) At least 10% students reporting improved access to	This was not a component participated in by HCA under the CG for FY	integration in the classroom % students reporting improved access to technology and online	No baseline data.	technology integration in the classroom. At least 5% of students reporting improved access to	integration in the classroom. At least 7% of students reporting improved access to	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.
technology and online resources for students and more technology integration in teaching	20-21.	resources for students and more technology integration in teaching		technology and online resources and more technology integration in the classroom.	technology and online resources and more technology integration in the classroom.	technology and online resources and more technology integration in the classroom.		

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- 8% increase in the "*Proficient/Ready*" level for 11th graders in the Math IOWA testing, and 10% increase in the "*Proficient/Ready*" level for the same 11th graders in the ELA IOWA testing.
- There was a 12% increase in Advanced Placement (AP) test scores being a 3 or better.

Activities

List the major activities that were implemented within this project.

- 1. IOWA summative testing.
- 2. Advanced Placement (AP) 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. 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

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

Title: (Federal Program	Private, Non- Public — St. John's School (SJS)	Federal Progra Allowable Use Funds: *Identify the Fe Program under project is being implemented. *If the project is implemented u Title V, Part B, S identify under the Federal Program activities are an	e(s) of ederal which the s is being under ESEA Subpart 2, which m(s) the	ACHIEVEN Improving I Agencies ESEA TITL RECRUITE PRINCIPAL Supporting ESEA TITL ENGLISH I STUDENTS Language E ESEA TITL Student Sup Subpart 1— Grants Title V PAF	JE I—IMPROVING THE DISABASIC Programs OperaBASIC Programs OperaBASIC PREPARING, NG HIGH-QUALITY LS, AND OTHER SCEFFECTIVE Instruction JE III—LANGUAGE LEARNERS AND IMPORTANGE AND ACTUME AND ACTUME STUDIES OF THE STUDI	Programs Oversight:	Project Manager: Eke C. Santos State Program Officer: Stephanie N. Chargualaf State Program Officer: Matt Sablan			
	Project Budget	0/		0						
Allocated	Total Obligated	% Obligated		Students S	ervea	Staff Served				
Public	Public		Grade Level(s) Group:	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrate	Actual Number of Administrators	
Private	Total \$1,745,209.21	63%	[K-5]	195	182	35	35	3	3	
\$2,742,029.72		0370	Group: [6 th -12 th]	306	306	33	33	3	3	

Total Population Served	488	3	3

Project Objective(s)	Project Activity (Each project Measures (i.e.					Was this project objective met? Please			
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.		Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 1: Academic Performance					•				
a) At least 2% increase in students scoring at the "Proficient/Ready" and "Advanced/Excee ding" level in Math 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"	SY 19-20: Math MAP Results: 2 nd : N/A 3 rd : N/A 4 th : N/A 5 th : N/A 6 th : N/A 7 th : N/A Math PSAT Results: 8: N/A 9: N/A 10: 82%	•	Target: MAP/PSAT summative testing not done at this time.	Target: MAP/PSAT summative testing not done at this time.	Target: MAP/PSAT summative testing administered.	Target: At least 2% increase	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 th grade (See results for SY19-20 under baseline data). Additionally, the MAP test was recalibrated 2021, which prevents accurate comparisons with earlier test data. For SY 20-21: MAP Math Results 2nd: 82% 3rd: 86% 4th: 52% 5th: 60% 6th: 88% 7th:100% PSAT Math Results:

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.		Basi		Quarterly Perfo	ormance Targets	\ -	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.		Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
b) At least 2% increase in students scoring at the "Proficient"/"Read y" 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 Lests from baseline MAP Test, and grades 8-10 judged to be "on track for College"	SY 19-20: ELA MAP Results: 2 nd : N/A 3 rd : N/A 4 th : N/A 5 th : N/A 7 th : N/A PSAT Results: 8: N/A 9: N/A 10: 82%	! ! !	Target: MAP/PSAT summative testing not done at this time.	Target: MAP/PSAT summative testing not done at this time.	Target: MAP/PSAT summative testing administered.	Target: At least 2% increase	8th:75% 9th:77% 10th:72% 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 10th 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. For SY 20-21 MAP ELA Results 2nd: 76% 3rd: 95% 4th: 63% 5th: 76% 6th: 86% 7th: 94% PSAT ELA Results 8th:94% 9th:90% 10th:88%

Project Objective(s)	Project Activity Performance (Each project Measures (i.e.				Quarterly Perfo	rmance Targets	ş-	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 2: Advanced Placement The percent of AP students scoring 3 or above will increase by at least 2% for those PNPs offering AP.	AP Classes AP Training AP Testing	% of AP tests scoring 3 or above	85% of tests received a	Target: AP Testing not administered at this time.	Target: AP Testing not administered at this time.	Target: AP Testing conducted at this time.	Target: AP Testing results released at this time.	The goal of 2% growth was not achieved, however, in both cases (baseline and current year), 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. 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
Goal 3: Professional Development				• •				to implement relative activities and meet this objective.
At least 40% of teachers participating in PD will report	Professional Development Trainings	% of teachers who report, or are observed, to have a change in	No baseline data.	Target: 20% (If survey administered	Target: 30% (If survey administered	Target: 40% (If survey administered	Target: 40% (If survey administered	Determination of whether or not this objective was met cannot be done at this time.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfe	ormance Targets	S	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
implementing what was learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy). Goal 4: Specialized Events &		classroom instructional practices		at this time.)	at this time.)	at this time.)	at this time.)	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 5 SJS teachers who attended PD trainings held in the 3 rd and 4 th 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.
a) There will be at least a 2% increase in student participation in STEAM activities, and other academic	Academic Special Events (ASE), STEAM	% increase in student participation in specialized events	No baseline data.	Target: Ongoing specialized events and activities.	Target: Ongoing specialized events and activities.	Target: 2% increase in participation	Target: 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

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	ormance Targets	S	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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	data.	Target: At least 50% (If survey administered at this time.)	Target: At least 55% (If survey administered at this time.)	Target: At least 60% (If survey administered at this time.)	Target: This marks the start of a new school year.	multiple periods of either complete school closures or severely limited inperson 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 inperson instruction. In response, remote learning was required, which limited the ability of the project to implement

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Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Basa		Quarterly Perfo	rmance Targets		Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 5: Academic & Career Planning 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		% of students indicating College/Career Fair relevant and helpful		Target: At least 70% (if fair is held at this time.)	Target: At least 70% (if fair is held at this time.)	Target: At least 70% (if fair is held at this time.)	Target: At least 70% (if fair is held at this time.)	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. Hence, survey was not conducted. 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 inperson instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.
b) At least 15% of students will indicate an interest in	Fairs	% of students indicating	No baseline data.	Target: At least 15%	Target: At least 15%	Target: At least 15%	Target:	This goal was not met, as the College Fair was not held in the academic

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perfo	;	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
pursuing a STEAM college path/CTE path. Goal 6: Technology and Technology Integration c) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom	Technology purchase and use, training for teachers.	interest in pursuing STEAM college path or a CTE path % teachers reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	(If survey administered at this time.) Target: At least 5% (If survey administered at this time.)	(If survey administered at this time.) Target: At least 7% (If survey administered at this time.)	(If survey administered at this time.) Target: At least 10% (If survey administered at this time.)	At least 15% (If survey administered at this time.) Target: At least 10% (If survey administered at this time.)	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 inperson 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 College Fair was not held in the academic period due to COVID restrictions.
		- CAUSSIOOIII		• • I				

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Baseline		Quarterly Perfo	1	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	line Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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.	Target: At least 5% (If survey administered at this time.)	Target: At least 7% (If survey administered at this time.)	Target: At least 10% (If survey administered at this time.)	Target: At least 10% (If survey administered at this time.	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. 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.

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

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

Project Title: (Federal Program Name):	Project #5: Private, Non- Public – St. Paul Chris School (SPCS)	Allo Fun *Ide Prog proj imp *If t imp Title ider Prog	eral Program & wable Use(s) of ds: entify the Federa gram under which ect is being lemented. The project is being lemented under e V, Part B, Subpatify under which gram(s) the activation or ized.	of AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA	SEA TITLE I—IMPRACHIEVEMENT OF TAME IN THE SEA TITLE II—PRESEA TITLE II—PRESEA TITLE II—PRESEA TITLE III—LAS AND CAME OF THE SEA TITLE III—LAS AND CAME OF THE SEA TITLE IV—21S AME OF THE SEA TITLE IV—21S AME OF THE SUBJECT OF THE S	THE DISADVAN ams Operated By CPARING, TRAIN QUALITY TEACHOOL VE Instruction NGUAGE INSTITE S AND IMMIGRE English Language at, And Academic ST CENTURY SO and Academic English And Academic English Language And Academic English CENTURY SO AND IMMIGRE AND ACADEMIC ENGLISH AND ACADEMIC	Programs Oversight:	Project Manager: Ike C. Santos State Program Officer: Stephanie N. Chargualaf State Program Officer: Matt Sablan	
P	roject Budget				,	Population Se	rved		
Allocated	Total Obligated	% Obligated		Students S	erved		Staff Served		
Public	Public		Grade Level(s) Group:	Projected 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	63%	[K-5] Group:	138	138	15	15	3	3
\$\text{\$\pi_2\$,\$\frac{1}{2}\$.}\$	Expended \$1,426,884.51 In Purchase Order \$160,414.98		[Grade Level(s)]	327	327	15	15	3	3

In Requisition \$157,909.72			
Total Population Served	427	3	3

Project Objective(s)	Project Activity	Performance Measures (i.e.	Base	(Quarterly Perfo	rmance Targets		Was this project objective met?
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
Goal 1: Academic Performance 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)	later.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire testing conducted at this time (April/May 202) to FTF students.	Target: 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.
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	data to be provided later.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing not done at this time.	Target: ACT Aspire summative testing conducted at this time.	Target: 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)	Project Activity	Performance Measures (i.e.	Base		Quarterly Perfo	rmance Targets		Was this project objective met?
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
Goal 3: Professional Development (PD) 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)	Professional Development (PD) Trainings	Reading from baseline (ACT Aspire) % of teachers who report, or are observed, to have a change in classroom instructional practices	data.	Target: 20% (If survey administered at this time.)	Target: 30% (If survey administered at this time.)	Target: 40% (If survey administered at this time.)	Target: 40% (If survey administered at this time.)	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. 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 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

Project Objective(s)	Project Activity	Performance Measures (i.e.	Base	į	Quarterly Perfo	rmance Targets	S	Was this project objective met?
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
Goal 4: Specialized Events & Opportunities c) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Academic Special Events (ASE), STEAM	% increase of student participation in specialized events	data.	Target: Ongoing specialized events and activities	for trained teachers to apply the strategies learned in the classroom. Determination of whether or not this objective was met cannot be done at this time. 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 goal was not met, as the special events that SPCS signed up for were not held in the academic period due to COVID restrictions.			
d) At least 60% of students who participate in	Academic Special Events (ASE), STEAM	% of student participants who indicate	No baseline data.	Target: At least 50% (If survey	Target: At least 55% (If	Target: At least 60% (If	Target: At least 60% (If	As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued

Project Objective(s)	Project Activity	Performance Measures (i.e.	Base		Quarterly Perfo	rmance Targets		Was this project objective met?
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
STEAM activities, and other academic and non- academic special events will indicate being engaged in learning and confident in their academic work.		being "engaged" and "confident" in their work		done at this time)	survey done at this time)	survey done at this time)	survey done at this time)	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 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
Goal 5: Academic & Career Planning 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.	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	not conducted. 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 goal was not met, as the College/Career Fairs were not

Project Objective(s)	Project Activity	Performance Measures (i.e.	Base	(Quarterly Perfo	rmance Targets		Was this project objective met?
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path Goal 6: Technology and	College/Career Fairs	% of students indicating interest in pursuing STEAM college path or a CTE path	data.	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	held in the academic period due to the health pandemic and social distancing requirements. 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 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.
Technology Integration a) At least 10% of teachers reporting improved access to technology and online resources	of technology equipment	% teachers reporting improved access to technology and online	No baseline data.	Target: At least 5%	Target: At least 7%	Target: At least 10%	Target: At least 10%	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.

Project Objective(s)	Project Activity	Performance Measures (i.e.	Base	(Quarterly Perfo	rmance Targets		Was this project objective met?
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	Please indicate: Yes or No. If no, please explain below:
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	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.	Target: At least 5%	Target: At least 7%	Target: At least 10%	Target: 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.

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

Two objectives were met. Based on surveys (teacher/faculty, student/parent) 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 <u>progress exceeds</u> the established project objectives and performance measures.
- □ Meets (3) The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- Approaches (2) The grantee has provided quantifiable evidence of <u>partial successful</u> project implementation against the listed program objectives and performance measures.
- □ Needs Work (1) The grantee has provided evidence that <u>does not address all of the established program objectives</u> and performance measures.
- □ Unsatisfactory (0) The grantee is <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

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

Project Title: (Federal Program Name):	Project #5: Private, Non- Public – Guam Adventist Academy (GAA)	*Identify ti Program u the project implement *If the project implement ESEA Title Subpart 2, under whice	e Use(s) of the Federal inder which is being ted. ject is being ted under V, Part B, identify th Federal the activities	OF THE DI Improving E ESEA TITL HIGH-QUA PRINCIPAL Supporting D ESEA TITL LEARNERS STUDENTS Enhancement ESEA TITL Support And Subpart 1— Title V PAR	E I—IMPROVING SADVANTAGED. I Basic Programs Oper E II—PREPARING LITY TEACHERS, LS, AND OTHER SC Effective Instruction E III—LANGUAGE AND IMMIGRAN S. Part A—English L Int, And Academic Act IV—21ST CENTED Academic Enrichments Student Support And T B – RURAL EDUOW Income School P	Programs Oversight:	Project Manager: Ike C. Santos State Program Officer: Stephanie N. Chargualaf State Program Officer: Matt Sablan				
	Project Budget					Population So	erved				
Allocated	Total Obligated	% Obligated		Students Se	erved		Sta	ff Served			
Private \$2,742,029.72			Grade Level(s)	<i>Projected</i> Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators		
	Expended \$1,426,884.51		Group: [K-5]	35	35	7	7	1	1		
	In Purchase Order \$160,414.98 In Requisition	63%	Group: [6 th – 12 th]	<i>h</i> ₁ 53 53 7 7 1 1							
	\$157,909.72 Total Population	n Served		88							

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

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base	•	Quarterly Perfe	ormance Target	s	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 1. Academic Performance a) At least 2% increase in students scoring at the "Proficient"/"Read y" and "Advanced/Exceeding" level in Math from baseline	MAP Mea of Academic Performance 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.	Target: MAP standardized testing not done at this time	Target: MAP standardized testing not done at this time	Target: MAP testing for GAA students administered at this time.	Target: 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) The aggregate results of the MAP Math summative tests in SY20-21 are as follows: Proficient/Advanced in Math Grade 3: 50% Grade 8:80% Grade 4: 50% Grade 9: 50% Grade 5: 38% Grade 10: 22% Grade 6: 38% Grade 11: 99% Grade 7: 56% Grade 12: 33%
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	Target:MAPstandardizedtesting not	Target: MAP standardized testing not	Target: MAP testing for GAA students	Target: 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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Annual Performance Report [FFY 2020-2021]

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Quarterly Performance Targets					Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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.		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. The aggregate results of the MAP Math summative tests in SY20-21 are as follows: Proficient/Advanced in Math 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% The aggregate results of the MAP Reading summative tests in SY20-21 are as follows:

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Annual Performance Report [FFY 2020-2021]

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bas	I (Quarterly Perfe	ormance Target	s	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 2. Advanced Placement (AP) At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP	Advanced Placement (AP) Testing	% of AP test takers who score a 3 or better	(Students did not take AP	Target: AP Testing not administered at this time.	Target: AP Testing not administered at this time.	Target: AP Testing administered at this time.	Target: AP Testing results released at this time.	Proficient/Advanced in Reading Grade 3: 100% Grade 4: 50% Grade 5: 63% Grade 6: 75% Grade 7: 61% Grade 8: 100% Grade 9: 89% Grade 10: 33% Grade 11: 89% Grade 12: 67% 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 GAA student took the AP Tests for SY 20-21. The school lacked teachers that would qualify to teach AP.

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Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	bas	D and		Quarterly Perfo	ormance Target	rs .	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	baseine Data	Jima Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 3. Professional Development (PD) 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.	Professional Development (PD) Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.		Target: 20% (If survey administered at this time.)	Target: 30% (If survey administered at this time.)	Target: 40% (If survey administered at this time.)	Target: 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. This situation required teachers to instruct in multiple models of learning and severely obstructed their ability to participate in professional development. 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.

Project Objective(s)	Project Activity (Each project	ach project Measures (i.e.		i i	Quarterly Perf	cs .	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 4. Specialized Events & Opportunities There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Academic Special Events (ASE), STEAM activities	% increase in student participation in specialized events	No baseline data.	Target: Ongoing specialized events and activities	Target: Ongoing specialized events and activities	Target: At least 2% increase	Target: 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.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bas	1	Quarterly Perfe	ormance Target	s	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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.	Target: At least 50% (If survey done at this time)	Target: At least 55% (If survey done at this time)	Target: At least 60% (If survey done at this time)	Target: 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.
Goal 5. Academic & Career Planning a. At least 70% of participating students will	College Fair Career Fair	% of students indicating College/Career	No baseline data.	Target: At least 70% (If fair is	Target: At least 70% (If fair is held at this	Target: At least 70% (If fair is held at this time)	Target: At least 70% (If fair is	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education
students will indicate that		Fair relevant and helpful		held at this time.)	held at this time.)	at this time.)	held at this time.)	would impact the education community, the Governor of

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bass			ormance Target	s	Was this project objective met? Please
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
College/Career Fair is helpful in providing them the information needed 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 Fair Career Fair	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	data	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	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. 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.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base	i (Quarterly Perf	s	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
				 				This objective was not met since there was no College/Career Fair held this year due to the COVID pandemic.
Goal 6. Technology and Technology				- - -				
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	Target: At least 5% of teachers	Target: At least 7% of teachers	Target: At least 10% of teachers	Target: At least 10% of teachers	Yes. This objective was met and exceeded. Below are the results for the teacher survey: Improved access to technology – 69% Greater technology integration – 85%
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	data	Target: At least 5% of students	Target: At least 7% of students	Target: At least 10% of students	Target: At least 10% of students	Yes. This objective was met and exceeded. Below are the results for the student survey: Improved access to technology – 93% Greater technology integration – 86%

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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

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.
 - S. [2]
- 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 <u>progress exceeds</u> the established project objectives and performance measures.
- □ Meets (3) The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- □ Approaches (2) The grantee has provided quantifiable evidence of <u>partial successful</u> 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 <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

Project	Project #5:	Federal Progr	am ES	EA TITLE I—IM	IPROVING THE AC	Fede	eral	Project	Manager: Ike C.	
Title:	Private, Non-	& Allowable	AC	HIEVEMENT C	F THE DISADVAN	TAGED. Part A-	Prog	grams	Santos	
(Federal	Public –	Use(s) of Fund	ds: Imp	proving Basic Pro	ograms Operated By	Local Educationa	Ove	rsight:		
Program	Providence	*Identify the	Age	encies				J	State P	rogram Officer:
Name):	International	Federal Progra	m ES	EA TITLE II—P	REPARING, TRAIN	ING, AND			Stephai	nie N. Chargualaf
,	Christian	under which th			H-QUALITY TEAC					
	Academy	project is being		,	O OTHER SCHOOL	LEADERS. Part	A—			rogram Officer:
	(PICA)	implemented.		porting Effective					Matt Sa	ablan
					LANGUAGE INSTR	UCTION FOR E	NGLISH			
		*If the project		ARNERS AND I						
		being impleme			.—English Language		iguage			
		under ESEA Tit		,	Academic Achieveme					
		Part B, Subpart	1 201		21ST CENTURY SC		—Student			
		identify under			mic Enrichment Gran					
		which Federal Program(s) the			Support And Acade					
		activities are	110		RURAL EDUCATION		Subpart			
		authorized.	2-R	tural and Low Inc	come School Progran	n (RLIS)				
	Project Budge					Population Se	rvod			
Allocator		%		Students S	orvod		ff Served			
				Jla	Stall Served					
Anocate										
	Obligated		Grado			Projected	-			Actual
Public	Obligated Public		Grade	Projected	Actual Number	Projected	Actual	Projected		Actual
	Obligated		Grade Level(s)			Number of	Actual Number of	Projected Number o	of	Number of
Public Private	Obligated Public Private		Level(s)	Projected		•	Actual	Projected	of	
Public	Obligated Public Private	Obligated	Level(s) Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total	Obligated	Level(s)	Projected		Number of	Actual Number of	Projected Number o	of	Number of
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended	Obligated 1	Group: [K-5]	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private Total \$1,745,209.2	Obligated 1	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5	Obligated 1 63%	Group: [K-5]	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase Order	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase Order \$160,414.98 In Requisition	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase Order \$160,414.98	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase Order \$160,414.98 In Requisition	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase Order \$160,414.98 In Requisitio \$157,909.72	Obligated 1 63%	Group: [K-5] Group:	Projected Number	4 21	Number of Teachers	Actual Number of Teachers	Projected Number of Administr	of	Number of Administrators 1
Public Private	Obligated Public Private 72 Total \$1,745,209.2 Expended \$1,426,884.5 In Purchase Order \$160,414.98 In Requisitio \$157,909.72	Obligated 1 63%	Group: [K-5] Group:	Projected Number	Actual Number	Number of Teachers	Actual Number of Teachers	Projected Number o Administr	of	Number of Administrators

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base		Quarterly Perf	s	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 1: Academic Performance								
a) At least 2% in students scoring at the "Proficient/Ready" or "Advanced/Exceed ing" level in Math from 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		Target: Testing not done at this time	Target: Testing not done at this time.	Target: Testing takes place at this time.	Target: 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
b) At least 2% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceed ing" in Reading	Summative Testing	% of students in appropriate grade levels scoring in the 'Proficient' and 'Advanced' levels in Math/ Reading on similar tests.	No baseline data available.	Target: Testing not done.	Target Testing not done.	Target: Testing taken at this time.	Target: Testing results released.	response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. No, these first two objectives were not met. PICA students historically do not undertake summative assessment. However, PICA is considering having students undergo
from the baseline.		% of teachers		•				summative assessment in the coming year.

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Base	Was this project objective met? Please				
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 3: Professional Development (PD) 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.	Target: 20% (If survey administered at this time.)	Target: 30% (If survey administered at this time.)	Target: 40% (If survey administered at this time.)	Target: 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 inperson 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: National Association for

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.			Quarterly Perf	S	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 4: Specialized Events & Opportunities a) There will be at least a 2% increase in student participation in STEAM activities, and other academic and non-academic special events	Engineering/Robotics: -Procure PD for PICA teachers in Engineering/Robotics -Procure Robotics kits and supplies for teachers/classrooms -Annual onisland robotics competitions	% increase in student participation in specialized events	data.	Target: Ongoing specialized events and activities	Target: Ongoing specialized events and activities	Target: At least 2% increase in participation	Target: This marks the start of a new school year	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. 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.

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Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bası		Quarterly Perf	ormance Target	es	Was this project objective met? Please
Add additional rows for each separate project objective.	additional rows activity should be rach separate connected project unit of	unit of	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
Goal 5: Academic and Career Planning. 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.	Enrichment kits: -Expand robotics kits and supplies for underwater robotics and drones.	% of students indicating College/ Career fair relevant and helpful		Target: At least 70% (If fair is held at this time.	Target: At least 70% (If fair is held at this time.	Target: At least 70% (If fair is held at this time.	Target: At least 70% (If fair is held at this time.	PICA did not participate in the virtual robotics and First Lego League competitions. Basic robotic equipment are still in procurement. 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.

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Annual Performance Report [FFY 2020-2021]

Project Objective(s)	Project Activity (Each project	Performance Measures (i.e.	Bass			ormance Target	S	Was this project objective met? Please	
Add additional rows for each separate project objective.	activity should be connected project objective in the previous column)	unit of measurement.	unit of	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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		Target: At least 15% (If survey administered at this time.)	(If survey	Target: At least 15% (If survey administered at this time.)	Target: 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.	
Technology and Technology Integration. a) At least 10% of teachers reporting improved access to technology and online resources for students and more technology integration in the classroom.	College/Career Fairs Continuing use of technology for students who were provided equipment earlier	% of teachers reporting improved access to technology integration and on-line resources and greater technology integration in the class- room.	aaa.	Target: At least 5% of teachers	Target: At least 7% of teachers	Target: At least 10% of teachers	Target: At least 10% of teachers	The College/Career Fairs were cancelled due to the COVID pandemic. Hence, this objective was not met. Yes, this objective was met and exceeded, with the following results for teachers: Improved access to technology and online resources – 100% Greater technology integration in the classroom – 100%	

Page <u>101 of 121</u>

Annual Performance Report [FFY 2020-2021]

Objective(s) (Each project Add additional rows for each separate connected project unit	· ·	Performance Measures (i.e.	Baseline		Quarterly Perf	s	Was this project objective met? Please indicate: Yes or No. If no, please explain below:	
	metric) Enter the unit of measurement.	line Data	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.	Target: At least 5% of students.	Target: At least 7% of students.	Target: At least 10% of students.	Target: At least 10% of students.	Yes, this objective was not only met but exceeded, with the following results for students: Improved access to technology and online resources – 71% Greater technology integration in the classroom – 57%

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- 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.

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

Annual Performance Report [FFY 2020-2021]

Project #5:

Project

Federal Program &

ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT

Project Manager:

Federal

(Federal Program Name):	Private, Non- Public – Guam Home School Association (GHSA)	Allowable of Funds: *Identify th Program un which the p being imple the project of the project of the activities authorized.	e Federal oder oroject is emented. ect is emented Title V, part 2, der which gram(s) es are	ImpleSE HIG PRI SuppleSE LEA STU Enhance SuppleSe SuppleS	roving Basic EA TITLE II GH-QUALIT NCIPALS, A porting Effect ARNERS AN JDENTS. Parancement, A EA TITLE IV port And Acpart 1— Stue V PART B	DVANTAGED. Part A Programs Operated —PREPARING, TR. Y TEACHERS, AND OTHER SCHO ctive Instruction I—LANGUAGE INS ND IMMIGRANT art A—English Languand Academic Achiev —21ST CENTURY ademic Enrichment Codent Support And Academic School Programment	Programs Oversight:	Ike C. Santos State Program Officer: Stephanie N. Chargualaf State Program Officer: Matt Sablan			
	Project Budget						Population Se				
Allocated	Total Obligated	% Obligated			Students Se	erved	Staff Served				
Private \$2,742,029.72	Private Total \$1,745,209.21		Grade Level(s)		Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators	
Expended \$1,426,884.51 In Purchase Order \$160,414.98 In Requisition \$157,909.72		63%	Group: [Grade Level(s)]		149	149	10	10	10	10	
	Total Populati	on Served				149			10	10	

Project Objective(s)	Project Activity (Each project activity	Performance Measures (i.e.	Base	I I	Quarterly Performance Targets				
Add additional rows for each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:	
Career Oriented Programs and Assessments									
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.	Target: Students practice on WorkKeys curriculum to prepare for the assessment.	Target: Students continue practice on WorkKeys curriculum. 30% will pass for test takers at this time.	Target: Students continue practice on WorkKeys curriculum. For test takers, 40% cumulative will have passed.	Target: 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 9th grade GHSA student who joined the Guam Trades Academy Summer program in the 3rd quarter passed two courses: (1) Core Curriculum: Introductory Craft Skills; and (2) Construction Craft Laborer. Other students who were interested in joining were either involved in other	

Project Objective(s)	Project Activity (Each project activity	Performance Measures (i.e.	Base] 	Quarterly Perform	ance Targets		Was this project objective met? Please
Add additional rows for each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
				 				summer camps or offisland.
								One (1) student joined the Youth Employment Internship Program. She is in 10 th grade.
				 				CTE Courses were cancelled due to the COVID Pandemic.
Specialized Events & Opportunities								
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.	Target: Ongoing specialized events and activities	Target: Ongoing specialized events and activities	Target: Ongoing specialized events and activities	Target: 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

Annual Performance Report [FFY 2020-2021]

Project Objective(s)	Project Activity (Each project activity	Performance Measures (i.e.	Base		Quarterly Perform	nance Targets		Was this project objective met? Please
Add additional rows for each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
								required which limited the ability of the project to implement relative activities and meet this objective.
								Academic Special Events (ASE) were cancelled due to the COVID pandemic.
				: : : :				The only activities held were virtual, and these were Robotics competitions.
				: : : : :				23 students attended Robotics club, and 9 students participated in virtual Robotics competition
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	data.	Target: At least 60% (If survey administered at this time.)	Target: At least 60% (If survey administered at this time.)	Target: At least 60% (If survey administered at this time.)	Target: At least 60% (If survey administered at this time.)	Yes. Robotics club was able to meet when government mandates allowed. However, GHSA had to limit numbers due to COVID regulations on room capacity.

Page 107 of 121

Annual Performance Report [FFY 2020-2021]

Project Objective(s)	cetive(s) (Each project activity should be connected project objective in the previous column) (Each project activity should be connected project objective in the previous column) (Each project activity measures (imperior) Entropy in the previous column)	Performance Measures (i.e.	Base] 		Was this project objective met? Please		
Add additional rows for each separate project objective.		Measures (i.e. as metric) Enter the unit of measurement.		Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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 Texas Computer Education Association (TCEA) robotics competition and one (1) team enter a virtual First Lego League robotics competition. Again, participant numbers had to be limited due to COVID room capacity restrictions.
Academic & Career Planning				 				
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		% of students indicating College/ Career Fair relevant and helpful	No baseline data.	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: At least 70% (If fair is held at this time.)	Target: 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 inperson instruction. In

Page 108 of 121

Annual Performance Report [FFY 2020-2021]

Project Objective(s)	Project Activity (Each project activity	Performance Measures (i.e.	Base		Quarterly Perform	ance Targets		Was this project objective met? Please
Add additional rows for each separate project objective.	should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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	data.	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	Target: At least 15% (If survey administered at this time.)	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. 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 inperson instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.

Annual Performance Report [FFY 2020-2021]

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

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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

- 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. 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 <u>progress exceeds</u> the established project objectives and performance measures.
- □ Meets (3) The grantee has provided quantifiable evidence of <u>successful</u> project implementation against the listed program objectives and performance measures.
- □ Approaches (2) The grantee has provided quantifiable evidence of <u>partial successful</u> 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 <u>unable to provide any quantifiable evidence</u> of successful project implementation against the listed program objectives and performance measures.

Annual Performance Report [FFY 2020-2021]

Project

(Federal

Title:

Project #5: Private,

Non-Public -

The Japanese

Federal Program &

Allowable Use(s) of

Funds:

ESEA TITLE I—IMPROVING THE ACADEMIC

ACHIEVEMENT OF THE DISADVANTAGED. Part A—

Improving Basic Programs Operated By Local Educational

Project Manager:

Ike C. Santos

Federal

Programs

Oversight:

Program	School of Guam JSOG)	*If the implem ESEA Ti Subpartunder version Program	fy the Federal m under which ject is being	Agencies ESEA TI RECRUI PRINCII Supportii ESEA TI ENGLIS STUDEN Enhancei ESEA TI Student S Subpart I Title V P	TLE II—PREPARING HIGH-QUAL PALS, AND OTHER IS Effective Instruction TLE III—LANGUAH LEARNERS AND IS. Part A—Englishment, And Academic TLE IV—21ST CENSUPPORT AND ACADEMIC Student Support AND ART B—RURAL ENGLANDERS AND	NG, TRAINING, ITY TEACHER SCHOOL LEA on GE INSTRUCT IMMIGRANT CHAPTER ACHIEVEMENT ACHIEVEMENT ACHIEVEMENT CHOCK AND ACACHERIC ENTICHMENT CONTROLL AND ACCHERIC ENTIC ENTICHMENT CONTROLL AND ACCHERIC ENTIC ENTICH	AND S, DERS. Part A— ION FOR uisition, Languag ct LS. Part A— Grants. Enrichment Grant	s	State Program Officer: Stephanie N. Chargualaf State Program Officer: Matt Sablan		
	Project Budget	%		Population Served							
Allocated	Total Obligated	% Obligated		Students So	erved	Staff Served					
Private \$2,742,029.72	Private Total		Grade Level(s)	<i>Projected</i> Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators		
	\$1,745,209.21 Expended \$1,426,884.51		Group: [K-5]	57	57	23	23	3	3		
	In Purchase Order \$160,414.98	63%	Group: [Grade Level(s)]	32	32						
	In Requisition \$157,909.72										
	Total Population Served 89						3	3			
					Page 112 of 121				1		

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

Project Objective(s) Add additional rows for	Project Activity (Each project	Performance Measures (i.e.	Bası			Cormance Targe		Was this project objective met? Please
each separate project objective.	activity should be connected project objective in the previous column)	metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
5.2 Curriculum and Instructional Quality and Development (CIQD)	5.2.4 Formative and Summative Assessment							
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. After the baseline is determined, we expect to see incremental growth from at least 75% of the students in 1st to 9th grade each year.	LAS Links online English Language Proficiency Level tests	Assessment scores and level placement outcomes based on LAS Links online test	data as	Ongoing English instruction	Ongoing English instruction	LAS Links Assessment administered at this time.	Reporting of LAS Links test results (in English fluency)	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 inperson instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. This project objective was not met because the LAS Links test was not procured. It is still in requisition.

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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 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)

Please add more bullet points if necessary.

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

February 11, 2022

Annual Performance Report [FISCAL YEAR] Template

Project Title: (Federal Progra Name):	am Adn Edu (SE	,	State Use *Id whi	leral Program & (s) of Funds: entify the Federal ch the project is beinger ESEA Title V, atify under which gram(s) the activi	Allowable Program undeing implemented Part B, Subpa	er nted. d art 2,	Title I- 1121(b Title II 2113 (c Title II 3111(2 Sec 41 and Se	A Sec D)(3)(d); I-A Sec C)and(D); II Sec D); Title IVA 12(C), c 4113(a), c 4116(a)		Federal Programs Oversight:	Ike C. Santos Federal Programs Administrator Rachel L.S. Duenas Senior State Program Officer
	Project		I					Population			
Allocated	Obligate	d	% Obligate		udents Serve	1		D • •		Staff Served	
Public \$1,616,315.80	Public Total \$1,	,317,859.39	82%	Grade Level(s)	Projected Number	Actu Nun		Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
	Expende \$1,154,90 In Purch \$57,326.5	02.34 nase Orders		Group: GDOE K - 5 6 - 8 9 - 12	13,7256,4589,536	136,9,				392225	24: Elementary15: Secondary
	In Requi \$105,630			Group: PNP K - 5 6 - 8 9 - 12 Charter K - 5 6 - 8	 3,040 1,454 1,780 934 196 	• 3, • 1, • 1,	454 780 34			 14 12 7 	• 33: PNP/Charter
				9 – 12 Projected Managers: Project Leads:	• 112	• 11				 5 3 GDOE 2 Charter 9 PNP 10 GDOE 2 Charter 9 PNP 	 20: Project Managers/Lea ds 20: Central Office

Annual Performance Report [FISCAL YEAR] Template Project Key Personnel:

• 26 GDOE | 2 | • 15:

Tot	al Population Serv	Key Personnel:	37,2	235			Charter 2	
Project Objective(s)	Project Activity	Performance Measures	Bası	Q	uarterly Perfo	ormance Targ	gets	Was this project
Add additional rows for each separate project objective.	(Each project activity should be connected project objective in the previous column)	(i.e. metric) Enter the unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	objective met? Please indicate: Yes or No. If no, please explain below:
Administration/ Supervision/ Technical Assistance/ Workshops: 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.		get: 60% of LEAs	Target: 65% of LEAs	Target: 68% of LEAs	Target: 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%

Annual Performance Report [FISCAL YEAR] Template

Project Objective(s) Add additional rows for	Project Activity (Each project	Performance Measures (i.e. metric) Enter the	Baseli	Qı	narterly Perfo			Was this project objective met? Please
each separate project objective.	activity should be connected project objective in the previous column)	unit of measurement.	Baseline Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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.	*	get: 55% of LEAs	Target: 57% of LEAs	Target: 59% of LEAs	Target: 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%
Grant Meetings, Workshops / Grants Management Certification and Training: 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, implementation, and	87% of key LEA/SEA grant/project personnel report increased understanding of proper grants management, project design, planning, evaluation, and implementation and develop/		Target: 62% of LEAs	Target: 64% of LEAs	Target: 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) Add additional rows for	Project Activity (Each project	Performance Measures (i.e. metric) Enter the	Baseline	Qu	arterly Perfor	rmance Targe	ts	Was this project objective met? Please
each separate project objective.	activity should be connected project objective in the previous column)	unit of measurement.	'ne Data	Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	indicate: Yes or No. If no, please explain below:
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					

Evidence of Success/ Progress (bullet points)

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

Please add more bullet points if necessary.

- 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.
- 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%.
- 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.

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.

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

Page 1 - Page 29 February 11, 2022

Federal Financial Report

(Follow form Instructions)

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

Federal Agency and Organizational Element to Which Report is Submitted Submitted Federal Grant or Other Identity	tifying Number Assigned by Federal
U.S. Department of Education Agency (To report multiple gra	nts, use FFR Attachment)
\$403A200002	
Recipient Organization (Name and complete address including Zip code)	
Recipient Organization Name: GUAM DEPARTMENT OF EDUCATION	
Streel1: 500 Mariner Avenue	
Street2:	
City: Tiyan Barrigada County: United States	
State: GU: Guam Province:	
Country: USA: UNITED STATES ZIP / Postal Code: 969	13-0000
4a. DUNS Number 4b. EIN 5. Recipient Account Number or Identif	
855023255 1-660491518 (To report multiple grants, use FFR Att	achment)
220.XX.000.XXXX.20.XXXX.XX.82	2
6. Report Type 7. Basis of Accounting 8. Project/Grant Period 9. Reporting Per	iod End Date
Quarterly Cash From: To: 09/30/2	021
Semi-Annual Accrual 07/01/2020 09/30/2021	
Final	
10. Transactions	Cumulative
(Use lines a-c for single or multiple grant reporting)	Cumulative
Federal Cash (To report multiple grants, also use FFR attachment):	
a. Cash Receipts	12,691,275.80
b. Cash Disbursements	12,691,275.80
c. Cash on Hand (line a minus b)	0.00
(Use lines d-o for single grant reporting)	
Federal Expenditures and Unobligated Balance:	
d. Total Federal funds authorized	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
Recipient Share:	
i. Total recipient share required	0.00
j. Recipient share of expenditures	0.00
k. Remaining recipient share to be provided (line i minus j)	0.00
Program Income:	
I. 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 I minus line m or line n)	0.00

а. Туре	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	556,805.2
			7.73			
			g. Totals:	5,861,107.91	556,805.25	556,805.2
12. Remarks: Attach any ex	planations deemed	necessary or info	rmation required by	Federal sponsoring ager	cy in compliance with gov	verning legislation:
		Ad	d Attachment De	ete.Attachmenti View	Attachment	
expenditures, disburseme am aware that any false, fi administrative penalties fo	nts and cash rece ctitious, or fraudu	ipts are for the p lent information.	urposes and object or the omission of	tives set forth in the ter any material fact, may	ms and conditions of th	e Federal award. I
expenditures, dispurseme am aware that any false, fi administrative penalties fo and 3801-3812). a Name and Title of Autho	nts and cash rece ctitious, or fraudu or fraud, false state rized Certifying Offi	ipts are for the p lent information, ements, false cla icial	urposes and object or the omission of	lives set forth in the ter any material fact, may U.S. Code Title 18, Sec	ms and conditions of th subject me to criminal, tion 1001 and Title 31, S	e Federal award. I
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Standard Form 425

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

Grant Status Report

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

Program Code	Organization	Expense Category	<u>Budget</u>	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	F2060 2020 Consolidated Grant -						
	RLIS						
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	
			\$ 1,616,315.80	\$ 57,272.53		\$ 879,769.87	\$ 679,273.40
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	
			\$ 5,166,472.89	\$ 2,247,172.45		\$ 718,606.02	\$ 2,200,694.42
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	
8281	Curriculum Quality and Develop	Conferences/Registration Fees	-	16,208.16		42.305.84	

Grant Status Report

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

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.	550,575.55	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	- 10,510.00	1,061,768.69
8281	Curriculum Quality and Develop	Office/Library/Class Equipment	242,814.62	1,420.40	-	242,814.62
8281	Curriculum Quality and Develop	Indirect Cost	196,281.61	-	- 92.079.55	104,202.06
0201	Curriculum Quality and Develop	manect Cost	\$ 7,587,371.59	\$ 679,994.96	- \$1,627,866.93	
			\$ 7,567,371.59	\$ 679,994.96	- \$ 1,027,800.93	\$ 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	200,104.00	- 300,004.00	101,987.20
8282	Classroom Supports & Academic	Technology Eq (iPad, etc.)	101,907.20	34,532.40	- 100,260.58	(134,792.98)
8282	Classroom Supports & Academic	Indirect Cost	610,750.08	34,332.40	- 321,830.62	288,919.46
0202	Classiconi Supports & Academic	ilidilect Cost	\$ 11,653,576.04	\$ 1,468,285.27	\$ 6,887,255.09	\$ 3,298,035.68
			φ 11,033,370.04	φ 1,400,203.21	\$ 0,007,233.09	\$ 3,290,033.00
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
0200	Corloca Chimate & Culture CCC	indirect cost	\$ 3,560,549.96	\$ 135,278.34	- \$1,710,575.48	\$ 1,714,696.14
			\$ 3,555,510.00	÷ .00,=.0.0.	ψ .,s,s. σ. lo	+ .,,000.11
		0.1.1. D. 1	104,452.22	_	- 75,574.58	28,877.64
8284	Private Non-Public Schools PNP	Salaries - Regular	104,402.22			
8284 8284	Private Non-Public Schools PNP Private Non-Public Schools PNP	Salaries - Regular Stipends/Incentives	55,000.00	-		55,000.00
		0	,	-	- 34,088.97	55,000.00 8,678.48
8284	Private Non-Public Schools PNP	Stipends/Incentives	55,000.00	-	- 34,088.97 	

Grant Status Report

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

		2020 Consolidated Grant - RLIS	\$ 32,326,316.00	\$ 4,877,886.13	-	\$ 13,104,259.96	\$ 14,344,169.91
			\$ 2,742,029.72	\$ 289,882.58	-	\$ 1,280,186.57	\$ 1,171,960.57
8284	Private Non-Public Schools PNP	Indirect Cost	9,922.96	-	-	6,998.09	2,924.87
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	Office/Library/Class Equipment	341,666.69	-	-	-	341,666.69
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	Test Kits Mat.	-	57,699.01	-	-	(57,699.01)
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	Membership Fees/Warranties	-	4.47	-	10,186.09	(10,190.56)
8284	Private Non-Public Schools PNP	Conferences/Registration Fees	-	1,907.84	-	21,598.16	(23,506.00)

Grant Status Report

Program Code	<u>Organization</u>	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	F2060 2020 Consolidated Grant -						
	RLIS						
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	,
8271	State Administration	Travel	130,163.80				130,163.80
8271	State Administration	Contractual	223,449.48		39,366.31	12,670.92	,
8271	State Administration	Printing Svcs/Advertise/Frame	,	10,000.00		340.00	
8271	State Administration	Conferences/Registration Fees	-	6,899.00		7,267.00	
8271	State Administration	Membership Fees/Warranties	-	2.62		777.38	
8271	State Administration	Postage/Misc. Rental Fees	-	17,844.00			
8271	State Administration	Supplies & Materials	31,892.72				, , ,
8271	State Administration	TechSuppl(PC,iPad,Laptops,etc)	14,400.00	,	20,000.00		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	,
8271	State Administration	Technology Eq (iPad, etc.)		2,200.00		16,422.00	
8271	State Administration	Indirect Cost	76,246.54	_		71,741.39	
0211	State Administration	muncet oost	\$ 1.616.315.80		\$ 105,630.51		
			ψ 1,010,010.00	Ψ 07,020.04	ψ 100,000.01	ψ 1,104,302.04	Ψ 200,400.41
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	TechSuppl(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	,
8281	Curriculum Quality and Develop	Travel	34,568.00				34,568.00
8281	Curriculum Quality and Develop	Local Mileage	. ,	-		1,869.33	,
8281	Curriculum Quality and Develop	Contractual	2.780.891.40	641,294,40	1,478,754.64	-	,

Grant Status Report

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

Grant Status Report

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
			\$ 2,742,029.72	\$ 160,414.98	\$ 157,909.72	\$ 1,426,884.51	\$ 996,820.51
		2020 Consolidated Grant - RLIS	\$ 32,326,316.00	\$ 5,498,262.94	###########	\$ 17,041,082.16	\$ 5,348,293.49
			\$ 32,326,316.00	\$ 5,498,262.94	##########	\$ 17,041,082.16	\$ 5,348,293.49

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

February 11, 2022

Grant Status Report

Program Cod	Organization	Expense Category	<u>Budget</u>	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	F2060 2020 Consolidated Grant -						
	RLIS						
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	TechSuppl(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	,
8271	State Administration	Technology Eq (iPad, etc.)	_			16,422.00	
8271	State Administration	Indirect Cost	76,246.54			71,741.39	. ,
			\$ 1,616,315.80		\$ 105,630.51	,	
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	
8280	College,Career,Civic Life Read	Travel	27,028.00				27,028.00
8280	College,Career,Civic Life Read	Local Mileage	21,020.00			1.071.28	,
8280	College,Career,Civic Life Read	Contractual	3,218,945.64	2,170,365.36	526,013.18	,,,	. ,
8280	College, Career, Civic Life Read	Printing Svcs/Advertise/Frame	0,210,010.01	6,046.00		11,537.40	
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	
8280	College,Career,Civic Life Read	Postage/Misc. Rental Fees		700.42		4,800.00	
8280	College,Career,Civic Life Read	Supplies & Materials	939,886.62	10,160.93	31,925.00		
8280	College,Career,Civic Life Read	TechSuppl(PC,iPad,Laptops,etc)	154,772.60				
8280	College,Career,Civic Life Read	Office/Library/Class Equipment	194,334.89			28,070.31	166,042.59
8280	College, Career, Civic Life Read	Technology Eq (iPad, etc.)	134,004.00	86,533.28		44,584.24	
8280	College,Career,Civic Life Read	Indirect Cost	68,267.18	,		10,511.54	, ,
0200	College, Career, Civic Life Nead	mullect Gost	\$ 5,166,472.89		\$ 559,438.18		,
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	
8281	Curriculum Quality and Develop	Travel	34,568.00			. 302,040.33	34,568.00
8281	Curriculum Quality and Develop	Local Mileage	J -1 ,300.00	_		1,869.33	
8281	Curriculum Quality and Develop	Contractual	2,780,891.40	641 204 40	1,478,754.64	· ·	. ,

Grant Status Report

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

Grant Status Report

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
			\$ 2,742,029.72	\$ 160,414.98	\$ 157,909.72	\$ 1,426,884.51	\$ 996,820.51
		2020 Consolidated Grant - RLIS	\$ 32,326,316.00	\$ 5,498,262.94	#########	\$ 17,041,082.16	\$ 5,348,293.49
			\$ 32,326,316.00	\$ 5,498,262.94	###########	\$ 17,041,082.16	\$ 5,348,293.49

															w/ Fed.	
EIN - PROJ	Name	Loc	PROG	PP	PPE	0111	0112	0113	0114	0115	0121	Grand Total	Location D	scription	Roster & Cert	Comments
				PP01	9/26/202		0111	0113	0224	0113	771.76		840 - ED SUP & C		√	Assigned to assist with COVID
593-82660	ROSA G MAFNAS	840	82660	PP01	9/26/202	2,164.15					672.09	2,836.24	840 - ED SUP & 0	- EDUCATION	√	Assigned to assist with COVID DO NOT REIMBURSE - Emp. Transferred to Local Ref.
6343-82660	ROSALIN F MEEKS	436	82660	PP01	9/26/202	1,938.05					537.42	2,475.47	436 - OMS - OC	ANVIEW MIDD	XXX	AJE.2020-23 & JNL 831
	VANESSA B NAGAL	840	82660		9/26/202						751.86		840 - ED SUP & 0		√	Assigned to assist with COVID
	NORMA J AGUON ROSA G MAFNAS		82660 82660		10/10/200						795.64 685.66		840 - ED SUP & 0		٧	Assigned to assist with COVID Assigned to assist with COVID
					10/10/20						775.76		840 - ED SUP & C		v	Assigned to assist with COVID
	NORMA J AGUON		82660		10/24/20						810.36		840 - ED SUP & 0		٧	Assigned to assist with COVID
	ROSA G MAFNAS VANESSA B NAGAL				10/24/20:						700.59 790.69		840 - ED SUP & 0		٧	Assigned to assist with COVID Assigned to assist with COVID
				PP04							810.57		840 - ED SUP & 0		V	Assigned to assist with COVID
	ROSA G MAFNAS NORMA J AGUON		82660		11/7/202						700.59 810.57		840 - ED SUP & 0		٧.	Assigned to assist with COVID Assigned to assist with COVID
					11/21/20						810.57 700.59		840 - ED SUP & 0		v	Assigned to assist with COVID Assigned to assist with COVID
545-82660	NORMA J AGUON		82660		12/5/202						810.57		840 - ED SUP & 0		✓	Assigned to assist with COVID
				PP06	12/5/202						700.59 810.57		840 - ED SUP & 0		٧.	Assigned to assist with COVID Assigned to assist with COVID
					12/19/20						700.59		840 - ED SUP & C		v	Assigned to assist with COVID
				_												Validated with HR, Emp. Only temporary hire, Emp. End date 01/09/2021. Only process for this reporting period. 01/07/21; Employee was not on
6-82620	VICTORIA M ACOSTA	475	82620	PP07	12/19/20	0			646.11		183.63	829.74	475 - OHS - OK	DDO HIGH	XXX	original federal roster at the time; 02/10/2021 Rec'd feedback and update from HR that the employee was transferred to local funds; she is a retiree an
																can not be picked up as a full-time so she was transferred to Local funds as a Substitute Ref. AJE 2021-11
				PP08	1/2/202						810.57		840 - ED SUP & 0		٧	Assigned to assist with COVID
			82660 82660	PP08	1/2/202	2,164.15					700.59 790.69		840 - ED SUP & 0		٧	Assigned to assist with COVID Assigned to assist with COVID
	VICTORIA M ACOSTA	475	82620	PP10	1/30/202	1			551.43		156.72	708.15	475 - OHS - OK	DDO HIGH	XXX	DO NOT REIMBURSE; Ref. AJE. 2021-11.V. Acosta_Local
				PP10							696.48		820 - C & I - CUI			REQUIRES AJE - Detial Assignment Not CG Activity
				PP11 PP12	2/13/202 2/27/202						696.48 696.48		820 - C & I - CUI 811 - SUPER ED			Ref. AJE.2021-15 - DO NOT REIMBURSE Ref. AJE.2021-18 - DO NOT REIMBURSE
				_												Employee not on certification provided this PPE but on Labor Cost due to PPE End date, sent email follow up with Payroll why her End
97-82810	MICHELLE A FRANQUEZ	820	82810	PP17	5/8/202	1,759.62					696.48	2,456.10	820 - C & I - CU	RICULUM & INS	xxx	Date is 05/22/2021 and then an email to M. Camacho - C&I to see i
																detail assignment was extended as PIO to prepare an AJE it so; 05/24/2021 Ref. AJE-2021-24 Acting PIO - Charges should be under
				-												Local funds Employee not on certification provided this PPE but on Labor Cost
					# F20 F200										100 4	due to PPE End date, sent email follow up to M. Camacho - C&I
697-82810	MICHELLE A FRANQUEZ	820	82810	PP18	5/22/202	1 1,759.62					696.48	2,456.10	820 - C & I - CUI	KILULUM & IN:	***	confirming that assignment is until further notice, employee is not with their worksite or Project this PPE; 05/24/2021 Ref. AJE.2021-2
	MICHELLE A FRANQUEZ			PP19	6/5/202	1,759.62					696.48		820 - C & I - CUI		1001	Acting PIO - Charges should be under Local funds. Reference AJE.201-29 DO NOT REIMBURSE, Detailed to Local Duties
97-82810	MICHELLE A FRANQUEZ	820	82810	PP19	6/5/202	1,/59.62					696.48	2,456.10	820 - C & I - CU	KILULUM & IN:	***	Reference Detail Memo dated 03/20/2021 - Assigned to
93-82820	TARA ANN Q QUIDACHAY	434	82820	PP19	6/5/202	951.12					400.93	1,352.05	434 - JLGRMS -	OSE L.G. RIOS N	222	Procurement Office to assist with ESF and ARP; Requires AJE; PENDING SUPPORTING DOCUMENTS
																Reference Detail Memo dated 03/17/2021 - Assigned to C&I to
781-82820	STEPHANIE C GARRIDO	314	82820	PP19	6/5/202	951.12					772.80	1,723.92	314 - MULES - 1	I.U. LUJAN ELEN	???	assist with ESF and ARP; Requires AJE; PENDING SUPPORTING DOCUMENTS
083-82820	KRYSTAL-RAE B JESUS	316	82820	PP19	6/5/202	951.12					374.86	1 325 98	316 - OCPES - C	RDOT/CHALAN	222	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AJE;
003 02020	MITSTAL INC DIESUS	310	02020		0) 3) 202.	331.11					374.00	1,313.30	320 - 001 23 - 0	ibo i) ciskbii		PENDING SUPPORTING DOCUMENTS
149-82820	AUBRE V OKADA	307	82820	PP19	6/5/202	951.12					296.49	1,247.61	307 - HSTES - H	S. TRUMAN ELE	222	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AJE;
																PENDING SUPPORTING DOCUMENTS Reference Detail Memo dated 03/17/2021 - Assigned to C&I to
440-82820	NADIA R MONDIA	436	82820	PP19	6/5/202	951.12					446.82	1,397.94	436 - OMS - OC	ANVIEW MIDD	222	assist with ESF and ARP; Requires AJE; PENDING SUPPORTING DOCUMENTS
	DANIELLE MARIE G QUINATA					951.12							315 - MMES - N		222	Reference Detail Memo dated 05/27/2021 - Assigned to
917-82820	DANIELLE MARIE G QUINATA	315	82820	PP19	6/5/202	951.12					277.48	1,228.60	315 - MMES - N	ERIZO MARTYR:	777	Procurement Office to assist with ESF and ARP; Requires AJE; PENDING SUPPORTING DOCUMENTS
548-82820	ELYSSA Q SANTOS	311	82820	PP19	6/5/202	951.12					277.48	1,228.60	311 - JQSMES -	.Q. SAN MIGUE	222	Reference Detail Memo dated 03/17/2021 - Assigned to ESCL - SCCE Project to assist with ESF and ARP; Requires AJE; PENDING
																SUPPORTING DOCUMENTS Reference Detail Memo dated 03/17/2021 - Assigned to ESCL -
4864-82820	KRISTAL K ROMERO	318	82820	PP19	6/5/202	951.12					296.49	1,247.61	318 - HBPES - H	B. PRICE ELEME	???	SCCE Project to assist with ESF and ARP; Requires AJE; PENDING
																SUPPORTING DOCUMENTS Reference Detail Memo dated 03/17/2021 - Assigned to C&I to
5029-82820	KIANA C BLAS	328	82820	PP19	6/5/202	951.12					296.49	1,247.61	328 - LES - LIGU	AN ELEMENTAR	222	assist with ESF and ARP; Requires AJE; PENDING SUPPORTING DOCUMENTS
	JUNE N BUNAG				c / / / / / / / / / / / / / / / / / / /	****					***		306 - FES - FINE		222	Reference Detail Memo dated 03/20/2021 - Assigned to
325-82820	JUNE N BUNAG	306	82820	PP19	6/5/202	811.35					256.76	1,068.11	306 - FES - FINE	SAYAN ELEMEN	777	Procurement Office to assist with ESF and ARP; Requires AJE; PENDING SUPPORTING DOCUMENTS
932-82820	ROBIN HARRY	321	82820	PP19	6/5/202	689.65					698.49	1,388.14	321 - UES - UPI	LEMENTARY	???	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AJE;
																PENDING SUPPORTING DOCUMENTS SHARED POSITION WITH PROJ. 82840; Reference Detail Memo
080-82820	SIMON L SAN NICOLAS	475	82820	PP19	6/5/202	559.83					307.74	867.57	475 - OHS - OK	DDO HIGH	???	dated 03/17/2021 - Assigned to Federal Programs Office to assist
																with ESF and ARP Efforts. SHARED POSITION WITH PROJ. 82820; Reference Detail Memo
080-82840	SIMON L SAN NICOLAS	475	82840	PP19	6/5/202	251.52					138.25	389.77	475 - OHS - OK	DDO HIGH	???	dated 03/17/2021 - Assigned to Federal Programs Office to assist with ESF and ARP Efforts.
697-82810	MICHELLE A FRANQUEZ	820	82810	PP20	6/19/202	1,759.62					696.48	2,456.10	820 - C & I - CUI	RICULUM & INS	XXX	Reference AJE.2021-32 Employee Acting PIO should be charged to
602.02020	TARA ANN Q QUIDACHAY	434	82820	PP20	6/19/202	1 951.12					400.93	1 252 05	434 - JLGRMS -	OSE I G BIOS A	222	local funds Employee temporarily assigned to Procurement, pending AJE and
																supporting documents. Employee temporarily assigned to C&I, pending AIE and supporting
9781-82820	STEPHANIE C GARRIDO	314	82820	PP20	6/19/202	1 951.12					772.80	1,723.92	314 - MULES - 1	I.U. LUJAN ELEN		documents. Employee temporarily assigned to Procurement, pending AJE and
083-82820	KRYSTAL-RAE B JESUS	316	82820	PP20	6/19/202	1 951.12					374.86	1,325.98	316 - OCPES - C	RDOT/CHALAN	???	supporting documents.
149-82820	AUBRE V OKADA	307	82820	PP20	6/19/202	1 951.12					296.49	1,247.61	307 - HSTES - H	S. TRUMAN ELE	???	Employee temporarily assigned to Procurement, pending AJE and supporting documents.
440-82820	NADIA R MONDIA	436	82820	PP20	6/19/202	1 951.12					446.82	1,397.94	436 - OMS - OC	ANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AJE and supporting documents.
917-82820	DANIELLE MARIE G QUINATA	315	82820	PP20	6/19/202	1 951.12					277.48	1.228.60	315 - MMES - N	ERIZO MARTYR:	???	Employee temporarily assigned to Procurement, pending AJE and
					6/19/202						277.48		311 - JQSMES -			supporting documents. Employee temporarily assigned to ESCL SCCE Project, pending AJE
																and supporting documents. Employee temporarily assigned to ESCL SCCE Project, pending AJE
					6/19/202						296.49		318 - HBPES - H			and supporting documents. Employee temporarily assigned to C&I, pending AJE and supporting
6029-82820	KIANA C BLAS	328	82820	PP20	6/19/202	1 951.12					296.49	1,247.61	328 - LES - LIGU	AN ELEMENTAR		documents.
5325-82820	JUNE N BUNAG	306	82820	PP20	6/19/202	1 811.35					256.76	1,068.11	306 - FES - FINE	SAYAN ELEMEN	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
5932-82820	ROBIN HARRY	321	82820	PP20	6/19/202	1 811.35					733.07	1,544.42	321 - UES - UPI	LEMENTARY	???	Employee temporarily assigned to Procurement, pending AJE and supporting documents.
	SIMON L SAN NICOLAS	475	82820	PP20	6/19/202	1 559.83					307.74	867.57	475 - OHS - OK	DDO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily
5080-82820																assigned to FPD, pending AJE and supporting documents.
	SIMON L SAN NICOLAS	47*	920.40	peac	6/19/202	1 251.52					138.25	200	475 - OHS - OK	opo Hich	???	SHARED POSITION WITH PROJ. 82820; Employee temporarily assigned to FPD, pending AJE and supporting documents.

PPE	PP	Sum of Grand Total
Jan	PP08	8794.3
	PP10	3164.25
Jan Total		11958.55
Feb	PP11	2456.3
	PP12	2456.3
Feb Total		4912.2
May	PP17	2456.1
	PP18	2456.3
May Total		4912.2
Jun	PP19	18349.66
Jun Total		18349.66
Sep	PP01	11164.98
Sep Total		11164.98
Oct	PP02	8749.51
	PP03	8794.09
Oct Total		17543.6
Nov	PP04	5839.46
	PP05	5839.46
Nov Total		11678.92
Dec	PP06	5839.46
	PP07	6669.2
Dec Total		12508.66
Grand Total		93028.77

10697-82810	MICHELLE A FRANQUEZ	820	82810		7/3/2021	1.759.62		696.48	2.456.10 820 - C & I - CURRICULUM & INS	XXX	Reference AJE.2021-35 Employee Acting PIO should be charged to
07232-82820	KEVIN P MANIBUSAN	471	82810	PP21 - PP21	7/3/2021	1,759.62		696.48 485.72	2,456.10 820 - C & I - CURRICULUM & IN:	???	local funds Employee temporarily assigned to C&I/DYA, pending AIE and
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP21	7/3/2021	951.12		485.72	1,436.84 471 - GWHS - GEURGE WASHIN 1,352.05 434 - JLGRMS - JOSE L.G. RIOS N	???	supporting documents Employee temporarily assigned to Procurement, pending AJE and
				-							supporting documents. Employee temporarily assigned to C&I, pending AIE and supporting
09781-82820	STEPHANIE C GARRIDO	314	82820	PP21	7/3/2021	951.12		772.80	1,723.92 314 - MULES - M.U. LUJAN ELEN	???	documents. Employee temporarily assigned to C&I / DYA, pending AJE and
10214-82820	MADELENE D SANTOS	329	82820	PP21	7/3/2021	811.35		256.76	1,068.11 329 - AES - ADACAO ELEMENTA	???	supporting documents Employee temporarily assigned to Procurement, pending AJE and
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP21	7/3/2021	951.12		374.86	1,325.98 316 - OCPES - ORDOT/CHALAN	???	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 AJE 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 AJE and supporting documents.
13917-82820	DANIELLE MARIE G QUINATA	315	82820	PP21	7/3/2021	951.12		277.48	1,228.60 315 - MMES - MERIZO MARTYR!	???	Employee temporarily assigned to Procurement, pending AJE 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 AJE and supporting documents.
14864-82820	KRISTAL K ROMERO	318	82820	PP21	7/3/2021	951.12		296.49	1,247.61 318 - HBPES - H.B. PRICE ELEME	???	Employee temporarily assigned to ESCL SCCE Project, pending AJE 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
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 AJE 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 SUCCE	???	Employee temporarily assigned to C&I / DYA, pending AJE 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
					·	559.83		307.74		???	supporting documents. SHARED POSITION WITH PROJ. 82840; Employee temporarily
13930-82820	EDWIN J BALMONTE	431	82820	PP21	7/3/2021	559.83		307.74	867.57 431 - VSABMS - V.S.A. BENAVEN	555	assigned to C&I / DYA, pending AJE 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. BENAVEN	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to C&I / DYA, pending AJE and supporting documents -
15080-82820	SIMON L SAN NICOLAS	475	82820	PP21	7/3/2021	559.83		307.74	867.57 475 - OHS - OKKODO HIGH	???	Pending communication support of assignment SHARED POSITION WITH PROJ. 82840; Employee temporarily
				-						777	assigned to FPD, pending AJE and supporting documents. SHARED POSITION WITH PROJ. 82820; Employee temporarily
15080-82840	SIMON L SAN NICOLAS	475	82840	PP21	7/3/2021	251.52		138.25	389.77 475 - OHS - OKKODO HIGH		assigned to FPD, pending AJE and supporting documents. Employee temporarily assigned to C&I / DYA, pending AJE and
13709-82820	LEI N ICHIOS	318	82820	PP21	7/3/2021	570.68		266.73	837.41 318 - HBPES - H.B. PRICE ELEME	???	supporting documents Reference AJE.2021-36 Employee Acting PIO should be charged to
10697-82810	MICHELLE A FRANQUEZ	820	82810	PP22	7/17/2021	1,759.62		696.48	2,456.10 820 - C & I - CURRICULUM & IN!	XXX	local funds Employee temporarily assigned to C&I/DYA, pending AIE and
07232-82820	KEVIN P MANIBUSAN	471	82820	PP22	7/17/2021	951.12		485.72	1,436.84 471 - GWHS - GEORGE WASHIN	???	supporting documents Employee temporarily assigned to Procurement, pending AIE and
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP22	7/17/2021	951.12		400.93	1,352.05 434 - JLGRMS - JOSE L.G. RIOS N	???	supporting documents.
09781-82820	STEPHANIE C GARRIDO	314	82820	PP22	7/17/2021	951.12		772.80	1,723.92 314 - MULES - M.U. LUJAN ELEN	???	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 / DYA, pending AJE 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 AJE 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 QUINATA	315	82820	PP22	7/17/2021	951.12		277.48	1,228.60 315 - MMES - MERIZO MARTYR!	???	Employee temporarily assigned to Procurement, pending AJE 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 AJE and supporting documents.
14864-82820	KRISTAL K ROMERO	318	82820	PP22	7/17/2021	951.12		643.38	1,594.50 318 - HBPES - H.B. PRICE ELEME	???	Employee temporarily assigned to ESCL SCCE Project, pending AJE 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 AJE 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 AJE 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 SUCCE	???	Employee temporarily assigned to C&I / DYA, pending AJE and
15932-82820	ROBIN HARRY	321	82820	PP22	7/17/2021	933.05		767.66	1.700.71 321 - UES - UPI ELEMENTARY	222	supporting documents Employee temporarily assigned to Procurement, pending AJE and
											supporting documents. SHARED POSITION WITH PROJ. 82840; Employee temporarily
13930-82820	EDWIN J BALMONTE	431	82820	PP22	7/17/2021	559.83		307.74	867.57 431 - VSABMS - V.S.A. BENAVEN	???	assigned to C&I / DYA, pending AJE 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. BENAVEN	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to C&I / DYA, pending AJE and supporting documents -
											Pending communication support of assignment
	SIMON L SAN NICOLAS	475	82820	PP22	7/17/2021	559.83					SHARED POSITION WITH PROT 82840: Employee temporarily
15080-82840	SIMON L SAN NICOLAS							307.74	867.57 475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AJE and supporting documents.
13709-82820		475	82840	PP22	7/17/2021	251.52		138.25	389.77 475 - OHS - OKKODO HIGH	???	assigned to FPD, pending AIE and supporting documents. SHARED POSITION WITH PROJ. 82820; Employee temporarily assigned to FPD, pending AIE and supporting documents.
	LEI N ICHIOS	475 318	82840 82820	PP22 PP22	7/17/2021 7/17/2021	251.52 951.12					assigned to FPD, pending AlE and supporting documents. SHARED POSITION WITH PROJ. 82820; Employee temporarily assigned to FPD, pending AlE and supporting documents. Employee temporarily assigned to C&I / DYA, pending AJE and supporting documents
16211-82820	LEI N ICHIOS SHAIANNE L MARTINEZ						354.96	138.25	389.77 475 - OHS - OKKODO HIGH	???	assigned to FPD, pending AIE and supporting documents. SHARED POSITION WITH PROB. 28502; Employee temporarily assigned to FPD, pending AIE and supporting documents. Employee temporarily assigned to C&I / DYA, pending AIE and supporting documents. NEW HIRE Eff. Date 03/10/201; Validation with HR and Josh Blas; Employee resigned effective 10/18/2020 - 08/04/2012 Pending
	SHAIANNE L MARTINEZ	318 304	82820 82820	PP22 PP22	7/17/2021 7/17/2021	951.12	354.96	138.25 374.86 119.90	389.77 475 - OHS - OKKODO HIGH 1,325.98 318 - HBPES - H.B. PRICE ELEME 474.86 304 - CLTES - C.L. TAITANO ELER	??? ??? ???	assigned to FPD, pending Alf and supporting documents. SMAED POSITION WITH PROLE 2820, (includes temporarily assigned to FPD, pending Alf and supporting documents. Employee temporary assigned to CAI, JVA, pending Alf and supporting documents. 300, 300, 300, 300, 300, 300, 300, 300
10697-82810	SHAIANNE L MARTINEZ MICHELLE A FRANQUEZ	318 304 820	82820 82820 82810	PP22 PP22 PP23	7/17/2021 7/17/2021 7/31/2021	951.12 1,759.62	354.96	138.25 374.86 119.90 696.34	389.77 475 - OHS - OXXODO HIGH 1,325.98 318 - HBPES - H.B. PRICE ELEME 474.86 304 - CLTES - C.L. TATTANO ELEB 2,455.96 820 - C. & I - CURRICULUM & INC	??? ??? ??? XXX	assigned to FPD, persiding ALF and supporting documents: ANABED POSITION PRIFE POSITION STATE PROPRIES AND ANABED POSITION And Supporting documents assigned to FPD, persiding ALF and supporting documents was present to EAR (J LAP), persiding ALF and supporting documents (JAM) will be the CM JAM (JAM (JAM (JAM (JAM (JAM (JAM (JAM
	SHAIANNE L MARTINEZ	318 304	82820 82820	PP22 PP22	7/17/2021 7/17/2021	951.12	354.96	138.25 374.86 119.90	389.77 475 - OHS - OKKODO HIGH 1,325.98 318 - HBPES - H.B. PRICE ELEME 474.86 304 - CLTES - C.L. TAITANO ELER	??? ??? ???	assigned to FPD, pernding ALF and supporting documents. SARABED POSITION WHY PROL SEZED, Employee temporarily assigned to FPD, pernding ALF and supporting documents persphoyee temporary assigned to GAI (7) APD, pending ALF and supporting documents. NEW HISE EFF LONE ON JAY/2021; Validation with HR and Josh Blax; Employee resigned efficience 107/2020; Validation with HR and Josh Blax; Employee resigned efficience 107/2020; ORD/A/2021 Pending feedback from HW when employee can be also no board. Reference ALF 2021-40 Employee-Acting PIO should be charged to Seef email to Paymid benefin pedicumentation of polluration - employee not on the certification provided, Labor Cost outside respoting period cylin.
10697-82810	SHAIANNE L MARTINEZ MICHELLE A FRANQUEZ	318 304 820	82820 82820 82810	PP22 PP22 PP23	7/17/2021 7/17/2021 7/31/2021	951.12 1,759.62	354.96	138.25 374.86 119.90 696.34	389.77 475 - OHS - OXXODO HIGH 1,325.98 318 - HBPES - H.B. PRICE ELEME 474.86 304 - CLTES - C.L. TATTANO ELEB 2,455.96 820 - C. & I - CURRICULUM & INC	??? ??? ??? XXX	axigend to FPD, pending ALF and supporting documents. SAMARD POSITION WHIP ROLL REIDE, Filmyleve temporarily axigend to FPD, pending ALF and supporting documents. Employee temporarily axigend to Cal. (J TVA), pending ALF and Filmyleve temporarily axigend to Cal. (J TVA), pending ALF and NEW HIRE EFF Date OLIVIO/DOZI VAIdation with HiR and soft hitas; Employee resigned referces 10/28/2020 to 9004/2021 Pending feedbask from HiR when employee came bask on board. References ALF 2021 off Employee Acting 1004/2021 Pending for the Call Filmyleve Employment of the Call Filmyleve Employment for the Call Filmyleve Employment of the Call Filmyleve Employment for the Call Filmyleve for the Call Filmyleve
10697-82810 07182-82820	SHAIANNE L MARTINEZ MICHELLE A FRANQUEZ DIANA MARIE P TAJALLE	318 304 820 325	82820 82820 82810 82820	PP22 PP23 PP23	7/17/2021 7/17/2021 7/31/2021 7/31/2021	951.12 1,759.62 951.12	354.96	138.25 374.86 119.90 696.34 296.35	389.77 475 - OHS - OKCODO HIGH 1,325.98 318 - HBPES - H.B. PRICE ELEME 474.86 304 - CLTS - CL. TAITANO ELEM 2,455.96 320 - C. & I - CURRICULUM & INC. 1,247.47 325 - ASTES - ASTUMBIO ELEME	??? ??? ??? XXX ???	assigned to FPD, pending ALF and supporting documents. SARABET POSTION WHIT PROJ. EXERGE, Project emporaryly assigned to FPD, pending ALF and supporting documents. Employee temporaryly assigned to GAI / VDA, pending ALF and supporting documents. SARABET ALF
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10697-82810 07182-82820 07232-82820 09693-82820	SHAIANNE L MARTINEZ MICHELLE A FRANQUEZ DIANA MARIE P TAJALLE KEVIN P MANIBUSAN TARA ANN Q QUIDACHAY	318 304 820 325 471 434	82820 82820 82810 82820 82820 82820	PP22 PP22 PP23 PP23 PP23 PP23	7/17/2021 7/17/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021	951.12 1,759.62 951.12 951.12	354.96	138.25 374.86 119.90 696.34 296.35 485.58 400.79	289.77 475 - OHS - OEXDOD HIGH 1,325.98 318 - HBPES - H.R. PRICE ELEME 474.86 304 - CLTES - CL. TATTANO ELEM 2,455.96 820 - C. & I - CURRICUALUM & INC 1,247.47 325 - ASTES - ASTUMBIO ELEME 1,351.92 472 - GWMS - GEORGE WASHIN 1,351.92 434 - JUGRIMS - JOSE LG. RIOS &	??? ??? ??? xxx ??? ???	assigned to FPD, peridig ALF and supporting documents. SAMAED POSITION PHY PROL REIDE, Fingeline temporarily assigned to FPD, peridig ALF and supporting documents assigned to FPD, peridig ALF and supporting documents assigned to Call / TPD, peridig ALF and supporting documents assigned to Call / TPD, peridig ALF and supporting documents on Call / TPD, peridig ALF and supporting documents from the When employee came back on board. Feedback from HM when employee came back on board. Sent email to Payroll seeking documentation / exploration - semployee not on the Call / Employee ALF and Sent Call Sent ALF and Sent email to Payroll seeking documentation / exploration - employee not on the certification provided, Labor Cost outside supporting documents. Employee temporarily assigned to C&LOYA, pending ALF and supporting document vagined to C&LOYA, pending ALF and supporting document vagined to C&LOYA, pending ALF and supporting document vagined to C&L, pending ALF and supporting document vagined to C&L, pending ALF and supporting document vagined to C&L, pending ALF and supporting document from the supporting supporting ALF and supporting supporting supporting ALF and supporting supporting supporting supporting ALF and supporting support
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10697-82810 07182-82820 07232-82820 09693-82820 09781-82820 10214-82820	SHAIANNE L MARTINEZ MICHELE A FRANQUEZ DIANA MARIE P TAJALLE KEVIN P MANIBUSAN TARA ANN Q QUIDACHAY STEPHANIE C GARRIDO MADELENE D SANTOS	318 304 820 325 471 434 314	82820 82820 82810 82820 82820 82820 82820 82820	PP22 PP23 PP23 PP23 PP23 PP23 PP23 PP23	7/17/2021 7/17/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021	951.12 1,759.62 951.12 951.12 951.12 811.35	354.96	138.25 374.86 119.90 696.34 296.35 485.58 400.79 772.66 256.62	389.77 475 - OHS - OKKODO HIGH 1,325.98 318 - HBPES - H.B. PRICE ELEME 474.86 304 - CLTES - C.L. TAITAND ELEB 2,455.96 820 - C.B. I. CURRICULUM & INC 1,247.47 325 - ASTES - ASTUMBO ELEME 1,351.91 424 - AGMANS - JOS E.C. & ROS & 1,723.73 314 - MULES - M.U. LULIAN ELEB 1,067.97 329 - AES - ADDACO ELEMENTA 1,325.98 316 - OCPES - ORDOT/CHALAN	??? ??? XXX ??? ??? ??? ???	assigned to FPD, pending ALI and supporting documents. SAMARD POSITION WHIT PROJ. EXEDS, Engineye temporarily assigned to FPD, pending ALI and supporting documents. Employee temporarily assigned to CR J CPD, pending ALI and SAMARD AND AND AND AND AND AND AND AND AND AN
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10697-82810 07182-82820 07232-82820 09693-82820 09781-82820 10214-82820 12083-82820	SHAIANNE L MARTINEZ MICHELLE A FRANQUEZ DIANA MARIE P TAJALLE KEVIN P MANBUSAN TARA ANN Q QUIDACHAY STEPHANIE C GARRIDO MAGDELENE D SANTOS KRYSTAL-RAE B IESUS NADJA R MONDIJA	318 304 820 325 471 434 314 329 316 436	82820 82820 82810 82820 82820 82820 82820 82820	PP22 PP22 PP23 PP23 PP23 PP23 PP23 PP23	7/17/2021 7/17/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021	951.12 1,759.62 951.12 951.12 951.12 951.12 811.35	354.96	138.25 374.86 119.90 696.34 296.35 485.58 400.79 777.66 216.62 374.72	289.77 475 - OHS - OEKODO HIGH 1,325.98 318 - HBPES - H.R. PRICE ELEME 474.86 304 - CLTES - CL. TATTANO ELEM 2,455.96 820 - C. & I - CURRICUALUM & INC 1,247.47 325 - ASTES - ASTUMBIO ELEME 1,346.70 472 - GWINS - GEORGE WASHIN 1,351.91 444 - ALGRANS - JOSE L.G. RIOS & 1,773.73 314 - MULES - ANUL LULIAN ELEM 1,325.84 315 - ADACAG ELEMENTA 1,325.84 315 - OCES - ORDOT/CHALAN 1,397.80 426 - OMS - OCEANIEUM MIDD 1,228.44 315 - MARIES - MERZO MARTYK:	??? ??? ??? XXX ??? ??? ??? ??? ??? ???	assigned to FPD, pending ALI and supporting documents.) ANABATE POSITION INTH PROLE AREAS (Intelligence temporarity) assigned to FPD, pending ALI and supporting documents.) Employee temporarity assigned to Cal (Jr (VM, pending ALI and SIM INIT), Employee temporarity assigned to Cal (Jr (VM, pending ALI and soh Blas; Employee resigned refects 102(ALI)/CAD (VM), but and soh Blas; Employee resigned refects 102(ALI)/CAD (VM), but and so the Blas; Employee temporarity assigned to Cal (Jr (VM), pending ALI and supporting documents. Employee temporarity assigned to Call (VM), pending ALI and supporting documents. Employee temporarity assigned to Call (VM), pending ALI and supporting documents. Employee temporarity assigned to Call (VM), pending ALI and supporting documents. Employee temporarity assigned to Call (VM), pending ALI and supporting documents. Employee temporarity assigned to CALI (VM), pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents. Employee temporarity assigned to CALI, pending ALI and supporting documents.
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10697-82810 07182-82820 07232-82820 09693-82820 10214-82820 1240-82820 1240-82820 14648-82820 14864-82820	SHAAANNE I MARTINEZ MONELLE A FRANQUEZ DANA MARIE P TAJALLE EVAN P MANIBUSAN TAJA ANN Q QUIDACAIAY STEPHANIE C GARRIDO MADELENE D SANTOS KRYSTAJA R B JSUS ANDAR N MORDIA DANELLE MARIE G GUINAT/ ELYSA Q SANTOS KISTAJA K CASTRO KISTAJA K CASTRO	318 304 820 325 471 434 314 329 316 436 315 311	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP22 PP23 PP23 PP23 PP23 PP23 PP23 PP23	7/17/2021 7/17/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021 7/31/2021	951.12 1,759.62 951.12 951.12 951.12 811.35 951.12 951.12 951.12 951.12	354.96	138.25 374.86 119.90 696.34 296.35 485.58 400.79 772.66 256.62 374.72 446.68 277.34 643.24	389.77 475 - OHS - OKLODO HIGH 1,235.98 318 - HBPS - H.B. PRICE ELEME 474.86 304 - CLTES - CL. TATTAMO ELEM 2,455.96 820 - C. 8.1 - CURRICULUM & INC 1,247.47 325 - ASTES - ASTUMBIO ELEME 1,247.47 325 - ASTES - ASTUMBIO ELEME 1,348.70 471 - GWINS - GEORGE WASHIN 1,351.91 434 - JRGMES - JUSE LG. RIOS N 1,723.78 314 - MULES - MUL ILUIAN ELEM 1,057.97 329 - ASS - ADAGAO ELEMENTIA 1,337.80 136 - OCPES - ORDOT/CHALAN 1,397.80 136 - OMS - OCEANVIEW MIDIO 1,223.40 315 - MMES - MERCE OMARTINE 1,223.40 311 - JUSEMES - J. Q. SAN MIGUE 1,234.40 311 - JUSEMES - J. Q. SAN MIGUE 1,594.36 318 - HBPS - H.B. PRICE ELEME	277 277 277 277 277 277 277 277 277 277	assigned to FPD, pending ALI and supporting documents. SAMAED POSITION WHIP FROL REIDED, Interpole temporarily assigned to FPD, pending ALI and supporting documents are supported to FPD, pending ALI and supporting documents are to provide the supporting document and the supporting documents from the supporting document and the supporting document from the supporting document and the supporting document from the support from the suppo
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									7		SHARED POSITION WITH PROJ. 82840; Employee temporarily
15080-82820	SIMON L SAN NICOLAS	475	82820	PP23	7/31/2021	559.83	30	.64 867.4	7 475 - OHS - OKKODO HIGH	???	assigned to FPD, pending AIE and supporting documents. SHARED POSITION WITH PROJ. 82820; Employee temporarily
15080-82840	SIMON L SAN NICOLAS	475	82840	PP23	7/31/2021	251.52	13	21 389.7	3 475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82820; Employee temporarily assigned to FPD, pending AJE and supporting documents.
14387-82620	VICTORIA B REYES	302	82620	PP23	7/31/2021				302 - MASES - M.A. SABLAN ELE	???	Charges to prior year project and showing zero
13709-82820	LEI N ICHIOS	318	82820	PP23	7/31/2021	951.12			4 318 - HBPES - H.B. PRICE ELEME	???	Employee temporarily assigned to C&I / DYA, pending AJE and supporting documents
06606-82810	CHRISTINE C HERNANDEZ	850	82810	PP24	8/14/2021	2,172.87			5 850 - SP ED - SPECIAL EDUCATIO	???	REQUIRES MORE RESEARCH Reference AJE.2021-40 Employee Acting PIO should be charged to
10697-82810	MICHELLE A FRANQUEZ	820	82810	PP24	8/14/2021	9,093.53	80	.69 9,896.2	2 820 - C & I - CURRICULUM & IN!	XXX	local funds
07232-82820	KEVIN P MANIBUSAN	471	82820	PP24	8/14/2021	951.12	29	.35 1,247.4	7 471 - GWHS - GEORGE WASHIN	???	Employee temporarily assigned to C&I/DYA, pending AJE and supporting documents
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP24	8/14/2021	951.12	40	.79 1,351.9	1 434 - JLGRMS - JOSE L.G. RIOS N	???	Employee temporarily assigned to Procurement, pending AJE and supporting documents.
09781-82820	STEPHANIE C GARRIDO	314	82820	PP24	8/14/2021	951.12	77	.66 1,723.7	8 314 - MULES - M.U. LUJAN ELEN	???	Employee temporarily assigned to C&I, pending AIE and supporting
											documents. Employee temporarily assigned to C&I / DYA, pending AJE and
10214-82820	MADELENE D SANTOS	329	82820	PP24	8/14/2021	811.35	25	.62 1,067.9	7 329 - AES - ADACAO ELEMENTA	???	supporting documents; EMPLOYEE NOT ON CERTIFICATION PROVIDED; Labor Cost shows date outside of reporting cycle
10971-82820	LEILANI L CRUZ	438	82820	PP24	8/14/2021	811.35	36	.06 1,172.4	1 438 - JPTSA - J.P. TORRES SUCCE	???	Employee not on certification, outside reporting cycle
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP24	8/14/2021	808.45	33	.17 1,142.6	2 316 - OCPES - ORDOT/CHALAN	???	Employee temporarily assigned to Procurement, pending AJE and supporting documents.
12440-82820	NADIA R MONDIA	436	82820	PP24	8/14/2021	951.12	44	.68 1.397.8	0 436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AIE and supporting
										222	documents. Employee temporarily assigned to Procurement, pending AJE and
14411-82820	DANIELLE MARIE G QUINATA KRISTINA M FLORES	437	82820 82820	PP24 PP24	8/14/2021 8/14/2021	951.12 537.92			6 315 - MMES - MERIZO MARTYR: 4 437 - AMS - ASTUMBO MIDDLE	???	supporting documents. Employee not on certification provided, outside of reporting cycle
14533-82820	SHANA R CHARFAUROS	430	82820	PP24	8/14/2021	811.35			1 430 - AUMS - A.I. JOHNSTON MI	???	NEED RESEARCH Labor Cost outside of reporting cycle
14648-82820	ELYSSA Q SANTOS	311	82820	PP24	8/14/2021	951.12	27	34 1,228.4	6 311 - JQSMES - J.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AJE and supporting documents.
14964-92920	KRISTAL K CASTRO	318	82820	PP24	8/14/2021	951.12	64	24 1 594 3	6 318 - HBPES - H.B. PRICE ELEME	222	Employee temporarily assigned to ESCL SCCE Project, pending AJE
		328		****			-			222	and supporting documents. Employee temporarily assigned to C&I, pending AIE and supporting
	KIANA C BLAS		82820	PP24	8/14/2021	951.12			7 328 - LES - LIGUAN ELEMENTAR		documents. Employee temporarily assigned to Procurement, pending AIE and
15325-82820	JUNE N BUNAG	306	82820	PP24	8/14/2021	811.35	25	.62 1,067.9	7 306 - FES - FINEGAYAN ELEMEN	???	supporting documents.
15768-82820	JULIUS A TALAVERA	432	82820	PP24	8/14/2021	811.35	44	.85 1,257.2	0 432 - FBLGMS - F.B. LEON GUER	???	Employee temporarily assigned to C&I, pending AJE and supporting documents
15775-82820	BRITANY CHAUNTEL C SMITH	438	82820	PP24	8/14/2021	811.35	25	.62 1,067.9	7 438 - JPTSA - J.P. TORRES SUCCE	???	Employee temporarily assigned to C&I / DYA, pending AJE and supporting documents
15776-82820	ISABEL JOY S URSUA	473	82820	PP24	8/14/2021	811.35	25	.62 1,067.9	7 473 - SSHS - SIMON A. SANCHEZ	???	Employee not on certification provided, outside of reporting cycle
15932-82820	ROBIN HARRY	321	82820	PP24	8/14/2021	811.35	25	.62 1,067.9	7 321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AJE and supporting documents
16155-82820	ZANE MTIN	430	82820	PP24	8/14/2021	694.72	22	.47 918.1	9 430 - AUMS - A.I. JOHNSTON MI	???	NEED RESEARCH NOT ON LISTING WITH C&I ASSIGNMENT TO ESF
11677-82820	KILANI MARIE D ROSARIO	431	82820	PP24	8/14/2021	811.35	71	.92 1,525.2	7 431 - VSABMS - V.S.A. BENAVEN	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
											SHARED POSITION WITH PROJ. 82840; Employee temporarily
13930-82820	EDWIN J BALMONTE	431	82820	PP24	8/14/2021	811.35	33	.99 1,146.3	4 431 - VSABMS - V.S.A. BENAVEN	???	assigned to C&I / DYA, pending AJE and supporting documents - Pending communication support of assignment; Certification /
											labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
15784-82820	ALEXIS M TAITANO	316	82820	PP24	8/14/2021	811.35	25	.62 1.067.9	7 316 - OCPES - ORDOT/CHALAN	???	SHARED POSITION WITH PROT 82840: Certification / Jahor cost
	DVI AN ROSS M CAMACHO	304	82820	PP24	8/14/2021	811.35			7 304 - CLTES - C.L. TAITANO ELEN	222	show single cost under 82820; 9/1/2021 sent email follow up to HR SHARED POSITION WITH PROJ. 82840; Certification / labor cost
											show single cost under 82820; 9/1/2021 sent email follow up to HR SHARED POSITION WITH PROJ. 82840; Certification / labor cost
16021-82820	AMANDA J QUINATA	319	82820	PP24	8/14/2021	811.35	25	.62 1,067.9	7 319 - TALES - TALOFOFO ELEME	???	show single cost under 82820: 9/1/2021 sent email follow up to HR
				PP24	8/14/2021	811.35	25	.62 1,067.9	7 320 - TAMES - TAMUNING ELEN	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost
16106-82820	JASMIN L SAMBRANO	320	82820	1124	., . ,						show single cost under 82820; 9/1/2021 sent email follow up to HR
	JASMIN L SAMBRANO SIMON L SAN NICOLAS	320 475	82820 82820	PP24	8/14/2021	559.83	30	.64 867.4	7 475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily
15080-82820	SIMON L SAN NICOLAS	475	82820	PP24	8/14/2021						SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AJE and supporting documents. SHARED POSITION WITH PROJ. 82820; Employee temporarily.
15080-82820						559.83 251.52			7 475 - OHS - OKKODO HIGH 3 475 - OHS - OKKODO HIGH	??? ???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending ALE and supporting documents. SHARED POSITION WITH PROJ. 82820; Employee temporarily assigned to FPD, pending ALE and supporting documents. STIPERIDS - SEVELEAN PLENS PROJECT (Partial payment due to
15080-82820	SIMON L SAN NICOLAS	475	82820	PP24	8/14/2021						SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending Alf and supporting documents. SHARED POSITION WITH PROJ. 8220; Employee temporarily assigned to FPD, pending Alf and supporting documents. STIPENDS - EXCUELAN PLENGY PROJECT (Parial payment due to overpayment of \$300,000 on one subject. Ref. email dated
15080-82820 15080-82840	SIMON L SAN NICOLAS	475	82820 82840	PP24 PP24	8/14/2021		13	.21 389.7			SHARED POSITION WITH PROLI. 82340; Employee temporarily assigned to Pip. Dending All and supporting documents. SHARED POSITION WITH PROL. 8230; Employee temporarily assigned to Pip. Dending All and supporting documents. STPRINGS - EXCELLAN FERRAL PROCECT (Partial payment due to overpayment of \$3.00.00 on one subject. Ref. email dated on/107/2021; ORBY SERMINUSES \$50.00 statemes \$3.70 to output and \$3.
15080-82820 15080-82840	SIMON L SAN NICOLAS SIMON L SAN NICOLAS	475 475	82820 82840	PP24 PP24	8/14/2021 8/14/2021		13	.21 389.7	3 475 - OHS - OKKODO HIGH	???	SAAELD FOOTION WITH PROJ. SZABO, Employee temporarily assigned to PRP_OMMER AT an automating documents. SAAELD FOOTION WITH PROJ. SZABO, Employee temporarily SAAELD FOOTION WITH PROJ. SZABO, Employee temporarily SAAELD FOOTION WITH PROJ. SZABO, Employee temporarily SAAELD FOOTION OF THE PROJ. SZABO, Employee the overpuyment of \$300.00 on one subject. Ref. email stated oxy77/2011_OMMERS ARRIMANTES SEGOLOGY SAAELD SZABO,
15080-82820 15080-82840	SIMON L SAN NICOLAS SIMON L SAN NICOLAS	475 475	82820 82840	PP24 PP24	8/14/2021 8/14/2021		13	.21 389.7	3 475 - OHS - OKKODO HIGH	???	SAMED FOOTION WITH PROJ. SZRACE (Imployee temporarly assigned to FP). perindip AE and supporting documents. SAMED FOOTION WITH PROJ. SZRACE (Imployee temporarly assigned to FP). perindip AEI and supporting documents. STRENDS - SXRACE AVEX PROJ. PROJ. ECT (Partial payment due to occupanyment of SQL 000 on one subject of the mail dated of the strength of the stren
15080-82820 15080-82840	SIMON L SAN NICOLAS SIMON L SAN NICOLAS EMILIANA E LIMTIACO	475 475	82820 82840	PP24 PP24	8/14/2021 8/14/2021		13	.70 608.7	3 475 - OHS - OKKODO HIGH	???	SWARD DOSTION WITH PROJ. EXEQUE (imployer temporarily assigned to FRD, panels, all and supporting documents. SWARD POSTION WITH PROJ. EXEQUE (imployer temporarily assigned to FRD, panels, all and supporting documents. STRENDS: EXECUTAR PURIOR PROJECT (Partial payment due to compayment of SOLODO one undupler, the Termal Sardel COVID-17011 / CMS YARMANICAS (DODO ON one hand) and the remail Sardel COVID-17011 / CMS YARMANICAS (DODO ON other) to SARD (DODO ON OTHER) AND
15080-82820 15080-82840 05711-82620	SIMON L SAN NICOLAS SIMON L SAN NICOLAS EMILIANA E LIMTIACO LEI N ICHIOS	475 475 472	82820 82840 82620 82820	PP24 PP24 PP24 PP24	8/14/2021 8/14/2021 8/14/2021 8/14/2021	251.52	600.00	.70 608.7 .79 1,351.9	3 475 - OHS - OKXODO HIGH 0 472 - JFKHS - JOHN F. KENNEDY 1 318 - HBPES - H.B. PRICE ELEME	??? \$	SARATO (ADDITION WITH PROJ. EXESIA (Imployer temporarily assigned to PROJ. poming oil and supporting documents. SAMAID DOSTION WITH PROJ. EXESIA: (Imployer temporarily assigned to PROJ. poming oil and supporting temporarily assigned to PROJ. poming oil and the project temporarily assigned to programme the source programme of SI 200.00 con one subject. Bef. email dated contribution of SI 200.00 con one subject. Bef. email dated contribution of SI 200.00 con one subject. Bef. email dated contribution of SI 200.00 contribution of SI 2
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15080-82820 15080-82840 05711-82620 13709-82820 05806-82820 10769-82820	SIMON L SAN NICOLAS SIMON L SAN NICOLAS EMILIANA E LIMTIACO LEI N ICHIOS SAHLEE M FELISAN BEATRIZ A CAMACHO JOSEPH V LIJJAN	475 475 472 318 432 474 472	82820 82840 82620 82820 82820 82820 82820 82820	PP24 PP24 PP24 PP24 PP24 PP24 PP24 PP24	8/14/2021 8/14/2021 8/14/2021 8/14/2021 8/14/2021 8/14/2021 8/14/2021 8/14/2021	251.52	400.00 40 3,000.00 4 2,700.00 3,000.00 4	21 389.7 70 608.7 79 1,351.9 50 3,043.5 15 2,739.1 50 3,043.5	3 475 - OHS - OXXODO HIGH 0 472 - FROIS - JOHN F. KENNEDY 1 318 - HBPSS - H.B. PRICE ELEME 0 432 - FREIGNS - F.B. LEON GUER 5 474 - SPS - SOUTHERN HIGH	??? \$	SARADE OSCITION WITH PROJ. 28240C finallyone temporarily assigned to FFD, position fail and supporting documents. SARADE OSCITION WITH PROJ. 28220C finallyone temporarily assigned to FFD, position foil and supporting bottomers. STRENGEN SARADE AND PROFESS OF SARADE TO Partial payment due to some strength of FFD, position foil and supporting payment due to some strength of the sarade
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09781-82820	STEPHANIE C GARRIDO	314	82820	PP25	8/28/2021	951.12			772.66	1,723.78 314 - MULES - M.U. LUJAN ELEN	???	Employee temporarily assigned to C&I, pending AJE and supporting
												documents. Employee temporarily assigned to C&I / DYA, pending AJE and
10214-82820	MADELENE D SANTOS	329	82820	PP25	8/28/2021	811.35			256.62	1,067.97 329 - AES - ADACAO ELEMENTA	???	supporting documents; EMPLOYEE NOT ON CERTIFICATION PROVIDED; Labor Cost shows date outside of reporting cycle
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP25	8/28/2021	951.12			374.72	1,325.84 316 - OCPES - ORDOT/CHALAN	???	Employee temporarily assigned to Procurement, pending AIE and
12440-92920	ΝΑΠΙΑ Β ΜΟΝΠΙΑ	436	82820	PP25	8/28/2021	951 12			446.68	1 397 80 436 - OMS - OCEANVIEW MIDD	222	supporting documents. Employee temporarily assigned to C&I, pending AJE and supporting
	ANTHONY J AQUINO	434	82820	PP25	8/28/2021	951.12			296.35	1.247.47 434 - JLGRMS - JOSE L.G. RIOS N	777	documents. Certification includes TDR of Local activities performed
	DANIELLE MARIE G QUINATA		82820	PP25	8/28/2021	951.12			277.34	1.228.46 315 - MMES - MERIZO MARTYR:	???	Employee temporarily assigned to Procurement, pending AJE and
14411-82820	KRISTINA M FLORES	437	82820	PP25	8/28/2021	684.58			220.60	905.18 437 - AMS - ASTUMBO MIDDLE	???	supporting documents. Employee not on certification provided, outside of reporting cycle
	ELYSSA O SANTOS	311	82820	PP25	8/28/2021	951.12			277.34	1,228.46 311 - JQSMES - J.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AJE
14853-82820	JOLYNN APRIL M NEDEDOG	434	82820	PP25	8/28/2021	951.12			296.35	1.247.47 434 - JLGRMS - JOSE L.G. RIOS N	222	and supporting documents. Certification includes TDR of Local activities performed
14864-82820	KRISTAL K CASTRO	318	82820	PP25	8/28/2021	951.12			643.24	1,594.36 318 - HBPES - H.B. PRICE ELEME	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE
						951.12					???	and supporting documents; EMPLOYEE NOW 'CASTRO' Employee temporarily assigned to C&I, pending AJE and supporting
	KIANA C BLAS PETER PAUL S SAN NICOLAS	328 434	82820 82820	PP25	8/28/2021 8/28/2021	951.12 811.35			296.35 256.62	1,247.47 328 - LES - LIGUAN ELEMENTAR	222	documents. Certification includes TDR of Local activities performed
	ILINE N RUNAG	306	82820	PP25	8/28/2021	811.35			256.62	1,067.97 434 - JUSE L.G. RIOS N	222	Employee temporarily assigned to Procurement, pending AJE and
					.,,					-,		supporting documents. Employee temporarily assigned to C&I, pending AIE and supporting
15768-82820	JULIUS A TALAVERA	432	82820	PP25	8/28/2021	811.35			445.85	1,257.20 432 - FBLGMS - F.B. LEON GUER	???	documents
15775-82820	BRITANY CHAUNTEL C SMITH	438	82820	PP25	8/28/2021	811.35			256.62	1,067.97 438 - JPTSA - J.P. TORRES SUCCE	???	Employee temporarily assigned to C&I / DYA, pending AJE and supporting documents
15932-82820	ROBIN HARRY	321	82820	PP25	8/28/2021	811.35			256.62	1,067.97 321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AJE and
16024-82820	AMIALYNN I.S. CHACO	434	82820	PP25	8/28/2021	811.35			334.99	1,146.34 434 - JLGRMS - JOSE L.G. RIOS N	???	supporting documents. Certification includes TDR of Local activities performed
16155-82820	ZANE MTIN	430	82820	PP25	8/28/2021	770.78			245.10	1,015.88 430 - AUMS - A.I. JOHNSTON MI	???	NEED RESEARCH NOT ON LISTING WITH C&I ASSIGNMENT TO ESF
11677-82820	KILANI MARIE D ROSARIO	431	82820	PP25	8/28/2021	283.98			87.74	371.72 431 - VSABMS - V.S.A. BENAVEN	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
												SHARED POSITION WITH PROJ. 82840; Employee temporarily
13930-82820	EDWIN J BALMONTE	431	82820	PP25	8/28/2021	811.35			334.99	1,146.34 431 - VSABMS - V.S.A. BENAVEN	???	assigned to C&I / DYA, pending AIE and supporting documents - Pending communication support of assignment; Certification /
												labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR; Employee returned to worksite 8/23/2021
												SHARED POSITION WITH PROJ. 82840; Certification / labor cost
15784-82820	ALEXIS M TAITANO	316	82820	PP25	8/28/2021	811.35			256.62	1,067.97 316 - OCPES - ORDOT/CHALAN	???	show single cost under 82820; 9/1/2021 sent email follow up to HR; Per Principal that all T.A.'s were assigned to perform local activities
16018-82820	DYLAN ROSS M CAMACHO	304	82820	PP25	8/28/2021	811.35			256.62	1,067.97 304 - CLTES - C.L. TAITANO ELEN	???	SHARED POSITION WITH PROT 82840: Certification / Jahor cost
16031 83830	AMANDA J QUINATA	319	82820	PP25	8/28/2021	811.35			256.62	1.067.97 319 - TALES - TALOFOFO ELEME	???	show single cost under 82820; 9/1/2021 sent email follow up to HR SHARED POSITION WITH PROJ. 82840; Certification / labor cost
												show single cost under 82820; 9/1/2021 sent email follow up to HR SHARED POSITION WITH PROJ. 82840; Certification / labor cost
16106-82820	JASMIN L SAMBRANO	320	82820	PP25	8/28/2021	811.35			256.62	1,067.97 320 - TAMES - TAMUNING ELEN	???	show single cost under 82820; 9/1/2021 sent email follow up to HR
15080-82820	SIMON L SAN NICOLAS	475	82820	PP25	8/28/2021	559.83			307.64	867.47 475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AJE and supporting documents.
16209-82820	KAELANI NICHOLE C MANSA	434	82820	PP25	8/28/2021		334.68		303.35	638.03 434 - JLGRMS - JOSE L.G. RIOS N	???	NEW HIRE Eff. Date 03/10/2021; Validation with HR and Josh Blas; Certification includes TDR of Local activities performed
15080-82840	SIMON L SAN NICOLAS	475	82840	PP25	8/28/2021	251.52			138.21	389.73 475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82820; Employee temporarily
13709-82820		318	82820	PP25	8/28/2021	951.12			400.79	1.351.91 318 - HBPES - H.B. PRICE ELEME	???	assigned to FPD, pending AJE and supporting documents. Employee temporarily assigned to C&I / DYA, pending AJE and
	GLADYS G UY	473	82820	PP25	8/28/2021	951.12		1.025.00	14.86	1,351.91 318 - HBPES - H.B. PRICE ELEME 1.039.86 473 - SSHS - SIMON A. SANCHEZ	rrr s	supporting documents STIPENDS - SUMMER SCHOOL
	FRANCIS J TAITANO	475	82820	PP25	8/28/2021			400.00	5.80	405.80 475 - OHS - OKKODO HIGH	5	STIPENDS - SUMMER SCHOOL STIPENDS - SUMMER SCHOOL
		438	82820	PP25	8/28/2021			400.00	5.80	405.80 438 - JPTSA - J.P. TORRES SUCCE	s	STIPENDS - SUMMER SCHOOL
04469-82820	MARITESA C ORBONG	473	82820	PP25	8/28/2021			818.75	11.87	830.62 473 - SSHS - SIMON A. SANCHEZ	S	47045440 0144450 001400
											3	STIPENDS - SUMMER SCHOOL
	EMILIANA E LIMTIACO	472	82820	PP25	8/28/2021			200.00	2.90	202.90 472 - JFKHS - JOHN F. KENNEDY	S	STIPENDS - SUMMER SCHOOL
06280-82820	EMILY SOTOMIL MARQUEZ	474	82820	PP25	8/28/2021			200.00 450.00	2.90 6.53	202.90 472 - JFKHS - JOHN F. KENNEDY 456.53 474 - SHS - SOUTHERN HIGH	-	STIPENDS - SUMMER SCHOOL STIPENDS - SUMMER SCHOOL
								200.00	2.90	202.90 472 - JFKHS - JOHN F. KENNEDY 456.53 474 - SHS - SOUTHERN HIGH 101.45 473 - SSHS - SIMON A. SANCHEZ	-	STIPENDS - SUMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL P ESTOY BEVERLY A ABAT	474 473 475 473	82820 82820 82820 82820	PP25 PP25 PP25 PP25	8/28/2021 8/28/2021			200.00 450.00 100.00	2.90 6.53 1.45 5.44 2.54	202.90 472 - JFKHS - JOHN F. KENNEDY 456.53 474 - SH5 - SOUTHERN HIGH 101.45 473 - SSHS - SIMON A. SANCHEZ 380.44 475 - OHS - OKKODO HIGH 177.54 473 - SSHS - SIMON A. SANCHEZ	-	STIPENDS - SUMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL P ESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR	474 473 475 473 474	82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90	202.90 472 - JFKHS - JOHN F. KENNEDY 456.53 474 - SHS - SOUTHERN HIGH 101.45 473 - SSHS - SIMON A. SANCHEZ 380.44 475 - OHS - OKKODO HIGH 177.54 473 - SSHS - SIMON A. SANCHEZ 202.90 474 - SHS - SOUTHERN HIGH	S S S S	STPENDS - SUMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 09236-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL P ESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR MANDY E PAJELA	474 473 475 473 474 473	82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43	202.90 472 - JFKHS - JOHN F. KENNEDY 486.53 474 - 5H5 - SOUTHERN HIGH 101.45 473 - SSH5 - SIMON A. SANCHEZ 380.44 475 - OH5 - OKKODO HIGH 177.54 473 - SSH5 - SIMON A. SANCHEZ 202.90 474 - SH5 - SUMON A. SANCHEZ 659.43 473 - SSH5 - SIMON A. SANCHEZ	-	STEPINOS - SUMMIR SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 09236-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL P ESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR	474 473 475 473 474	82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90	202.90 472 - JFKHS - JOHN F. KENNEDY 456.53 474 - SHS - SOUTHERN HIGH 101.45 473 - SSHS - SIMON A. SANCHEZ 380.44 475 - OHS - OKKODO HIGH 177.54 473 - SSHS - SIMON A. SANCHEZ 202.90 474 - SHS - SOUTHERN HIGH	S S S S	STPENDS - SUMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 09236-82820 09495-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL P ESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR MANDY E PAIELA ESTRELLA M DE VERA	474 473 475 473 474 473 474	82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90	202.90 472 - JRCHS - JOHN F, KENNEDY 456.53 474 - SHS - SOUTHERN HIGH 101.45 473 - SSHS - SIMON A. SANCHEI 380.44 475 - OHS - OKKODO HIGH 177.54 473 - SSHS - SIMON A. SANCHEI 202.90 474 - SHS - SOUTHERN HIGH 659.43 473 - SSHS - SIMON A. SANCHEI 202.90 474 - SHS - SOUTHERN HIGH	S S S S S	STRENGS - SUMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 09236-82820 09495-82820 09528-82820 10395-82820 10625-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL PESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR MANDY E PAIELA ESTRELLA M DE VERA BEATRIZ A CAMACHO JEROME J MANIBUSAN ARCELI B QUILLA	474 473 475 473 474 473 474 474 475 474	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 300.00 375.00 400.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80	20:90 472 - IFRGS - JOHN F, KINNEDY 456.53 473 - SSG - SOUTHERN RIGH 101.65 473 - SSHS - SMOON A, SANCHEZ 380.44 475 - OHS - OKXODO HIGH 177.54 473 - SSHS - SMOON A, SANCHEZ 20:90 474 - SHS - SMOON B, SANCHEZ 20:90 474 - SHS - SOUTHERN NIGH 380.44 475 - OHS - OKXODO HIGH 40:58 0 474 - SHS - SOUTHERN NIGH	S S S S S	STREADS, SAMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 09757-82820 099236-82820 09528-82820 10395-82820 10625-82820 10625-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSAY RUEL P ESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR MANDY E PAIELA ESTRELLA M DE VERA BEATRIZ A CAMACHO JEROME I MANIBUSAN ARCHE E QUILLA DARLENE E QUICHOCHO	474 473 475 473 474 473 474 474 475 474 471	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 300.00 375.00 400.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80 2.90	20:90 472 - FRIGH - JOHN F. KENNEDY 456-53 474 - 586 - SOUTHERN NEGH 1014.5 473 - 5815 - SIMON A. SANCHI 1075-4 473 - 5815 - SIMON A. SANCHI 1275-4 473 - 5815 - SIMON A. SANCHI 659-13 473 - 5815 - SUDTHERN NEGH 659-13 473 - 5815 - SUDTHERN NEGH 103-15 474 - 581 - SOUTHERN NEGH 403-15 474 - 581 - SOUTHERN NEGH 403-16 474 - 581 - SOUTHERN NEGH	S S S S S	STREAMS SAMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 09236-82820 09495-82820 10395-82820 10657-82820 10657-82820	EMILY SOTOMIL MARQUEZ ROALD S BALANSY RULE P ESTOY BEVERLY A ABAT REYMUNDO E VILLAFLOR MANDY E PAILA ESTRELLA M DE VERA BEATRIZ A CAMACHO JEGOME J MANIBUSAN ARCELI B QUILLA DARLENE E QUICHOCHO BERTT S MALLIVELMENE	474 473 475 473 474 473 474 474 475 474 471	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021 8/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 375.00 400.00 200.00 1,575.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80 2.90 22.84	202.90 472 - FINES - CHINE F. KINNEDY 545.31 473 - 595 - SUMERBH RIGH 1011.85 477 - 5915 - SMON A. SANCHEZ 202.50 474 - 596 - OROZOO HIGH 177.54 477 - 5915 - SMON A. SANCHEZ 202.50 474 - 595 - SOUTHERN HIGH 202.50 475 - OROZOO HIGH 202.50 475 - OROZOO HIGH 202.50 471 - OROXO - SOUTHERN HIGH 202.50 471 - OROX	S S S S S S S S S S S S S S S S S S S	STREAMS -SAMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 09495-82820 09528-82820 10395-82820 10625-82820 10625-82820 1092-82820 1094-82820 1094-82820	EMILY SOTOMIL MARQUEZ ROAD S BALANSAY RUEL P ESTOY BEVERLY A BABT REYMUNDO DE VILLAFLOR MANDY F PAIELA STRELLA MO EVERA BEATRZ A CAMACHO JEROME J MANIBUSAN ARCELI B QUILLA DAREIME E QUICHOCHO BERTT S MALLIVELMENEG RONALD P LABRADOR GERALYN ME BALBATRO	474 473 475 473 474 473 474 475 474 471 473 476 474	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	\$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 300.00 375.00 400.00 200.00 1,575.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.80 2.90 22.84 13.05	20239 0.72 - FINES - CHINE F. KENNEDY 5453. 2473 - 595 - SOUTHERN HIGH 1011.45 247 - SURFS - SMONE A SANCHEZ 5004.4 477 - 505 - SMONE A SANCHEZ 5004.4 477 - 505 - SMONE A SANCHEZ 50239 0.74 - 595 - SOUTHERN HIGH 5054.4 77 - 595 - SOUTHERN HIGH 5054.4 77 - 595 - SOUTHERN HIGH 5043.4 77 - 595 - SOUTHERN HIGH 5043.4 77 - 595 - SOUTHERN HIGH 5043.0 47 - 595 - SOUTHERN HIGH 50239 0.77 - 6074 - GEORGE WASHIN 50239 0.77 - 6074 - GEORGE WASHIN 50239 0.77 - 6074 - GEORGE WASHIN 50239 0.77 - 6074 - TIMEN HIGH 50239 0.77 - 6074 - SOUTHERN HIGH 50239 0.77 - 6074 - 5074 - 6	S S S S S S S S S S S S S S S S S S S	STREADS, SAMMER SCHOOL
06280-82820 06332-82820 06802-82820 08494-82820 08757-82820 0936-82820 09528-82820 10657-82820 10657-82820 10692-82820 12094-82820 12094-82820 12196-82820	EMILY SOTOMIL MARQUEZ ROLL P ESTOY BEVERLY ABAT REYMUNDO E VILLAFLOR MANDY F PALELA ESTRELLA MO EVERA BEATRIZ A CAMACHO JEROME J MANIBUSAN ARCEL B QUILLA DAREME E QUICHOCHO BERTT SMALUFALEMEN RONALD P LABRADOR GERALYM M BALBASTRO WILLAM T FLORES	474 473 475 473 474 473 474 475 474 471 473 476 474 474	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	\$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021 \$/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 375.00 400.00 200.00 1,575.00 900.00 175.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80 2.90 22.84 13.05 2.54 2.90	20239 472 - BINGS - JOHNEY KINNEDY 5453 473 - 5895 - SUMTERN HORI 101.45 477 - 5895 - SMONA - SANCHE 102.45 477 - 5895 - SMONA - SANCHE 102.50 477 - 5895 - SUMTERN HORI 102.50 477 - 5895 - SUMTERN HORI 102.50 477 - 5895 - SMONA - SANCHE 12.573 477 - 5895 - SMONA - SANCHE 12.575 - 5895 - SMONA	S S S S S S S S S S S S S S S S S S S	STREAMS SAMMER SCHOOL
06280-82820 06332-82820 06332-82820 08494-82820 08757-82820 09236-82820 09528-82820 10395-82820 10657-82820 10902-82820 10942-82820 12969-82820 12969-82820 12938-82820 12948-82820	EMILY SOTOMIL MARQUEZ ROADS BEALANSY RUEL PESTOY BEVERLY ABAT REYMUNDO E VILLAFLOR MARDY FAIELA STRELLA MO EVERA BEATRZ A CAMACHO JEROME J MANIELSAN ARCEL B OUILLA DREIME E QUICHOCHO BRETT S MALUWELMENG RONALD PLABRADOR GERLIYM ME HABASTRO WILLIAM T FLORES JANCE B TOWS	474 473 475 474 474 474 475 474 471 473 476 474 473	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	\$/28/2021 \$/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 375.00 400.00 200.00 1,575.00 900.00 175.00 200.00 300.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80 2.90 22.84 13.05 2.54 2.90 4.35	20230 472 - FINES - CHINE F. KENNEDY 5453. 473 - 5895 - SOUTHERN HIGH 1911-18 473 - SINFS - SINGNA SANCHE 1911-18 473 - SINFS - SINGNA SANCHE 1975-18 473 - SINFS - SINGNA SANCHE 20230 474 - SINFS - SINGNA SANCHE 20230 474 - SINFS - SOUTHERN HIGH 5924 477 - SINFS - SOUTHERN HIGH 1924 - SINGNA SANCHE 20230 474 - SINFS - SOUTHERN HIGH 20230 477 - GWAS - GROBER WASHIN 1923-84 677 - SINFS - SINGNA SANCHE 1911-18 575 - SINGNA SANCHE SANCHE 1911-18 575 - SINGNA SANCHE SANCHE 1911-18 575 - SINGNA SANCHE SANCH	S S S S S S S S S S S S S S S S S S S	STREADS, SAMMER SCHOOL
06280-82820 06302-82820 06802-82820 08494-82820 08757-82820 09495-82820 09528-82820 10625-82820 10657-82820 10692-82820 12069-82820 12196-82820 12196-82820 14043-82820	ENILY SOTOMIL MARQUEZ ROALD S BALANY RUEL PESTOY BEVERLY ABAT REYMUNDO E VILLAFLOR MANDY E PALE ESTRELLA M DE VERA BEATRIZ A CAMACHO JEROME I MANIEUSAN ARCELI B CUILLA DARENNE E QUICHOCHO BRETT S MALLUWELMERIG GERALTN M BALBASTRO GERALTN M BALBASTRO JANICE B TOVES JANICE B TOVES JANICE B TOVES JANICE B TOVES JORGERED	474 473 475 473 474 474 474 475 474 471 473 476 474 473 473 473	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	8/18/1021 8/18/1021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 375.00 400.00 200.00 1,575.00 900.00 1,750.00 200.00 1,575.00 900.00 1,450.00 1,450.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80 2.90 22.84 13.05 2.90 4.35 2.90 22.84 2.90 23.44 2.90 24.35 2.90 25.44 2.90 27.44 28.44 29.44 20.44 2	20230 472 - BYOS - JOHNEY KINNEY V 6453 474 - 589 - SUMMEN KINNEY S 6453 474 - 589 - SUMMEN KINNEY S 6453 474 - 589 - SUMMEN KINNEY S 6454 477 - 589 - SUMMEN KINNEY S 6454 - SUMMEN S 6454 - SUMMEN KINNEY S 6454 - SUMMEN S 6454 - SUMMEN KINNEY S 6454 -	S S S S S S S S S S S S S S S S S S S	STREAMS SAMMER SCHOOL
06280-82820 06332-82820 06332-82820 08494-82820 08757-82820 09236-82820 09528-82820 10395-82820 10657-82820 10902-82820 10942-82820 12969-82820 12969-82820 12938-82820 12948-82820	EMILY SOTOMIL MARQUEZ ROADS BEALANSY RUEL PESTOY BEVERLY ABAT REYMUNDO E VILLAFLOR MARDY FAIELA STRELLA MO EVERA BEATRZ A CAMACHO JEROME J MANIELSAN ARCEL B OUILLA DREIME E QUICHOCHO BRETT S MALUWELMENG RONALD PLABRADOR GERLIYM ME HABASTRO WILLIAM T FLORES JANCE B TOWS	474 473 475 474 474 474 475 474 471 473 476 474 473	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	\$/28/2021 \$/28/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 375.00 400.00 200.00 1,575.00 900.00 175.00 200.00 300.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 4.35 5.44 5.80 2.90 22.84 13.05 2.54 2.90 4.35	20230 472 - FINES - CHINE F. KENNEDY 5453. 473 - 5895 - SOUTHERN HIGH 1911-18 473 - SINFS - SINGNA SANCHE 1911-18 473 - SINFS - SINGNA SANCHE 1975-18 473 - SINFS - SINGNA SANCHE 20230 474 - SINFS - SINGNA SANCHE 20230 474 - SINFS - SOUTHERN HIGH 5924 477 - SINFS - SOUTHERN HIGH 1924 - SINGNA SANCHE 20230 474 - SINFS - SOUTHERN HIGH 20230 477 - GWAS - GROBER WASHIN 1923-84 677 - SINFS - SINGNA SANCHE 1911-18 575 - SINGNA SANCHE SANCHE 1911-18 575 - SINGNA SANCHE SANCHE 1911-18 575 - SINGNA SANCHE SANCH	S S S S S S S S S S S S S S S S S S S	STREADS, SAMMER SCHOOL
06280-28220 06332-822820 06393-82820 08494-82820 08593-82820 09593-82820 10593-82820 10593-82820 10593-82820 10593-82820 10593-82820 10594-82820 12344-82820 12344-82820 12344-82820 12354-82820 12354-82820 12554-82820	EMILY SOTOME MARGUEZ ROADES SALANASM RULE PESTOY BEVEREY A ROAD BEVEREY A ROAD BEVEREY A ROAD BEVEREY A ROAD BETWEEN A ROAD BE	474 473 475 473 474 474 474 475 474 477 477 477 477 477	82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	8/18/2021 8/18/2021			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 375.00 400.00 200.00 1,575.00 900.00 1,575.00 300.00 1,450.00 200.00 1,450.00 200.00	2.90 6.53 1.45 5.44 2.94 2.90 9.43 2.90 4.35 5.44 5.80 2.90 2.94 13.05 2.90 4.35 2.90 4.35 2.90 4.35 2.90 3.26 2.90 3.36 3.36 3.36 3.36 3.36 3.36 3.36 3.3	20239 472-8965 - JOHNEN KENNEDY 54553 473-595 - SOUTHERN HORI 1015-55 471-5965 - SMONA SANCHE 1015-55 471-5965 - SMONA SANCHE 1015-55 471-5965 - SMONA SANCHE 1077-54 477-5965 - SMONA SANCHE 1072-54 477-5965 - SMONA SANCHE 105-54 477-5965 - SMONA SANCHE 105-54 477-5965 - SMONA SANCHE 105-54 571-596 - SMONA SANCHE 105-54 571-596 - SOUTHERN HORI 105-55 571-596 - SMONA SANCHE 105-55 571-596 - SMONA SANCHE 105-75	S S S S S S S S S S S S S S S S S S S	STREAMS SHAMMER SCHOOL
06289-28220 06302-822820 06502-822820 08494-82820 09236-82820 09236-82820 10955-828220 10955-82820 10955-82820 12064-82820 12	EMILY SOTOME MANGUEZ BOADES BALANANE RULE PESTOY BENEFIT A REMINISTORY BENEFIT A REMINIS	474 473 475 473 474 474 474 475 474 471 473 476 474 473 476 474 473 476 474 473 476 477 477	82820 82820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	\$/28/201 \$/28/201			200.00 450.00 100.00 375.00 175.00 200.00 650.00 200.00 300.00 300.00 1,575.00 200.00 1,575.00 200.00 1,575.00 200.00 1,555.00 200.00 1,55	2 90 6.53 1.45 5.44 2.54 2.90 9.43 5.80 2.90 2.284 13.05 2.25 2.90 2.284 13.05 2.25 2.90 2.25 2.90 3.26 2.90 3.26 2.90 3.26 3.26 3.26 3.26 3.26 3.26 3.26 3.26	2023/0 472 - BYGS - JOHNEY KINNEY 4653 473 - SSH - SUDHERN HIGH 101.58 477 - SSH - SMONA SANCHE 101.58 477 - SSH - SMONA SANCHE 107.58 477 - SSH - SMONA SANCHE 102.50 477 - SSH - SUDHERN HIGH 102.50 477 - SSH - SUDHERN HIGH 102.50 477 - SSH - SUDHERN HIGH 102.50 477 - SSH - SMONA SANCHE 12775 477 - SSH - SMONA SANCHE 12775 477 - SSH - SMONA SANCHE 102.50 477 - SSH - SSH - SMONA SANCHE 102.50 477 - SSH - SSH - SMONA SANCHE 102.50 477 - SSH - S		STREAMS SAMMER SCHOOL
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06329-82220 06802-82220 06802-82220 06802-82220 06326-82220 05326-82220 05326-82220 05326-82220 10657-82220 10657-82220 10657-82220 10657-82220 10692-82220 1296-82220 1296-82220 1296-82220 1404-82220 1507-8220 1507-82220 1507-82220 1507-82220 1507-82220 1507-82220 1507-820 1507-820 150	EMILY SOTOMIL MARGUEZ ROADES BALANSAY RULE PESTOY BEVERLY A ABEN BEVERLY A ABEN ESTRELLA ME STATEMENT ESTRELLA ME STATEMENT ESTRELLA ME STATEMENT BESTATE A COMMICHO JESTOME STATEMENT BESTATE A COMMICHO JESTOME STATEMENT BESTATE SA CAMMICHO JESTOME STATEMENT BESTATE SA CAMMICHO JESTOME STATEMENT BONALD JABERDON FOLINIA MARGIET STATEMENT MARRIETT S SA FERRIS MARRIETT S SA FER	474 473 475 473 474 473 474 474 475 474 471 473 476 474 473 476 474 473 476 328 328 328 325 313	82820 820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URR/001			200.00 100.00 1375.00 1375.00 200.00 1375.00 200.00 650.00 200.00 200.00 200.00 200.00 1375.00 200.00 1375.00 120.00 1375.00 120	2.90 6.53 1.45 5.44 2.54 2.90 9.42 2.90 9.43 5.44 4.35 5.44 2.90 2.90 2.28 2.28 2.28 2.30 2.30 2.30 2.30 2.30 2.30 2.30 2.30	20239 472-8765 - JOHNEN KENNELY \$4553 473-595 - SOUTHERN HORI 101.56 571-595 - SMONA SANCHU 107.56 571-595 - SMONA SANCHU 105.00 473-595 - SOUTHERN HORI 107.56 473-595 - SMONA SANCHU 107.56 473-595 - SMONA SANCHU 107.57 474-595 - SMONA SANCHU 107.57 474-595 - SMONA SANCHU 107.57 474-595 - SMONA SANCHU 107.57 475-595 - SMONA SANCHU 107.57 575-595 - SMONA		STREAMS SAMMER SCHOOL
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06229-82220 06807-82220 06807-82220 06807-82220 06875-82220 0675-82220 0675-82220 0595-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 1095-82220 0680-82220 0785-82220 0785-82220 0785-82220 0785-82220 0785-82220 0785-82220 0785-82220	EMILY SOTOME MANGUEZ BOADES SABLANNER RULE PESTOY BENEFIT A SERVICE SERVICE SERVICE BENEFIT A SABLE BENEFIT A	474 473 475 474 473 474 474 475 474 477 476 474 473 476 474 473 476 474 473 476 328 328 328 328 313 308 328 328 313 308 328 328 328 328 328 328 328 328 328 32	82820 820	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOLI #URPAC			200.00 100.00 1375.00 1375.00 200.00 1375.00 200.00 650.00 300.00 300.00 3375.00 300.00 3375.00 300.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.80 1.45 5.80 2.29 2.28 1.130 2.29 2.30 2.30 2.30 2.30 2.30 2.30 2.30 2.30	20239 0.72 - Brots - JOHNE F, KENNEDY 5453 147-19595 - SMONA SANGHEI 101.65 477-5995 - SMONA SANGHEI 101.65 477-5995 - SMONA SANGHEI 102.65 477-5995 - SMONA SANGHEI 1075-54 477-5995 - SMONA SANGHEI 1075-54 477-5995 - SMONA SANGHEI 102.50 - 0.74-95 - SUDTHERN HORD 102.55 477-595 - SMONA SANGHEI 102.50 - 4.77-595 - SMONA SANGHEI 102.50 - 4.77-595 - SMONA SANGHEI 1077-54 477-5995 - SMONA SANGHEI 1077-54 477-595 - SMONA SANGHEI 1077-54 577-595 - SMONA SANGHEI 1077-54 577-555 - SMO		STREAMS SAMMER SCHOOL
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06220-02220 06300-22220 06300-22220 06300-22220 06300-22220 06370-22220 06370-22220 06370-22220 06370-22220 06370-22220 10590-2220	EMILY SOTOMIL MANGUEZ BOADES SHAUMAN ROLE S ESTOY BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BESTERLA ME VERA BESTERLA MANGUE FALLA BESTERLA MANGUETH FALLA BESTERLA MANGUETH FALLA BESTERLA MANGUETH FALLA BESTERLA BESTE	474 473 475 477 477 477 477 477 477 477 477 477	22820 82	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOOI #URPAC			200.00 100.00 1375.00 1375.00 200.00 1375.00 200.00 200.00 200.00 300.00 300.00 1,570.00 200.00 1,570.00 200.00 1,570.00 200.00 1,440.00 1,570.00 200.00 1,440.00 1,4	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 2.90 9.43 2.90 9.43 2.90 2.90 2.90 2.90 2.90 2.90 2.90 2.90	2029.0 472-8965 - JOHNEN HORD 101-56 477-8965 - SMONA SANCHU 101-56 478-8965 - SMONA SANCHU 101-56 54-8 477-8965 - SMONA SANCHU 101-56 54-8 477-8965 - SMONA SANCHU 101-56 54-9 55 - SUITHERN HORD 101-56 54-9 55 - SUITH		STREAMS SAMMER SCHOOL
06280-82820 06800-82820 06800-82820 06800-82820 0875-82820 0875-82820 0875-82820 0875-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 0775-82820	EMILY SOTOME MANGUE ROADS PARAMANEY ROADS PARAMETER AND PARAMETER ROADS PARAMETER ROADS PARAMETER ROADS PARAMETER ROADS PARAMANEY ROADS PARAMA	474 473 473 474 474 474 474 477 477 477	22202 2220	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOSI #URPAC			200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 650.00 300.00 1375.00 400.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.20 1.35 5.44 5.20 2.28 1.13,5 2.29 2.28 2.29 2.28 2.29 2.29 2.29 2.29	20230 9.72 - BYOS - JOHNEN FLORENDY SANCHED 101-55 97 - SMOTA SANCHED 102-55 97 - SMOTA SANCHED		STREAMS SAMMER SCHOOL
06280-82820 06300-82820 06300-82820 06300-82820 06300-82820 0875-82820 0875-82820 0875-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 075-82820 077-82820	EMILY SOTOMIL MANGUEZ BOADES SHAUMAN ROLE S ESTOY BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BEVESTAY AREA BESTERLA ME VERA BESTERLA MANGUE FALLA BESTERLA MANGUETH FALLA BESTERLA MANGUETH FALLA BESTERLA MANGUETH FALLA BESTERLA BESTE	474 473 475 477 477 477 477 477 477 477 477 477	2220 2220 2220 2220 2220 2220 2220 222	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOOI #URPAC			200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 1375.00 200.00 1300.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 200.00 1375.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.80 1.43 5.80 2.54 2.50 2.28 1.13.65 2.29 2.39 2.38 2.30 2.30 2.31 2.30 2.30 2.31 2.30 2.30 2.31 2.30 2.30 2.31 2.30 2.30 2.30 2.30 2.30 2.30 2.30 2.30	2029.0 472-8965 - JOHNEN HORD 101-56 477-8965 - SMONA SANCHU 101-56 478-8965 - SMONA SANCHU 101-56 54-8 477-8965 - SMONA SANCHU 101-56 54-8 477-8965 - SMONA SANCHU 101-56 54-9 55 - SUITHERN HORD 101-56 54-9 55 - SUITH		STREAMS SAMMER SCHOOL
06280-82820 06800-82820 06800-82820 06800-82820 06870-82820 08757-82820	BINITY SOTOMIL MANGUEZ BOADES SABLANSEN RULE PESTOY BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BETS BETS BETS BETS BETS BETS BETS	474 473 475 473 474 474 474 474 477 477 477 477 477	22202 2220 22202 222	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOSI #URPAC			200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 650.00 650.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.0	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 3.90 9.43 5.80 9.43 9.43 9.40 9.43 9.40 9.40 9.40 9.40 9.40 9.40 9.40 9.40	2029.0 472-8965 - JOHNEN KOMENDY 101.56 797-5965 - SMONA SANCHU 102.56 797-5965 - SMONA SANCHU 102.56 797-5965 - SMONA SANCHU 102.50 747-5965 - SMONA SANCHU 102.50 747-5965 - SMONA SANCHU 102.50 747-596 - SMONA 102.50 747-596 - SMONA 102.50 747-596 - SMONA 102.50 747		STREAMS - SAMMER SCHOOL STREAM
06280-82820 06300-82820 06300-82820 06300-82820 06300-82820 08375-82820 08375-82820 08375-82820 03396-82820 10396-82820	EMILY SOTOMIL MANGUEZ MODALS PARAMANY MULE PSTOYS BEVESTLY A RESTOY BEVESTLY A RESTOY BEVESTLY A RESTOY BEVESTLY A RESTOY BEVESTLY A RESTOR AND A RESTOR AND A RESTOR AND A RESTOR A RE	474 473 474 475 473 474 474 477 477 477 477 477 477 477	2220 828	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOSI #URPAC			200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 1375.00 200.00 1300.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 200.00 1375.00 200.00	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.80 9.43 5.80 2.54 5.80 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.54 2.50 2.55 2.55 2.55 2.55 2.55 2.55 2.55	20230 9.72 - Brost - JOHNEY KINNEDY 945-53 947-9595 - SOMEN A SANCHU 101-55 97 - SMON A SANCHU 1		STREAMS SAMMER SCHOOL
06280-82820 06800-82820 06800-82820 06800-82820 06870-82820 08757-82820	BINITY SOTOMIL MANGUEZ BOADES SABLANSEN RULE PESTOY BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BEVESTAY ABEST BETS BETS BETS BETS BETS BETS BETS	474 473 475 473 474 474 474 474 477 477 477 477 477	22220 2220 2220 220 220 220 220 220 220 220 220 220 220 220 220 220 220 220	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOSI #URPAC	2,900 DT 1,1780 D2		200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 650.00 650.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.0	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.20 2.90 4.35 5.44 5.20 2.90 4.35 2.90 2.34 5.20 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.34 2.90 2.35 2.90 2.36 2.90 2.90 2.90 2.90 2.90 2.90 2.90 2.90	2029.0 47. BYOS. SCHOREN NORD 1915.65 97. SWIST SCHOREN NORD 1		STREAMS - SAMMER SCHOOL STREAM
06289-82820 06800-82820 06800-82820 06800-82820 0875-782820 0875-782820 0875-782820 0875-782820 0775-82820 0775-82820 1099-82820 1199-82820 1199-82820 1298-82820	EMILY SOTOME MANGUE EMILY SOTOME MANGUE EMILY SOTOME MANGUE EMILY AREA SERVERY AREA	474 473 474 473 474 477 477 477 477 477	2220 828	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOSI #URPAC	2,907.07 1,789.02		200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 650.00 650.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.0	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.20 2.28 6.29 2.29 2.29 2.20 2.20 2.20 2.20 2.20 2	2029.0 47. PROF. SCHIEFT, KENNELY 456.53 67.9 SIGN 5. SOUTHERN HORI 101.65 67.9 SIGN 5. SOUTHERN HORI 101.65 67.9 SIGN 6. SOUTHERN HORI 101.65 67.9 SIGN 6. SOUTHERN HORI 107.55 67.9 SIGN 6. SOUTHERN HORI 107.55 67.9 SIGN 6. SOUTHERN HORI 100.50 67.9 SIGN 6. SOUTHERN HORI 100.55 67.9 SIGN 6. SOUTHERN HORI 100.50 67.9 SIGN 6. SOUTHERN HORI 107.54 67.9 SIGN 6. SOUTHERN HORI 107.55 67.9 SIGN 6. SIGN 6	- 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	STREAMS - SAMMER SCHOOL STREAMS - SAMMER SCHO
06280-82820 06300-82820 06300-82820 06300-82820 06300-82820 06370-82820 06370-82820 06370-82820 06390-82820 10390-82820	EMILY SOTOMIL MANGUEZ ROADS PARAMANEY ROADS PARAMETER ROADS PARAMETER ROADS PARAMANEY ROADS PONCE PORMANEY PONCE PORMANEY PORCE PORMANEY ROADS PARAMANEY ROADS	474 473 474 473 474 477 477 477 477 477	22220 22230	PP25 PP25 PP25 PP25 PP25 PP25 PP25 PP25	#URPACOSI #URPAC			200.00 100.00 1375.00 175.00 200.00 1375.00 200.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 1375.00 200.00 200.00 1375.00 200.00 2	2.90 6.53 1.45 5.44 2.54 2.90 9.43 2.90 9.43 5.80 9.43 5.80 1.35 5.44 5.80 2.39 2.28 1.31 2.39 2.39 2.38 2.30 2.31 2.31 2.31 2.31 2.32 2.32 2.32 2.32	20230 9.72 - BINGS - CHORN F. KINNEDY SEASON PASSAGE STATES AND ST	- 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8	STREAMS SAMMER SCHOOL

06735-82820 ARLENE B CRUZ 314 82820 PP25 8/28/2021		3,000.00	43.50	3,043.50 314 - MULES - M.U. LUJAN ELEN	S	STIPENDS - SUMMER SCHOOL
06800-82820 JOAN J MESA 308 82820 PP25 8/28/2021		3,000.00	43.50	3,043.50 308 - JMGES - J.M. GUERRERO E	S	STIPENDS - SUMMER SCHOOL
07015-82820 ELISABETH M ICHIHARA-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 433 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. ULLOA ELE!	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 - AIJMS - A.I. 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 - HBPES - 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 ELIZABETH D BAUTISTA 430 82820 PP25 8/28/2021		3,000.00	43.50	3,043.50 430 - AIJMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
14138-82820 NATHANIEL A MACARAEG 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 - AIJMS - A.I. 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 - AIJMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
15222-82820 FRANCINE BERNADETTE C CF 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 MORIAH MARIE S DAMIAN 430 82820 PP25 8/28/2021		3,000.00	43.50	3,043.50 430 - AUMS - A.I. 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 - AUMS - A.I. 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 - AUMS - A.I. 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 - AUMS - A.I. 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 - AUMS - A.I. JOHNSTON MI	s	STIPENDS - SUMMER SCHOOL
16100-82820 AJ A BISALEN 430 82820 PP25 8/28/2021		3.000.00		3.043.50 430 - AUMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16119-82820 BRITTANY ROSE D TERIA 437 82820 PP25 8/28/2021		3.000.00		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		3.043.50 430 - AUMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16217-82820 MICHAEL CHRISTIAN V DEAU 430 82820 PP25 8/28/2021		3.000.00		3.043.50 430 - AUMS - A.I. JOHNSTON MI	Š	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		
				58.385.25	V	Assigned to assist with COVID
				40,198.75	XXX	DO NOT REIMBURSE
	393.390.83			186,221.78	222	REQUIRES MORE TIME - DETAILED EMPLOYEES
	,			6,049.73	0	NO CERTIFICATION SUBMISSION
				608.70	S	STIPENDS - Eskuelan Puengi (EP) - Night School 82620
					5	STIPEND - 82820 SUMMER SCHOOL SY20-21 - PENDING Require:
				181,792.10	2	more time.
				\$ 473,256.31		
				<u></u>		For submission to TFPA
				274,078.81	Х	82710 Federal Programs State Admin. + AAguon
				\$ 274,078.81		
				\$ 747,335.12		TOTAL PAYROLL ERRORS
				\$ 821,871.25		
				\$ 74,536.13		
						
	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

February 11, 2022

FY2020 - INDIRECT COSTS PAID OUT

ORG OBJECT PROJ	CT ACCOUNT	DESCRIPTION	YEAR PER	IOUR	NAL EFF DATE SRC		REF1	PO/REF2	REF3	REFERENCE	AMOUNT P	CHECK NO WARRANT VOUCH	ED V/DD NAME/ITEM DESC	COMMENTS
82830000 0710 F206		Indirect Cost	2021		692 09/30/2021 API	1	010001	PO/REF2	41491	W 100421FG	5.336.56 Y		Guam Department of Education	CG PR FY21 PP26 IDC 10/1/2021
82840000 0710 F206	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	12	692 09/30/2021 API	1	010001		41491	W 100421FG	157.63 Y	2,012,281 100421FG 43772	Guam Department of Education	CG PR FY21 PP26 IDC 10/1/2021
82800000 0710 F206		Indirect Cost	2021		692 09/30/2021 API	1	010001		41491	W 100421FG	1,132.40 Y	2,012,281 100421FG 43772	Guam Department of Education	CG PR FY21 PP26 IDC 10/1/2021
82820000 0710 F206		Indirect Cost	2021		692 09/30/2021 API	1	010001		41491	W 100421FG	15,159.83 Y	2,012,281 100421FG 43772	Guam Department of Education	CG PR FY21 PP26 IDC 10/1/2021
82810000 0710 F206		Indirect Cost	2021		692 09/30/2021 API	1	010001		41491	W 100421FG	4,493.17 Y	2,012,281 100421FG 43772	Guam Department of Education	CG PR FY21 PP26 IDC 10/1/2021
82810000 0710 F206		Indirect Cost	2021		647 09/28/2021 API	1	010001		41463	W 092921FG	303.01 Y	2,012,255 092921FG 43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82820000 0710 F2060 82800000 0710 F2060		Indirect Cost Indirect Cost	2021 2021		647 09/28/2021 API 647 09/28/2021 API	1	010001 010001		41463 41463	W 092921FG W 092921FG	434.76 Y	2,012,255 092921FG 43744 2.012,255 092921FG 43744	Guam Department of Education Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID CG PR FY21 PP01-PP26 REC#28 ID
82800000 0710 F2060 82710000 0710 F2060		Indirect Cost	2021		647 09/28/2021 API 647 09/28/2021 API	1	010001		41463	W 092921FG W 092921FG	263.49 Y 18,151.22 Y	2,012,255 092921FG 43744 2,012,255 092921FG 43744	Guam Department of Education Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID CG PR FY21 PP01-PP26 REC#28 ID
82/10000 0/10 F2060 82840000 0710 F2060		Indirect Cost	2021		647 09/28/2021 API 647 09/28/2021 API	1	010001		41463	W 092921FG W 092921FG	18,151.22 Y 118.57 Y	2,012,255 092921FG 43744 2.012.255 092921FG 43744	Guam Department of Education Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID CG PR FY21 PP01-PP26 RFC#28 ID
82830000 0710 F206		Indirect Cost	2021		647 09/28/2021 API	1	010001		41463	W 092921FG W 092921FG	197.62 Y	2,012,255 092921FG 43744 2.012,255 092921FG 43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82800000 0710 F206		Indirect Cost	2021		498 09/20/2021 GNI		F1960	F1960 FIFO	F1960 FIFO	F1960 FIFO	-21.238.78 Y	0	Guan Department of Education	COTHITZTITOTTTZORZCIIZOID
82820000 0710 F206	22.12.00.00.8282.0710.F2060	Indirect Cost	2021		498 09/20/2021 GNI	1	F1960	F1960 FIFO	F1960 FIFO	F1960 FIFO	-91,057.66 Y	0		
82810000 0710 F206	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	12	498 09/20/2021 GNI	1	F1960	F1960 FIFO	F1960 FIFO	F1960 FIFO	-21,469.70 Y	0		
82830000 0710 F206	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	12	10 09/06/2021 API	1	010001		41034	W 090721FG	4,735.20 Y	2,012,161 090721FG 43298	Guam Department of Education	CG PR FY21 PP01-PP26 REC#24 ID
82820000 0710 F206	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	12	10 09/06/2021 API	1	010001		41034	W 090721FG	531.21 Y	2,012,161 090721FG 43298	Guam Department of Education	CG PR FY21 PP01-PP26 REC#24 ID
82820000 0710 F206		Indirect Cost	2021	12	8 09/06/2021 API	1	010001		41026	W 090721FG	18,673.66 Y	2,012,161 090721FG 43290	Guam Department of Education	CG PR FY21 PP24 IDC 09/7/2021
82810000 0710 F206		Indirect Cost	2021	12	8 09/06/2021 API	1	010001		41026	W 090721FG	7,885.34 Y	2,012,161 090721FG 43290	Guam Department of Education	CG PR FY21 PP24 IDC 09/7/2021
82800000 0710 F206		Indirect Cost	2021	12	8 09/06/2021 API	1	010001		41026	W 090721FG	2,054.95 Y	2,012,161 090721FG 43290	Guam Department of Education	CG PR FY21 PP24 IDC 09/7/2021
82840000 0710 F206		Indirect Cost	2021	12	8 09/06/2021 API	1	010001		41026	W 090721FG	184.03 Y	2,012,161 090721FG 43290	Guam Department of Education	CG PR FY21 PP24 IDC 09/7/2021
82830000 0710 F2060 82810000 0710 F2060		Indirect Cost Indirect Cost	2021 2021	12 11	8 09/06/2021 API 92 08/22/2021 API	1	010001 010001		41026 40789	W 090721FG W 082421FG	5,169.67 Y 5,141.04 Y	2,012,161 090721FG 43290 2,012,113 082421FG 43041	Guam Department of Education Guam Department of Education	CG PR FY21 PP24 IDC 09/7/2021 CG PR FY21 PP23 IDC 08/23/2021
82820000 0710 F206		Indirect Cost	2021	11	92 08/22/2021 API	1	010001		40789	W 082421FG W 082421FG	19,088.74 Y	2,012,113 082421FG 43041 2,012,113 082421FG 43041	Guam Department of Education	CG PR FY21 PP23 IDC 08/23/2021
82800000 0710 F206		Indirect Cost	2021	11	92 08/22/2021 API	1	010001		40789	W 082421FG	1,228.60 Y	2,012,113 082421FG 43041	Guam Department of Education	CG PR FY21 PP23 IDC 08/23/2021
82840000 0710 F206		Indirect Cost	2021	11	92 08/22/2021 API	1	010001		40789	W 082421FG	301.00 Y	2,012,113 082421FG 43041	Guam Department of Education	CG PR FY21 PP23 IDC 08/23/2021
82830000 0710 F206	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	11	92 08/22/2021 API	1	010001		40789	W 082421FG	73.62 Y	2,012,113 082421FG 43041	Guam Department of Education	CG PR FY21 PP23 IDC 08/23/2021
82830000 0710 F206		Indirect Cost	2021	11	75 08/13/2021 API	1	010001		40770	W 081721FG	5,034.62 Y	2,012,098 081721FG 43019	Guam Department of Education	CG PR FY21 PP22 IDC 08/14/2021
82840000 0710 F206	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	11	75 08/13/2021 API	1	010001		40770	W 081721FG	301.00 Y	2,012,098 081721FG 43019	Guam Department of Education	CG PR FY21 PP22 IDC 08/14/2021
82820000 0710 F206	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	11	75 08/13/2021 API	1	010001		40770	W 081721FG	19,379.80 Y	2,012,098 081721FG 43019	Guam Department of Education	CG PR FY21 PP22 IDC 08/14/2021
82800000 0710 F206		Indirect Cost	2021	11	75 08/13/2021 API	1	010001		40770	W 081721FG	1,322.65 Y	2,012,098 081721FG 43019	Guam Department of Education	CG PR FY21 PP22 IDC 08/14/2021
82810000 0710 F206		Indirect Cost	2021	11	75 08/13/2021 API	1	010001		40770	W 081721FG	5,262.63 Y	2,012,098 081721FG 43019	Guam Department of Education	CG PR FY21 PP22 IDC 08/14/2021
82830000 0710 F2060		Indirect Cost	2021	11	33 08/01/2021 API	1	010001		40584	W 080921FG	4,975.69 Y	2,012,065 080921FG 42819	Guam Department of Education	CG PR FY21 PP20 IDC 08/2/2021
82840000 0710 F2060		Indirect Cost	2021	11	33 08/01/2021 API	1	010001		40584	W 080921FG	304.62 Y	2,012,065 080921FG 42819	Guam Department of Education	CG PR FY21 PP20 IDC 08/2/2021
82800000 0710 F2060 82810000 0710 F2060		Indirect Cost Indirect Cost	2021 2021	11 11	33 08/01/2021 API 33 08/01/2021 API	1	010001 010001		40584 40584	W 080921FG W 080921FG	1,146.88 Y 5,195.20 Y	2,012,065 080921FG 42819 2,012,065 080921FG 42819	Guam Department of Education Guam Department of Education	CG PR FY21 PP20 IDC 08/2/2021 CG PR FY21 PP20 IDC 08/2/2021
82820000 0710 F206		Indirect Cost	2021	11	33 08/01/2021 API	1	010001		40584	W 080921FG W 080921FG	20,490.71 Y	2,012,065 080921FG 42819	Guam Department of Education	CG PR FY21 PP20 IDC 08/2/2021
82820000 0710 F206		Indirect Cost	2021	11	32 08/01/2021 API	1	010001		40590	W 080921FG	19.612.41 Y	2,012,065 080921FG 42815	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82810000 0710 F206		Indirect Cost	2021	11	32 08/01/2021 API	1	010001		40590	W 080921FG	5,356.53 Y	2,012,065 080921FG 42825	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82800000 0710 F206	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	11	32 08/01/2021 API	1	010001		40590	W 080921FG	1,298.74 Y	2,012,065 080921FG 42825	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82840000 0710 F206	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	11	32 08/01/2021 API	1	010001		40590	W 080921FG	301.00 Y	2,012,065 080921FG 42825	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82830000 0710 F206	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	11	32 08/01/2021 API	1	010001		40590	W 080921FG	5,034.62 Y	2,012,065 080921FG 42825	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82810000 0710 F206	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	11	31 08/01/2021 API	1	010001		40597	W 080921FG	4,840.25 Y	2,012,065 080921FG 42834	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82820000 0710 F206		Indirect Cost	2021	11	31 08/01/2021 API	1	010001		40597	W 080921FG	40.95 Y	2,012,065 080921FG 42834	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82820000 0710 F206		Indirect Cost	2021	11	30 08/01/2021 API	1	010001		40601	W 080921FG	178.82 Y	2,012,065 080921FG 42838	Guam Department of Education	CG PR FY21 PP01-PP26 REC#23 ID
82800000 0710 F206		Indirect Cost	2021	11	30 08/01/2021 API	1	010001		40601	W 080921FG	98.16 Y	2,012,065 080921FG 42838	Guam Department of Education	CG PR FY21 PP01-PP26 REC#23 ID
82810000 0710 F206		Indirect Cost	2021	11	30 08/01/2021 API	1	010001		40601	W 080921FG	112.88 Y	2,012,065 080921FG 42838	Guam Department of Education	CG PR FY21 PP01-PP26 REC#23 ID
82830000 0710 F2060		Indirect Cost	2021	11	30 08/01/2021 API	1	010001		40601	W 080921FG	73.62 Y	2,012,065 080921FG 42838	Guam Department of Education	CG PR FY21 PP01-PP26 REC#23 ID
82840000 0710 F2060 82820000 0710 F2060		Indirect Cost Indirect Cost	2021 2021	11 9	30 08/01/2021 API 140 06/28/2021 API	1	010001 010001		40601 40002	W 080921FG W 070621FG	44.16 Y 5,601.87 Y	2,012,065 080921FG 42838 2,011,944 070621FG 42182	Guam Department of Education Guam Department of Education	CG PR FY21 PP01-PP26 REC#23 ID CG PR FY21 PP01-PP26 REC#21 ID
82820000 0710 F2060 82820000 0710 F2060		Indirect Cost	2021		123 06/27/2021 API	1	010001		39999	W 0/0621FG W 062821FG	266.90 Y	2,011,944 070621FG 42182 2.011.936 062821FG 42179	Guam Department of Education	CG PR FY21 PP01-PP26 REC#21 ID CG PR FY21 PP01-PP26 REC#20 ID
82810000 0710 F206		Indirect Cost	2021		123 06/27/2021 API	1	010001		39999	W 062821FG	101.00 Y	2,011,936 062821FG 42179	Guam Department of Education	CG PR FY21 PP01-PP26 REC#20 ID
82800000 0710 F206		Indirect Cost	2021		123 06/27/2021 API	1	010001		39999	W 062821FG	87.83 Y	2.011.936 062821FG 42179	Guam Department of Education	CG PR FY21 PP01-PP26 REC#20 ID
82710000 0710 F206	22.12.00.00.8271.0710.F2060	Indirect Cost	2021	9	123 06/27/2021 API	1	010001		39999	W 062821FG	5,952.63 Y	2,011,936 062821FG 42179	Guam Department of Education	CG PR FY21 PP01-PP26 REC#20 ID
82830000 0710 F206	22.12.00.00.8283.0710.F2060	Indirect Cost	2021		123 06/27/2021 API	1	010001		39999	W 062821FG	65.87 Y	2,011,936 062821FG 42179	Guam Department of Education	CG PR FY21 PP01-PP26 REC#20 ID
82840000 0710 F206	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	9	123 06/27/2021 API	1	010001		39999	W 062821FG	39.52 Y	2,011,936 062821FG 42179	Guam Department of Education	CG PR FY21 PP01-PP26 REC#20 ID
82840000 0710 F206		Indirect Cost	2021		121 06/27/2021 API	1	010001		39996	W 062821FG	372.30 Y	2,011,936 062821FG 42176	Guam Department of Education	CG PR FY21 PP19 IDC 06/28/2021
82830000 0710 F206		Indirect Cost	2021		121 06/27/2021 API	1	010001		39996	W 062821FG	5,273.03 Y	2,011,936 062821FG 42176	Guam Department of Education	CG PR FY21 PP19 IDC 06/28/2021
82800000 0710 F206		Indirect Cost	2021		121 06/27/2021 API	1	010001		39996	W 062821FG	1,265.13 Y	2,011,936 062821FG 42176	Guam Department of Education	CG PR FY21 PP19 IDC 06/28/2021
82810000 0710 F206		Indirect Cost	2021		121 06/27/2021 API	1	010001		39996	W 062821FG	6,085.66 Y	2,011,936 062821FG 42176	Guam Department of Education	CG PR FY21 PP19 IDC 06/28/2021
82820000 0710 F2060 82830000 0710 F2060		Indirect Cost	2021 2021	9	121 06/27/2021 API 73 06/15/2021 API	1	010001		39996 39795	W 062821FG W 061621FF	21,111.23 Y 5.302.28 Y	2,011,936 062821FG 42176 2,011,897 061621FF 41965	Guam Department of Education Guam Department of Education	CG PR FY21 PP19 IDC 06/28/2021 CG PR FY21 PP01-PP26 RFC#19 ID
82800000 0710 F2060		Indirect Cost	2021	9	73 06/15/2021 API 73 06/15/2021 API	1	010001		39795	W 061621FE W 061621FE	126.60 Y	2,011,897 061621FE 41965 2,011,897 061621FE 41965	Guam Department of Education	CG PR FY21 PP01-PP26 REC#19 ID
82810000 0710 F206		Indirect Cost	2021	9	73 06/15/2021 API	1	010001		39795	W 061621FE	445.18 Y	2,011,897 061621FE 41965	Guam Department of Education	CG PR FY21 PP01-PP26 REC#19 ID
82820000 0710 F206		Indirect Cost	2021	9	67 06/13/2021 API	1	010001		39789	W 061421FG	21.480.71 Y	2,011,888 061421FG 41959	Guam Department of Education	CG PR FY21 PP18 IDC 06/14/2021
82810000 0710 F206		Indirect Cost	2021	9	67 06/13/2021 API	1	010001		39789	W 061421FG	4,385.81 Y	2,011,888 061421FG 41959	Guam Department of Education	CG PR FY21 PP18 IDC 06/14/2021
82800000 0710 F206		Indirect Cost	2021	9	67 06/13/2021 API	1	010001		39789	W 061421FG	1.163.92 Y	2.011.888 061421FG 41959	Guam Department of Education	CG PR FY21 PP18 IDC 06/14/2021
82830000 0710 F206		Indirect Cost	2021	9	67 06/13/2021 API	1	010001		39789	W 061421FG	72.98 Y	2,011,888 061421FG 41959	Guam Department of Education	CG PR FY21 PP18 IDC 06/14/2021
82840000 0710 F206		Indirect Cost	2021	9	67 06/13/2021 API	1	010001		39789	W 061421FG	396.19 Y	2,011,888 061421FG 41959	Guam Department of Education	CG PR FY21 PP18 IDC 06/14/2021
82840000 0710 F206	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	9	63 06/13/2021 API	1	010001		39783	W 061421FG	118.57 Y	2,011,888 061421FG 41953	Guam Department of Education	CG PR FY21 PP12-PP17 AA IDC 06
82830000 0710 F206		Indirect Cost	2021	9	63 06/13/2021 API	1	010001		39783	W 061421FG	197.62 Y	2,011,888 061421FG 41953	Guam Department of Education	CG PR FY21 PP12-PP17 AA IDC 06
82800000 0710 F206		Indirect Cost	2021	9	63 06/13/2021 API	1	010001		39783	W 061421FG	263.49 Y	2,011,888 061421FG 41953	Guam Department of Education	CG PR FY21 PP12-PP17 AA IDC 06
82810000 0710 F206		Indirect Cost	2021	9	63 06/13/2021 API	1	010001		39783	W 061421FG	303.01 Y	2,011,888 061421FG 41953	Guam Department of Education	CG PR FY21 PP12-PP17 AA IDC 06
82820000 0710 F2060		Indirect Cost	2021	9	63 06/13/2021 API	1	010001		39783	W 061421FG	434.76 Y	2,011,888 061421FG 41953	Guam Department of Education	CG PR FY21 PP12-PP17 AA IDC 06
82820000 0710 F2060 82800000 0710 F2060		Indirect Cost	2021 2021	9 9	42 06/09/2021 API	1	010001		39718 39718	W 060921FG	43.91 Y	2,011,856 060921FG 41885	Guam Department of Education	CG PR FY21 PP08 AA IDC 06/09/2
82800000 0710 F2060 82810000 0710 F2060		Indirect Cost Indirect Cost	2021 2021	9	42 06/09/2021 API 42 06/09/2021 API	1	010001 010001		39718 39718	W 060921FG W 060921FG	43.91 Y 43.91 Y	2,011,856 060921FG 41885 2.011.856 060921FG 41885	Guam Department of Education Guam Department of Education	CG PR FY21 PP08 AA IDC 06/09/2 CG PR FY21 PP08 AA IDC 06/09/2
82830000 0710 F2060 82830000 0710 F2060		Indirect Cost	2021	9	42 06/09/2021 API 42 06/09/2021 API	1	010001		39718 39718	W 060921FG W 060921FG	43.91 Y 43.91 Y	2,011,856 060921FG 41885 2,011,856 060921FG 41885	Guam Department of Education Guam Department of Education	CG PR FY21 PP08 AA IDC 06/09/2 CG PR FY21 PP08 AA IDC 06/09/2
82840000 0710 F2060 82840000 0710 F2060		Indirect Cost	2021	9	42 06/09/2021 API 42 06/09/2021 API	1	010001		39718	W 060921FG W 060921FG	43.93 Y	2,011,856 060921FG 41885 2,011,856 060921FG 41885	Guam Department of Education	CG PR FY21 PP08 AA IDC 06/09/2
82710000 0710 F206		Indirect Cost	2021	9	39 06/08/2021 API	1	010001		39713	W 060921FG	18.354.25 Y	2,011,856 060921FG 41880	Guam Department of Education	CG PR FY21 PP01-PP26 REC#18 ID
82820000 0710 F206		Indirect Cost	2021	9	37 06/08/2021 API	1	010001		39710	W 060921FG	1,730.06 Y	2,011,856 060921FG 41877	Guam Department of Education	CG PR FY21 PP01-PP26 REC#17 ID
82810000 0710 F206		Indirect Cost	2021	9	37 06/08/2021 API	1	010001		39710	W 060921FG	4,841.06 Y	2,011,856 060921FG 41877	Guam Department of Education	CG PR FY21 PP01-PP26 REC#17 ID
82800000 0710 F206	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	9	37 06/08/2021 API	1	010001		39710	W 060921FG	170.71 Y	2,011,856 060921FG 41877	Guam Department of Education	CG PR FY21 PP01-PP26 REC#17 ID

FY2020 - INDIRECT COSTS PAID OUT

82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	9	37	06/08/2021 API	1	010001	39710	W 060921FG	28.01 Y	2.011.856 060921FG 41877	Guam Department of Education	CG PR FY21 PP01-PP26 REC#17 ID
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	9	37	06/08/2021 API	1	010001	39710	W 060921FG	120.23 Y	2,011,856 060921FG 41877	Guam Department of Education	CG PR FY21 PP01-PP26 REC#17 ID
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	8	253	05/27/2021 API	1	010001	39345	W 060321FG	1,215.55 Y	2,011,823 060321FG 41498	Guam Department of Education	CG PR FY21 PP01-PP26 REC#16 ID
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	8	253	05/27/2021 API	1	010001	39345	W 060321FG	4,857.88 Y	2,011,823 060321FG 41498	Guam Department of Education	CG PR FY21 PP01-PP26 REC#16 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	8	253	05/27/2021 API	1	010001	39345	W 060321FG	13.77 Y	2,011,823 060321FG 41498	Guam Department of Education	CG PR FY21 PP01-PP26 REC#16 ID
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	8	229	05/24/2021 API	1	010001	39254	W 052521FG	5,211.51 Y	2,011,799 052521FG 41399	Guam Department of Education	CG PR FY21 PP17 IDC 05/24/2021
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	8	229	05/24/2021 API	1	010001	39254	W 052521FG	354.41 Y	2,011,799 052521FG 41399	Guam Department of Education	CG PR FY21 PP17 IDC 05/24/2021
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	8	229	05/24/2021 API	1	010001	39254	W 052521FG	111.90 Y	2,011,799 052521FG 41399	Guam Department of Education	CG PR FY21 PP17 IDC 05/24/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	8	229	05/24/2021 API	1	010001	39254	W 052521FG	97.30 Y	2,011,799 052521FG 41399	Guam Department of Education	CG PR FY21 PP17 IDC 05/24/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	8	229	05/24/2021 API	1	010001	39254	W 052521FG	21,807.41 Y	2,011,799 052521FG 41399	Guam Department of Education	CG PR FY21 PP17 IDC 05/24/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	8	60	05/14/2021 API	1	010001	39217	W 051421FG	22,127.80 Y	2,011,784 051421FG 41358	Guam Department of Education	CG PR FY21 PP16 IDC 05/14/2021
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	8	60	05/14/2021 API	1	010001	39217	W 051421FG	4,708.49 Y	2,011,784 051421FG 41358	Guam Department of Education	CG PR FY21 PP16 IDC 05/14/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	8	60	05/14/2021 API	1	010001	39217	W 051421FG	1,163.92 Y	2,011,784 051421FG 41358	Guam Department of Education	CG PR FY21 PP16 IDC 05/14/2021
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	8	60	05/14/2021 API	1	010001	39217	W 051421FG	5,206.51 Y	2,011,784 051421FG 41358	Guam Department of Education	CG PR FY21 PP16 IDC 05/14/2021
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	8	60 2	05/14/2021 API	1	010001	39217	W 051421FG	396.19 Y	2,011,784 051421FG 41358	Guam Department of Education	CG PR FY21 PP16 IDC 05/14/2021
82810000 0710 82800000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021 2021	8	_	05/02/2021 API	1	010001 010001	38691 38691	W 050321FG	4,903.40 Y	2,011,702 050321FG 40807	Guam Department of Education	CG PR FY21 PP15 IDC 05/3/2021
82800000 0710 82820000 0710	F2060 F2060	22.12.00.00.8280.0710.F2060 22.12.00.00.8282.0710.F2060	Indirect Cost Indirect Cost	2021	8	2	05/02/2021 API 05/02/2021 API	1	010001	38691 38691	W 050321FG W 050321FG	1,166.47 Y 21.784.26 Y	2,011,702 050321FG 40807 2,011,702 050321FG 40807	Guam Department of Education Guam Department of Education	CG PR FY21 PP15 IDC 05/3/2021 CG PR FY21 PP15 IDC 05/3/2021
82830000 0710 82830000 0710	F2060 F2060	22.12.00.00.8282.0710.F2060 22.12.00.00.8283.0710.F2060	Indirect Cost	2021	8	2	05/02/2021 API 05/02/2021 API	1	010001	38691	W 050321FG W 050321FG	5,345.30 Y	2,011,702 050321FG 40807 2,011,702 050321FG 40807	Guam Department of Education	CG PR FY21 PP15 IDC 05/3/2021 CG PR FY21 PP15 IDC 05/3/2021
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	8	2	05/02/2021 API	1	010001	38691	W 050321FG W 050321FG	396.19 Y	2.011.702 050321FG 40807	Guam Department of Education	CG PR FY21 PP15 IDC 05/3/2021
82820000 0710	F2060	22.12.00.00.8284.0710.F2060 22.12.00.00.8282.0710.F2060	Indirect Cost	2021	7	190	04/28/2021 API	1	010001	38631	W 050321FG W 050321FG	21,799.81 Y	2,011,702 050321FG 40807 2,011,702 050321FG 40741	Guam Department of Education	CG PR FY21 PP13 IDC 03/3/2021 CG PR FY21 PP13 IDC 04/28/2021
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	7	190	04/28/2021 API	1	010001	38631	W 050321FG	4.542.85 Y	2,011,702 050321FG 40741	Guam Department of Education	CG PR FY21 PP13 IDC 04/28/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	7	190	04/28/2021 API	1	010001	38631	W 050321FG	1,018.52 Y	2,011,702 050321FG 40741	Guam Department of Education	CG PR FY21 PP13 IDC 04/28/2021
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	7	190	04/28/2021 API	1	010001	38631	W 050321FG	396.19 Y	2,011,702 050321FG 40741	Guam Department of Education	CG PR FY21 PP13 IDC 04/28/2021
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	7	190	04/28/2021 API	1	010001	38631	W 050321FG	5,331.73 Y	2,011,702 050321FG 40741	Guam Department of Education	CG PR FY21 PP13 IDC 04/28/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	7	75	04/15/2021 API	1	010001	38528	W 041621FG	1,163.92 Y	2,011,679 041621FG 40637	Guam Department of Education	CG PR FY21 PP14 IDC 04/16/2021
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	7	75	04/15/2021 API	1	010001	38528	W 041621FG	5.216.15 Y	2.011.679 041621FG 40637	Guam Department of Education	CG PR FY21 PP14 IDC 04/16/2021
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	7	75	04/15/2021 API	1	010001	38528	W 041621FG	372.30 Y	2,011,679 041621FG 40637	Guam Department of Education	CG PR FY21 PP14 IDC 04/16/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	7	75	04/15/2021 API	1	010001	38528	W 041621FG	21.469.61 Y	2.011.679 041621FG 40637	Guam Department of Education	CG PR FY21 PP14 IDC 04/16/2021
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	7	75	04/15/2021 API	1	010001	38528	W 041621FG	5.287.29 Y	2.011.679 041621FG 40637	Guam Department of Education	CG PR FY21 PP14 IDC 04/16/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	6	145	03/20/2021 API	1	010001	38206	W 032221FG	1,922.34 Y	2,011,600 032221FG 40296	Guam Department of Education	CG PR FY21 PP01-PP26 REC#15 ID
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	6	145	03/20/2021 API	1	010001	38206	W 032221FG	263.41 Y	2,011,600 032221FG 40296	Guam Department of Education	CG PR FY21 PP01-PP26 REC#15 ID
82710000 0710	F2060	22.12.00.00.8271.0710.F2060	Indirect Cost	2021	6	145	03/20/2021 API	1	010001	38206	W 032221FG	11,252.07 Y	2,011,600 032221FG 40296	Guam Department of Education	CG PR FY21 PP01-PP26 REC#15 ID
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	6	145	03/20/2021 API	1	010001	38206	W 032221FG	229.05 Y	2,011,600 032221FG 40296	Guam Department of Education	CG PR FY21 PP01-PP26 REC#15 ID
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	6	145	03/20/2021 API	1	010001	38206	W 032221FG	10,492.01 Y	2,011,600 032221FG 40296	Guam Department of Education	CG PR FY21 PP01-PP26 REC#15 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	6	145	03/20/2021 API	1	010001	38206	W 032221FG	431.58 Y	2,011,600 032221FG 40296	Guam Department of Education	CG PR FY21 PP01-PP26 REC#15 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	6	140	03/20/2021 API	1	010001	38198	W 032221FG	372.30 Y	2,011,600 032221FG 40288	Guam Department of Education	CG PR FY21 PP12 IDC 03/20/2021
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	6	140	03/20/2021 API	1	010001	38198	W 032221FG	5,211.27 Y	2,011,600 032221FG 40288	Guam Department of Education	CG PR FY21 PP12 IDC 03/20/2021
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	6	140	03/20/2021 API	1	010001	38198	W 032221FG	4,900.35 Y	2,011,600 032221FG 40288	Guam Department of Education	CG PR FY21 PP12 IDC 03/20/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	6	140	03/20/2021 API	1	010001	38198	W 032221FG	1,162.50 Y	2,011,600 032221FG 40288	Guam Department of Education	CG PR FY21 PP12 IDC 03/20/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	6	140	03/20/2021 API	1	010001	38198	W 032221FG	22,617.29 Y	2,011,600 032221FG 40288	Guam Department of Education	CG PR FY21 PP12 IDC 03/20/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	6	49	03/08/2021 API	1	010001	37962	W 030821FG	1,626.25 Y	2,011,542 030821FG 40038	Guam Department of Education	CG PR FY21 PP01-PP26 REC#14 ID
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	6	49	03/08/2021 API	1	010001	37962	W 030821FG	1,170.05 Y	2,011,542 030821FG 40038	Guam Department of Education	CG PR FY21 PP01-PP26 REC#14 ID
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	6	49	03/08/2021 API	1	010001	37962	W 030821FG	111.90 Y	2,011,542 030821FG 40038	Guam Department of Education	CG PR FY21 PP01-PP26 REC#14 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	6	49	03/08/2021 API	1	010001	37962	W 030821FG	95.69 Y	2,011,542 030821FG 40038	Guam Department of Education	CG PR FY21 PP01-PP26 REC#14 ID
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	6	49	03/08/2021 API	1	010001	37962	W 030821FG	72.98 Y	2,011,542 030821FG 40038	Guam Department of Education	CG PR FY21 PP01-PP26 REC#14 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	6	46	03/08/2021 API	1	010001	37957	W 030821FG	276.61 Y	2,011,542 030821FG 40033	Guam Department of Education	CG PR FY21 PP11 IDC 03/08/2021
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	6	46	03/08/2021 API	1	010001	37957	W 030821FG	4,781.68 Y	2,011,542 030821FG 40033	Guam Department of Education	CG PR FY21 PP11 IDC 03/08/2021
82800000 0710 82820000 0710	F2060	22.12.00.00.8280.0710.F2060 22.12.00.00.8282.0710.F2060	Indirect Cost	2021 2021	6 6	46 46	03/08/2021 API 03/08/2021 API	1	010001	37957 37957	W 030821FG	37.47 Y 21.070.54 Y	2,011,542 030821FG 40033 2,011,542 030821FG 40033	Guam Department of Education	CG PR FY21 PP11 IDC 03/08/2021
	F2060		Indirect Cost		5			1	010001		W 030821FG			Guam Department of Education	CG PR FY21 PP11 IDC 03/08/2021
82820000 0710 82830000 0710	F2060 F2060	22.12.00.00.8282.0710.F2060 22.12.00.00.8283.0710.F2060	Indirect Cost Indirect Cost	2021 2021	5	87 87	02/21/2021 API 02/21/2021 API	1	010001 010001	37682 37682	W 022221FG W 022221FG	23,623.28 Y 72.98 Y	2,011,503 022221FG 39747 2,011,503 022221FG 39747	Guam Department of Education Guam Department of Education	CG PR FY21 PP10 IDC 02/21/2021 CG PR FY21 PP10 IDC 02/21/2021
82800000 0710 82800000 0710	F2060	22.12.00.00.8283.0710.F2060 22.12.00.00.8280.0710.F2060	Indirect Cost	2021	5	87	02/21/2021 API 02/21/2021 API	1	010001	37682	W 022221FG W 022221FG	1,237.93 Y	2,011,503 022221FG 39747 2,011,503 022221FG 39747	Guam Department of Education	CG PR FY21 PP10 IDC 02/21/2021 CG PR FY21 PP10 IDC 02/21/2021
82810000 0710	F2060	22.12.00.00.8280.0710.F2060 22.12.00.00.8281.0710.F2060	Indirect Cost	2021	5	87	02/21/2021 API 02/21/2021 API	1	010001	37682	W 022221FG W 022221FG	4,801.67 Y	2,011,503 022221FG 39747 2,011,503 022221FG 39747	Guam Department of Education	CG PR FY21 PP10 IDC 02/21/2021 CG PR FY21 PP10 IDC 02/21/2021
82810000 0710 82840000 0710	F2060 F2060	22.12.00.00.8281.0710.F2060 22.12.00.00.8284.0710.F2060	Indirect Cost	2021	5	87	02/21/2021 API 02/21/2021 API	1	010001	37682	W 022221FG W 022221FG	4,801.67 Y 372.30 Y	2,011,503 022221FG 39747 2,011,503 022221FG 39747	Guam Department of Education	CG PR FY21 PP10 IDC 02/21/2021 CG PR FY21 PP10 IDC 02/21/2021
82810000 0710	F2060	22.12.00.00.8284.0710.F2060 22.12.00.00.8281.0710.F2060	Indirect Cost	2021	5	83	02/21/2021 API 02/18/2021 API	1	010001	37667	W 022221FG W 021921FG	3,334.50 Y	2,011,502 021921FG 39732	Guam Department of Education	CG PR FY21 PP10 IDC 02/21/2021 CG PR FY21 PP01-PP26 REC#12 ID
82800000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	5	83	02/18/2021 API	1	010001	37667	W 021921FG	328.95 Y	2.011.502 021921FG 39732	Guam Department of Education	CG PR FY21 PP01-PP26 REC#12 ID
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	5	83	02/18/2021 API	1	010001	37667	W 021921FG	1,920.92 Y	2,011,502 021921FG 39732	Guam Department of Education	CG PR FY21 PP01-PP26 REC#12 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	5	80	02/18/2021 API	1	010001	37670	W 021921FG	374.69 Y	2.011.502 021921FG 39735	Guam Department of Education	CG PR FY21 PP01-PP26 REC#13 ID
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	5	80	02/18/2021 API	1	010001	37670	W 021921FG	905.03 Y	2.011.502 021921FG 39735	Guam Department of Education	CG PR FY21 PP01-PP26 REC#13 ID
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	5	80	02/18/2021 API	1	010001	37670	W 021921FG	72.98 Y	2.011.502 021921FG 39735	Guam Department of Education	CG PR FY21 PP01-PP26 REC#13 ID
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	5	80	02/18/2021 API	1	010001	37670	W 021921FG	134.77 Y	2,011,502 021921FG 39735	Guam Department of Education	CG PR FY21 PP01-PP26 REC#13 ID
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	5	80	02/18/2021 API	1	010001	37670	W 021921FG	594.56 Y	2,011,502 021921FG 39735	Guam Department of Education	CG PR FY21 PP01-PP26 REC#13 ID
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	5	74	02/18/2021 API	1	010001	37661	W 021921FG	594.56 Y	2,011,502 021921FG 39726	Guam Department of Education	CG PR FY21 PP01-PP26 REC#11 ID
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	5	74	02/18/2021 API	1	010001	37661	W 021921FG	134.77 Y	2,011,502 021921FG 39726	Guam Department of Education	CG PR FY21 PP01-PP26 REC#11 ID
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	5	74	02/18/2021 API	1	010001	37661	W 021921FG	72.98 Y	2,011,502 021921FG 39726	Guam Department of Education	CG PR FY21 PP01-PP26 REC#11 ID
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	5	74	02/18/2021 API	1	010001	37661	W 021921FG	942.26 Y	2,011,502 021921FG 39726	Guam Department of Education	CG PR FY21 PP01-PP26 REC#11 ID
82840000 0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	5	74	02/18/2021 API	1	010001	37661	W 021921FG	391.41 Y	2,011,502 021921FG 39726	Guam Department of Education	CG PR FY21 PP01-PP26 REC#11 ID
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	5	50	02/10/2021 API	1	010001	37504	W 021221FG	4,824.67 Y	2,011,458 021221FG 39567	Guam Department of Education	CG PR FY21 PP09 IDC 02/11/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	5	50	02/10/2021 API	1	010001	37504	W 021221FG	1,057.96 Y	2,011,458 021221FG 39567	Guam Department of Education	CG PR FY21 PP09 IDC 02/11/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	5	50	02/10/2021 API	1	010001	37504	W 021221FG	22,027.77 Y	2,011,458 021221FG 39567	Guam Department of Education	CG PR FY21 PP09 IDC 02/11/2021
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	5	50	02/10/2021 API	1	010001	37504	W 021221FG	5,160.11 Y	2,011,458 021221FG 39567	Guam Department of Education	CG PR FY21 PP09 IDC 02/11/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	4	117	01/28/2021 API	1	010001	37290	W 012921FG	22,347.58 Y	2,011,414 012921FG 39338	Guam Department of Education	CG PR FY21 PP07 IDC 01/29/21
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	4	117	01/28/2021 API	1	010001	37290	W 012921FG	4,748.92 Y	2,011,414 012921FG 39338	Guam Department of Education	CG PR FY21 PP07 IDC 01/29/21
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	4	117	01/28/2021 API	1	010001	37290	W 012921FG	5,066.59 Y	2,011,414 012921FG 39338	Guam Department of Education	CG PR FY21 PP07 IDC 01/29/21
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	4	117	01/28/2021 API	1	010001	37290	W 012921FG	829.56 Y	2,011,414 012921FG 39338	Guam Department of Education	CG PR FY21 PP07 IDC 01/29/21
82810000 0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	4	91	01/26/2021 API	1	010001	37242	W 012721FG	5,095.10 Y	2,011,407 012721FG 39290	Guam Department of Education	CG PR FY21 PP08 IDC 01/26/2021
82800000 0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	4	91	01/26/2021 API	1	010001	37242	W 012721FG	829.56 Y	2,011,407 012721FG 39290	Guam Department of Education	CG PR FY21 PP08 IDC 01/26/2021
82830000 0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	4	91	01/26/2021 API	1	010001	37242	W 012721FG	4,543.33 Y	2,011,407 012721FG 39290	Guam Department of Education	CG PR FY21 PP08 IDC 01/26/2021
82820000 0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	4	91	01/26/2021 API	1	010001	37242	W 012721FG	20,591.89 Y	2,011,407 012721FG 39290	Guam Department of Education	CG PR FY21 PP08 IDC 01/26/2021
82810000 0710	F2060	22.12.00.00.8281.0710.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
82800000 0710	F2060	22.12.00.00.8280.0710.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
82830000 0710	F2060	22.12.00.00.8283.0710.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

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 RFC#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)

February 11, 2022

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

12/14/2021 - (476,728.14) 1/16/2021 - (636,854.37)	Transaction Date		Change In Authorization	Drawdowns	Refunds	Adjustments	Returns	Offsets
11/29/2021			-	(476,728.14)	-	-	-	-
11/18/2021			-	(636,854.37)	-	-	-	-
11/17/2021		11/29/2021	-	(394,157.51)	-	-	-	-
11/17/2021		11/18/2021	-	(391,389.42)	-	-	-	-
11/9/2021 - (89,247.34)		11/17/2021	-	(4,053.50)	-	-	-	-
11/8/2021		11/17/2021	-	(3,908.16)	-	-	-	-
10/22/2021			-	(89,247.34)	-	-	-	-
10/14/2021		11/8/2021	-	(502,357.15)	-	-	-	-
10/5/2021		10/22/2021	-	(463,893.75)	-	-	-	-
9/30/2021		10/14/2021	-	(1,409.39)	-	-	-	-
9/29/2021 - (169,660.54)		10/5/2021	-	(616,522.50)	-	-	-	-
9/29/2021 - (293,547.48)		9/30/2021	-	(9,951.00)	-	-	-	-
9/21/2021		9/29/2021	-	(169,660.54)	-	-	-	-
9/21/2021 - (371,797.49)		9/29/2021	-	(293,547.48)	-	-	-	-
9/20/2021 1,044,959.97 9/20/2021 1,531,374.21 203,695.00 203,695.00 9/20/2021 203,695.00 203,695.00 9/20/2021 - (54,744.76) 203,695.00		9/21/2021	-	(175,828.50)	-	-	-	-
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) - - - - - - 7/2		9/21/2021	-	(371,797.49)	-	-	-	-
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) - <t< td=""><td></td><td>9/20/2021</td><td>-</td><td>-</td><td>-</td><td>1,044,959.97</td><td>-</td><td>-</td></t<>		9/20/2021	-	-	-	1,044,959.97	-	-
9/16/2021 - (1,625,863.02)		9/20/2021	=	-	-	1,531,374.21	-	-
9/8/2021 - (54,744.76)		9/20/2021	=	-	-	203,695.00	-	-
9/7/2021 - (605,408.62) -		9/16/2021	-	(1,625,863.02)	-	-	-	-
8/31/2021 - (37,498.00) -		9/8/2021	-	(54,744.76)	-	-	-	-
8/27/2021 - (29,752.97) -		9/7/2021	-	(605,408.62)	-	-	-	-
8/25/2021 - (14,913.38) -		8/31/2021	-	(37,498.00)	-	-	-	-
8/24/2021 - (500,202.88) -		8/27/2021	-	(29,752.97)	-	-	-	-
8/17/2021 - (557,616.58) -		8/25/2021	-	(14,913.38)	-	-	-	-
8/10/2021 - (2,234.75) -		8/24/2021	-	(500,202.88)	-	-	-	-
8/10/2021 - (106,981.90) -		8/17/2021	-	(557,616.58)	-	-	-	-
7/29/2021 - (131,553.16) -		8/10/2021	=	(2,234.75)	-	-	-	-
7/27/2021 - (538,496.86) -		8/10/2021	=	(106,981.90)	-	-	-	-
7/19/2021 - (470,832.61) 7/15/2021 - (5,712.51)		7/29/2021	-	(131,553.16)	-	-	-	-
7/15/2021 - (5,712.51)		7/27/2021	-	(538,496.86)	-	-	-	-
7/13/2021 - (58,803.56)		7/19/2021	-	(470,832.61)	-	-	-	-
7/6/2021 - (90,918.31)		7/15/2021	-	(5,712.51)	-	-	-	-
6/28/2021 - (687,256.38)		7/13/2021	-	(58,803.56)	-	-	-	-
		7/6/2021	-	(90,918.31)	-	-	-	-
6/25/2021 - (28.761.79)		6/28/2021	-	(687,256.38)	-	-	-	-
0/23/2021 (20,701.73)		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)

February 11, 2022

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.
 \$403A200002

 Recipient Reference No.
 CG F2060

 Net Draws
 [12,61]

 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

Award Transaction History						
Transaction Date	Change In Authorization	Drawdowns	Refunds	Adjustments	Returns	Offsets
9/30/2		(9,951.00)	-	-	-	-
9/29/2		(169,660.54)	-	-	-	-
9/29/2		(293,547.48)	-	-	-	-
9/21/2	021 -	(371,797.49)	-	-	-	-
9/21/2	021 -	(175,828.50)	-	-	-	-
9/20/2	021 -	-	-	203,695.00	-	-
9/20/2	021 -	-	-	1,531,374.21	-	-
9/20/2		-	-	1,044,959.97	-	-
9/16/2		(1,625,863.02)		-	-	-
9/8/2		(54,744.76)		-	-	-
9/7/2		(605,408.62)		-	-	-
8/31/2		(37,498.00)		-	-	-
8/27/2		(29,752.97)		-	-	-
8/25/2		(14,913.38)		-	-	-
8/24/2 8/17/2		(500,202.88)			-	
8/10/2		(557,616.58)		-		-
8/10/2		(2,234.75) (106,981.90)		-	-	-
7/29/2		(131,553.16)		_		
7/27/2		(538,496.86)		_		
7/19/2		(470,832.61)		_	_	_
7/15/2		(5,712.51)		_	-	-
7/13/2		(58,803.56)		-	-	-
7/6/2		(90,918.31)		-	-	-
6/28/2		(687,256.38)		-	-	-
6/25/2		(28,761.79)		-	-	-
6/17/2	021 -	(106,723.43)	-	-	-	-
6/16/2	021 -	(89,985.54)	-	-	-	-
6/14/2	021 -	(461,362.37)	-	-	-	-
6/10/2	021 -	(384,727.99)	-	-	-	-
6/3/2	021 -	(162,841.09)	-	-	-	-
5/25/2		(436,077.96)		-	-	-
5/17/2		(555,367.45)		-	-	-
5/12/2		(228,733.29)		-	-	-
5/4/2		(101,824.98)		-	-	-
5/3/2		(560,833.80)		-	-	-
4/27/2		(213,526.06)		-	-	-
4/16/2		(526,316.06)		-	-	-
4/8/2		(1,035.85)		-		
4/7/2 4/2/2		(50,038.62) (487,670.06)		-	-	-
3/30/2		(444,667.60)		_		
3/22/2		(916,288.74)		_	_	_
3/18/2		(410,608.84)		_	_	_
3/11/2		(11,539.60)		_	_	_
3/9/2		(461,106.20)		-	-	-
3/2/2		(9,202.00)		-	-	-
2/23/2		(1,063.40)		-	-	-
2/22/2		(628,303.85)		-	-	-
2/16/2	021 -	(102,501.51)	-	-	-	-
2/16/2	021 -	(172.44)	-	-	-	-
2/8/2	021 -	(485,487.84)	-	-	-	-
2/4/2	021 -	(2,420.39)	-	-	-	-
1/29/2		(32,992.65)		-	-	-
1/27/2		(486,573.13)		-	-	-
1/26/2		(44,615.42)		-	-	-
1/13/2		(484,533.49)	-	-	-	-
1/8/2		(1,250.00)	-	-	-	-
12/29/2		(317.15)		-	-	-
11/25/2		(755.90)		-	-	-
11/19/2		(2,593.50)		-	-	-
10/22/2 10/20/2		(1,484.60) (1,453.13)			-	-
10/20/2		(665.00)		-		-
10/13/2		(5,307.00)		-	-	-
10/1/2			-	-	-	-
7/1/2			-	-	-	-
7/1/2				-	-	-

7/1/2020

7/1/2020 7/1/2020 7,040,004.00

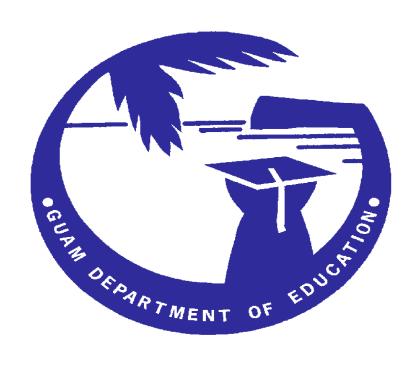
203,695.00 2,032,130.00 2,428,992.00 (2,104,674.00) 324,318.00

2,544,869.08 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)

DEPARTMENT of EDUCATION Government of Guam FEDERAL PROGRAMS DIVISION

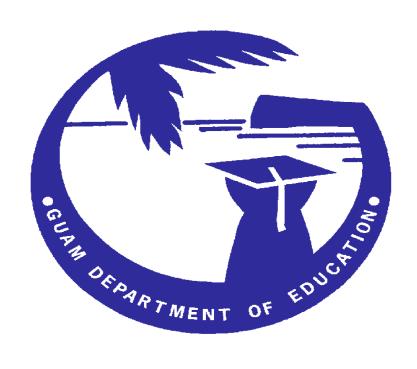


FY 2020 Title V, Part B Rural Low Income Schools Consolidated Grants to Insular Areas

Compiled Responses

Page 1 - Page 59 February 11, 2022

DEPARTMENT of EDUCATION Government of Guam FEDERAL PROGRAMS DIVISION



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

FEDERAL FINANCIAL REPORT (FFR) Compiled Responses

February 11, 2022

FY2020 Annual Performance Report US Department of Education (US-Ed) - Areas of Concern Guam Department of Education (GDOE) Responses

Federal Financial Report

FFR US-Ed Area of Concern: (Page 2)

1) Available Balance in G5 (01-06-2022): \$15,282,968.34

GDOE Response:

GDOE completed the APR financial data as of November 4, 2021 with information from the Financial Management System – Munis System, data reflected an unobligated balance of \$14,344,169.91. The difference of \$938,798.43 are requisitions and encumbrances not liquidated. (\$14,344,169.91 + \$938,798.43 = 15,282,968.34)

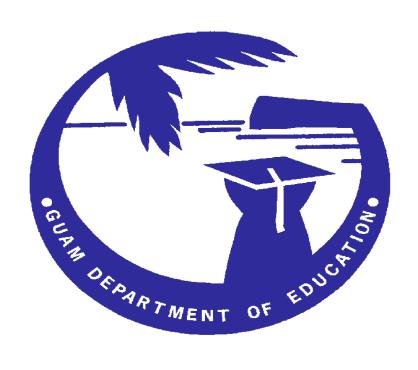
FFR US-Ed Area of Concern: (Page 2)

2) "Total Drawdowns" in G5 (1-06-2022): \$17,043,347.66

GDOE Response:

GDOE completed the APR financial data as of November 4, 2021 with information from the Financial Management System – Munis System, expenditures reflect a total amount of \$13,104,259.96. A total of \$3,939,087.70 in drawdowns were completed between November 4, 2021 and January 6, 2022. (\$13,104,259.96 + \$3,939,087.70 = \$17,043,347.66)

DEPARTMENT of EDUCATION Government of Guam FEDERAL PROGRAMS DIVISION



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APR US-Ed Area of Concern: (Page 4)

1) Total Drawdowns in G5 indicate (\$17,571,865.42), which is more than listed (\$13,104,259.96). Please clarify the discrepancy.

GDOE Response:

GDOE completed the APR financial data as of November 4, 2021 with information from the Financial Management System – Munis System with expenditures reflecting \$13,104,259.96. A total of \$4,467,605.46 in drawdowns were completed between November 4, 2021 and January 21, 2022. (\$13,104,259.96 + \$4,467,605.46 = \$17,571,865.42)

APR US-Ed Area of Concern: (Page 4)

2) Available Balance in G5 is \$14,754,450.58, which is less than \$19,922,056.05. Please clarify the discrepancy.

GDOE Response:

GDOE completed the APR financial data as of November 4, 2021 with information from the Financial Management System – Munis System with an available balance of \$19,922,056.05. A total of \$5,167,605.47 in drawdowns were completed between November 4, 2021 and January 21, 2022. (\$19,922,056.05 - \$5,167,605.47 = \$14,754,450.58)

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)

Compiled Responses

Project No. 1

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

Project #1: College, Career, Civic Engagement and Life Readiness Project (CCCLR)

US-Ed Area of Concern: (Page 6)

Please clarify why there is a big gap between "projected number" and "actual number" for "staff served."

GDOE Response:

The 12,423 and 831 under Projected Number was based on actual student enrollment and teacher counts respectively. Because of the procurement backlog due to the lack of personnel in the district Procurement Office, a number of professional development contracts were not executed in time and as a result, the trainings, such as the Academic Special Events and STEAM Robotics, were not held, translating into a smaller number of students and teachers served. For activities that could be carried out, the Project worked with the schools to establish guidelines and safety parameters for holding events virtually or face to face. Although holding the events was not impossible, it was extremely difficult as the schools expressed reservations and and remained (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

US-Ed Area of Concern: (Page 7)

60% is the performance target. Please delete "60%" and include the "baseline data." If baseline data is unavailable, please state "N/A."

GDOE Response:

The Annual Performance Report has been revised as recommended. The Baseline data is unavailable for CTE, AP Honors, and STEAM combined.

US-Ed Area of Concern: (Page 7)

Remote learning "limited the ability of the project to implement relative activities and meet this objective."

1) Please clarify if any of the professional development trainings was conducted. If they were not conducted in-person, please clarify why they could not be conducted virtually.

GDOE Response:

Because of the procurement backlog due to the lack of personnel in the district Procurement Office, a number of professional development contracts were not executed in time and as a result, the professional development trainings were not held. The Project worked with the schools to establish guidelines and safety parameters for holding events virtually or face to face. Although holding the events was not impossible, it was extremely difficult as the schools expressed reservations and remained cautious (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing

requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

2) Please clarify if the survey was administered. If it was not administered, please clarify why it was not able to be virtually administered.

GDOE Response:

No surveys were administered, as a consequence of the procurement backlog due to the lack of personnel in the district Procurement Office, a number of professional development contracts were not executed in time and as a result, the professional development trainings were not held.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

3) Please clarify what percentage of the objective was met.

GDOE Response:

No objectives were met, as a consequence of the procurement backlog due to the lack of personnel in the district Procurement Office, a number of professional development contracts were not executed in time and as a result, the professional development trainings were not held.

US-Ed Area of Concern: (Page 8)

Please clarify the discrepancy between the "SY18-19 AP test results" in the project objective and the "SY19-20" in the "baseline data."

GDOE Response:

The Annual Performance Report has been revised as recommended. SY 18-19 is corrected to reflect SY 19-20.

US-Ed Area of Concern: (Page 9)

50% is the performance target. Please include the percentage for the "baseline data." If no "baseline data" is available, please state "N/A."

GDOE Response:

The baseline data of 71% achieved in SY19-20 was under normal circumstances, pre-COVID 19. However, in consideration of the significant impacts the COVID-19 pandemic has brought to the entire educational system, such as the reduced instructional days and time and the transition to a new mode of learning through an on-line platform, the baseline data was reduced conservatively and realistically to 50%.

US-Ed Area of Concern: (Page 10)

It appears that the "Student Engagement Survey" was only administered to the VPA participants. Please clarify why the survey was not given to other participants for the ASE, theater and music program, STEAM, and sports opportunities.

GDOE Response:

The Student Engagement survey was only administered to VPA participants, which included the music program. The ASE, STEAM and Interscholastic sports professional development were not implemented due to the delay in execution of the contracts as a result of the backlog of procurement described in question number 1. Necessary surveys for the ASE, STEAM and Interscholastic sports professional development will be administered accordingly when services are in place.

Please clarify how "86%" may be the "baseline data" if the annual performance target is "30%."

GDOE Response:

The baseline data of 86% achieved in SY19-20 was under normal circumstances, pre-COVID 19. However, in consideration of the significant impacts the COVID-19 pandemic has brought to the entire educational system, such as the reduced instructional days and time and the transition to a new mode of learning through an on-line platform, the baseline data was reduced conservatively and realistically to 30%.

US-Ed Area of Concern: (Page 11)

Please clarify how the "baseline data - 40% of students" is higher than the annual project objective ("30% of students").

GDOE Response:

The Annual Performance Report has been revised as recommended. The Baseline data is unavailable, therefore GDOE will adhere to the recommendation of Not Applicable (N/A).

US-Ed Area of Concern: (Page 12)

Please clarify if it was impossible to hold these events (ASE, VPA, STEAM programs) and send out surveys virtually.

GDOE Response:

The Project worked with the schools to establish guidelines and safety parameters for holding events virtually or face to face. Although holding the events was not impossible, it was extremely difficult as the schools expressed reservations and remained cautious (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 12)

Please clarify if this objective is measuring only "CTE path" or "sports career," or both because this chart mainly mentions "CTE path."

GDOE Response:

The Annual Performance Report has been revised as recommended to reflect CTE Path.

Please clarify how the "baseline data - 40% of students" is higher than the annual project objective ("30% of students").

GDOE Response:

The Annual Performance Report has been revised as recommended. The Baseline data is unavailable, therefore GDOE will adhere to the recommendation of Not Applicable (N/A).

US-Ed Area of Concern: (Page13)

Please clarify if it was impossible to hold these events (ASE, VPA, STEAM programs) and send out surveys virtually.

GDOE Response:

The Project was able to hold the VPA activities in music, art, and dance and administered the student engagement survey at the end of the activities. The Project collected 138 surveys from the participating students and of these respondents, 127 or 92% said they pay attention to lessons and take notes in class; 135 or 98% said the activity helped their mind to be more stimulated and more receptive to academic learning; and 131 or 95% said they are more confident to handle academic work.

However, for the other events such as the ASE and STEAM programs, the Project worked with the schools to establish guidelines and safety parameters for holding events virtually

or face to face. Although holding the events was not impossible, it was extremely difficult as the schools expressed reservations and remained cautious (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 14)

Please clarify how the "baseline data (95% of students)" is less than the "annual project objective (60% of students)."

GDOE Response:

The baseline data of 95% achieved in SY19-20 was under normal circumstances, pre-COVID 19. However, in consideration of the significant impacts the COVID-19 pandemic has brought to the entire educational system, such as the reduced instructional days and time and the transition to a new mode of learning through an on-line platform, the baseline data was reduced conservatively and realistically to 60%.

US-Ed Area of Concern:

Please clarify why the college/career fair was not able to be held virtually.

GDOE Response:

The Project worked with the schools to establish guidelines and safety parameters for holding events virtually or face to face. Although holding the events was not impossible, it was extremely difficult as the schools expressed reservations and remained cautious (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was

evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 15)

Please add "G" in front of "DOE" so it reads "GDOE."

GDOE Response:

The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 16)

Please clarify what is "TCEA Competition."

GDOE Response:

TCEA stands for Texas Computer Education Association, an arena robotics competition.

US-Ed Area of Concern: (Page 16)

Please clarify if the music, art, and dance teachers were able to assess students "being more engaged in learning and feeling more confident in their academic work..."

GDOE Response:

Yes, the Project collected 138 surveys from students who participated in VPA events in music, art and dance. Of these respondents, 127 or 92% said they pay attention to lessons and take notes in class; 135 or 98% said the activity helped their mind to be more stimulated and more receptive to academic learning; and 131 or 95% said they are more confident to handle academic work.

US-Ed Area of Concern: (Page 16)

Please clarify if GDOE is in the process of hiring more professional staff to equally distribute the workload or implementing other strategies.

GDOE Response:

The GDOE is tackling the loss of personnel through the continued recruitment of qualified individuals to replace those who have transferred or resigned from the project/GDOE. Although we have, and continue to, exert every effort to recruit, the pool of eligible applicants continues to be challenging. In the meantime, the project managers and leads continue to cross train and distribute responsibilities to effectively leverage the capabilities of remaining staff and distribute necessary tasks. These SEA and LEA personnel continued to administer and implement CGA activities in addition to the significant increase in Federal grant funding. These Federal grant awards have varying timelines coupled with the heightened internal controls and accountability requirements has resulted in a substantial workload that is over and beyond the usual day-to-day requirements.

US-Ed Area of Concern: (Page 16)

Please clarify how GDOE is trying to get ahead and prevent further delays with purchasing items and spending CG funds on time.

GDOE Response:

In an effort to prevent delays with purchasing items and spending CGA funds, the Federal Programs Division – State Educational Agency (FPD-SEA) and the project; (1) continued communication with the procurement team; (2) participating in weekly procurement status sessions; (3) work directly with vendors to ensure the delivery of supports, and; (4) utilize a streamlined procurement process for these requests.

The streamlined process includes the following steps:

- 1. Submission of request by LEA Project Personnel
- 2. SEA Senior State/State Program Officer reviews for programmatic compliance
- 3. Federal Programs Administrator reviews for compliance (i.e. requests above \$250,000.00 in value)
- 4. Procurement Office processes requisition and identifies category (i.e. Small Purchase or Request for Proposal)
 - a. If applicable, contract is drafted, processed, reviewed and executed by necessary parties
- 5. Federal Programs Division reviews requisition for financial compliance
- 6. Supply Management Administrator processes Requisition
- 7. Third Party Fiduciary Agent converts request to Purchase Order

This reduction from 20+ steps to 7 has eliminated redundancy with LEAs and/or Procurement reviewing each requisition more than 4 times during the procurement process thereby streamlining the process and ensuring more time is allocated to vital reviews and procurement of requests/activities. Additionally, ancillary offices not involved with the implementation, administration or procurement processing of these requests were removed from the review process in order to prevent undue burden and minimize the anticipated time frame.

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Compiled Responses

Project No. 2

Curriculum and Instructional Quality and Development (CIQD)

February 11, 2022

Project #2: Curriculum and Instructional Quality & Development Project (CIQD)

US-Ed Area of Concern: (Page 18)

Please clarify why the "actual number of students served" is significantly less than "projected number."

GDOE Response:

The significant difference is attributed to the negative impacts of COVID-19 on the Public School District's ability to implement summative and formative assessments. It is through these activities that Project #2: CIQD directly provides services to students which became limited as a result of school closures and decreased number of students participating in face-to-face models of learning.

US-Ed Area of Concern: (Page 20)

Please clarify if "Cohort 3" was meant to be included because "cohort 2" already achieved 59% full certification.

GDOE Response:

The reported 59% full certification for Cohort 2 was the current progress at the time of submission. As of February 2022, please see the following status of each cohort:

Cohort 1: 52% Full Certification (Completed January 2021)

Cohort 2: 59% Full Certification (Completed January 2022)

Cohort 3: Pending Certification Status (Estimated to be Completed January 2023)

US-Ed Area of Concern: (Page 20)

To ensure consistency with the "project objective," please change "# of teachers" to "percentage (%) of teachers" for the "performance measure(s)."

GDOE Response:

The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 20)

To ensure consistency with the "project objective," please change "# of teachers" to "percentage (%) of teachers" for the "baseline data."

GDOE Response:

The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 21)

Please change from "number" to "percentage" of students for the "performance measure" so it can be consistent with the "project objective" and "performance target."

GDOE Response:

The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 22)

Please clarify why this assessment could not be conducted virtually.

GDOE Response:

Although there are allowances for the online administration of these formative assessments, it was determined through strategic planning and stakeholder consultation that virtual implementation would compromise the validity of results. The identified factors include:

- Responsibility of parents/guardians to become assessment proctors to properly implement and be held accountable for student results
- Inadequate number of laptops available for all students at the time of these assessments
- For student/families able to provide a personal laptop, the implementation of assessments require parents/guardians to properly install and configure software

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE personnel, but among teachers and students as well.

US-Ed Area of Concern: (Page 22)

Please clarify if virtual assessments were not possible to measure the percentage of teachers implementing and utilizing assessment data.

GDOE Response:

The primary assessments utilized for teachers to identify students' strengths and weaknesses, inform instruction and provide needed intervention are formative assessments conducted to establish benchmarks during the school year. Although there are allowances for the online administration of these formative assessments, it was determined through strategic planning and stakeholder consultation that virtual implementation would compromise the validity of results. The identified factors include:

• Responsibility of parents/guardians to become assessment proctors to properly implement and be held accountable for student results

- Inadequate number of laptops available for all students at the time of these assessments
- For student/families able to provide a personal laptop, the implementation of assessments require parents/guardians to properly install and configure software

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE personnel, but among teachers and students as well.

US-Ed Area of Concern: (Page 23)

Note (No clarification is requested): The math and reading results show a dramatic decrease from the baseline data because of learning loss.

GDOE Response:

The GDOE acknowledges this note. No additional clarification or revision required.

US-Ed Area of Concern: (Page 23)

Please change "number" to "percentage" of students so that the "performance measure" is consistent with the "project objective."

GDOE Response:

The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 23)

I heard that ACT Aspire was going out of business. Does GDOE have any plans to discontinue ACT Aspire assessments in the future and transition to another assessment?

GDOE Response:

The GDOE has previously been made aware and has made the necessary preparations to transition from the ACT ASPIRE to an alternative summative assessment system. Pending the completion of the procurement process, the Public School District will transition to the Smarter Balanced Assessment Solution in this current performance period.

US-Ed Area of Concern: (Page 26)

Please clarify the percentage that was met although the annual project objective was not met.

GDOE Response:

The following percentages for 2nd and 3rd Quarter are reported as follows: FY 2nd Quarter (SY 3rd Quarter): 478/688 or 69% FY 3rd Quarter (SY 4th Quarter): 346/1,987 or 17%

US-Ed Area of Concern: (Page 27)

Please clarify how GDOE is tackling the loss of project personnel and remaining staff to handle the heavy workload.

GDOE Response:

The GDOE is tackling the loss of personnel through the continued recruitment of qualified individuals to replace those who have transferred or resigned from the project/GDOE. Although we have, and continue to, exert every effort to recruit, the pool of eligible applicants continues to be challenging. In the meantime, the project managers and leads continue to cross train and distribute responsibilities to effectively leverage the capabilities of remaining staff and distribute necessary tasks. These SEA and LEA personnel continued to administer and implement CGA activities in addition to the significant increase in Federal grant funding. These Federal grant awards have varying timelines coupled with the heightened internal controls and accountability requirements has resulted in a substantial workload that is over and beyond the usual day-to-day requirements.

US-Ed Area of Concern: (Page 27)

Please clarify how GDOE is trying to get ahead and prevent further delays with purchasing items and spending CG funds on time.

GDOE Response:

In an effort to prevent delays with purchasing items and spending CGA funds, the Federal Programs Division – State Educational Agency (FPD-SEA) and the project; (1) continued communication with the procurement team; (2) participating in weekly procurement status sessions; (3) work directly with vendors to ensure the delivery of supports, and; (4) utilize a streamlined procurement process for these requests. The streamlined process includes the following steps:

- 1. Submission of request by LEA Project Personnel
- 2. SEA Senior State/State Program Officer reviews for programmatic compliance
- 3. Federal Programs Administrator reviews for compliance (i.e. requests above \$250,000.00 in value)
- 4. Procurement Office processes requisition and identifies category (i.e. Small Purchase or Request for Proposal)

- a. If applicable, contract is drafted, processed, reviewed and executed by necessary parties
- 5. Federal Programs Division reviews requisition for financial compliance
- 6. Supply Management Administrator processes Requisition
- 7. Third Party Fiduciary Agent converts request to Purchase Order

This reduction from 20+ steps to 7 has eliminated redundancy with LEAs and/or Procurement reviewing each requisition more than 4 times during the procurement process thereby streamlining the process and ensuring more time is allocated to vital reviews and procurement of requests/activities. Additionally, ancillary offices not involved with the implementation, administration or procurement processing of these requests were removed from the review process in order to prevent undue burden and minimize the anticipated time frame.

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Project No. 3

Classroom Supports & Academic Interventions (CSAI)

February 11, 2022

Project #3: Classroom Supports and Academic Interventions Project (CSAI)

US-Ed Area of Concern: (Page 29)

Please clarify why there is a large gap between the "projected number" and actual number" of "students served." Please clarify how the project was able to accommodate the larger number of students for this project.

GDOE RESPONSE:

The large gap between the projected number and actual number of students was attributed to the number of English Language Learners being much greater than originally projected. The projected number of students served was reported based on estimated numbers.

The Project was able to accommodate the larger number of students by providing online Professional Development to an expanded number of teachers inclusive of ESL teachers and coordinators.

US-Ed Area of Concern: (Page 29)

Please clarify why there is a large gap between the "projected number" and actual number" of "students served." Please clarify how the project was able to accommodate the larger number of students for this project.

GDOE RESPONSE:

The large gap of the projected number was estimated prior to the onset of the COVID-19 pandemic. The actual number of students served increased due to the learning loss of students caused by COVID-19. Teacher Assistants provided classroom support to teachers which led to the increase in students served.

US-Ed Area of Concern: (Page 31)

1) Please clarify the percentage of the "annual project objective" that was met.

GDOE RESPONSE:

30% of the annual project objective was completed. GDOE went into a transition due to the COVID-19 pandemic and was unable to implement this activity as School Administrator and teachers were tasked to concurrently implement all models of learning: remote (online and hard copy instruction) and face to face. Schools expressed reservations and remained cautious in implementing activities (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

US-Ed Area of Concern: (Page 31)

2) Please clarify if any of the "professional development" training were implemented.

GDOE RESPONSE:

Professional development (Cultural Awareness and Sensitivity) was implemented, the Second Language Acquisition was not implemented as the contract was not completed in time.

US-Ed Area of Concern: (Page 31)

3) Please clarify if virtual "professional development" opportunities were not able to be implemented. If "professional development" opportunities were not able to be virtually implemented, please clarify why virtual opportunities could not be implemented.

GDOE RESPONSE:

Virtual Professional Development opportunities were implemented for the SSIP and ESL

US-Ed Area of Concern: (Page 32)

Please clarify what activity(ies) teacher assistants do if they do not spend the "more than 50%" of their "time supporting classroom instruction."

GDOE RESPONSE:

Teacher Assistants and Instructional Program Aides spend considerable amount of time supporting classroom instruction. Teacher Assistants and Instructional Program Aide activities included supporting all models of learning: remote (online and hard copy instruction) and face to face, as well as administrative tasks such as preparing, printing and distributing Hard Copy materials for the following school day, receiving and logging hard copy instructional materials from students and parents.

A small percentage of time of the Teacher Assistants and Instructional Program Aides are used outside of the classroom to help implement evidence-based activities such as Positive Behavioral Intervention and Supports.

US-Ed Area of Concern: (Page 33)

Although ASPIRE activities are "traditionally face-to-face," please clarify why virtual ASPIRE activities could not be implemented.

GDOE RESPONSE:

The After School Project for Instructional Remediation and Enrichment (ASPIRE) aims to provide classroom instruction for at-risk students performing below grade level, failing core content subjects, or scoring in Tier 2 or Tier 3 in AIMSweb formative assessments. Due to the unprecedented circumstances as a result of COVID-19, the number of teachers interested in teaching during ASPIRE depleted significantly as a result of COVID-19 high transmission concerns and vaccination not available for elementary students, and high stress levels due to adjustments to teaching the various learning options/platforms. Combined, this had taken a toll on teachers with most of the elementary student population opting for hardcopy instruction during most of the school year.

The Project faced multiple challenges implementing ASPIRE through the Fiscal Year. The following challenges included:

- 1. The Governor, through executive order, completely closed schools from March 2020 to the end of the school year (May 2020). During the following school year, from September 2020 to December 2020 had limited access to technology and internet access.
- 2. GDOE went into a transition due to the COVID-19 pandemic teachers and administrators were tasked to concurrently teach all three models of learning: remote (online and hard copy instruction) and face to face.
- 3. Schools expressed reservations and remained cautious in implementing activities (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the vaccination availability.
- 4. Students had limited access to online technology and internet access.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever-changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack

of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 33)

Please clarify how "76%" is a "baseline" if "50%" is the "annual project objective."

GDOE Response:

The baseline data of 76% achieved in SY19-20 was under normal circumstances, pre-COVID 19. However, in consideration of the significant impacts the COVID-19 pandemic has brought to the entire educational system, such as the reduced instructional days and time and the transition to a new mode of learning through an on-line platform, the baseline data was reduced conservatively and realistically to 50%

US-Ed Area of Concern: (Page 34)

Please clarify if something was done differently for elementary students for them to meet the project objective (50% of participating students...") because "only 37% of middle school students increased their scores."

GDOE RESPONSE:

Standard Service Agreements were the same for both Elementary and Middle School Teachers for Summer School. Although the implementation was consistent throughout K-8th grade, the COVID-19 pandemic and closure of schools in response to minimizing the disease's spread has drastically challenged students academically and socially. Summer school was the return to Face to Face instruction after the onset of the COVID-19 Pandemic. Trauma, uncertainty, anxiety, and new safety protocols lead to students returning to unfamiliar classrooms and may have hampered their ability to learn. Lower achievement scores from higher grade levels signal that the learning advancements normally expected from students at their grade has not been met and that continued interventions at the earliest timeframes is necessary.

US-Ed Area of Concern: (Page 34)

Although "Student Advocate Mentor Activity requires in-person learning," please clarify why SAM was not able to be implemented virtually.

GDOE RESPONSE:

The Student Advocate Mentorship (SAM) was not intended to be a virtual activity. SAM aims to identify, monitor and track performance of at-risk students. As such, students participating in SAM would benefit greatly from face-to-face instruction. The SAM activity requires students to communicate and socialize with each other, essentially serving as student mentors to peers which would not be effective using the virtual remote mode of communication.

The Project faced multiple challenges implementing SAM through the Fiscal Year. The following challenges included:

- 1. The Governor, through executive order, completely closed schools from March 2020 to the end of the school year (May 2020). During the following school year, from September 2020 to December 2020 had limited access to technology and internet access.
- 2. GDOE went into a transition due to the COVID-19 pandemic teachers and administrators were tasked to concurrently teach all three models of learning: remote (online and hard copy instruction) and face to face.
- 3. Schools expressed reservations and remained cautious in implementing activities (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.
- 4. Students had limited access to online technology and internet access.

US-Ed Area of Concern: (Page 34)

This baseline data seems to be inconsistent with the annual project objective because the objective measures the percentage of mentored students on grade level and not the number of students in the SAM program per school. Please revise the "baseline data" to percentage for consistency.

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended. There is no baseline data for SAM.

US-Ed Area of Concern: (Page 35)

Please clarify if "Session A and B" listed under the "Baseline Data" are for the "Summer School" or "EP." Please include baseline data for both programs ("Summer School" or "EP").

GDOE RESPONSE:

The Session A and B baseline data is a reflection of the *Eskuelan Puengi* (EP). The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 35)

1) Please clarify why "EP" activities were not able to be implemented virtually.

GDOE RESPONSE:

EP was conducted online. EP was designed to have a course by conference. EP was able to transition to fully online when school resumed. The Consolidated Annual Performance Report has been revised as recommended. The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 35)

2) Please clarify if anything was done differently for the "Summer School" program for it to meet the objective.

GDOE RESPONSE:

As a result of the global pandemic's lengthy and significant impact on student learning, learning loss was exacerbated, as a result, the FPD/SEA provided guidance to the LEAs to increase expectations on the Summer School Standard Service Agreements for Summer School teachers, including requiring teachers to make every effort to provide more resources, outreach, and intervention to students at risk of failing. This involved informing/communicating with student's parents of their current grades, intervention activities to increase student's knowledge, and providing extra resources if necessary.

US-Ed Area of Concern: (Page 36)

Please delete this statement because it is a duplicate.

GDOE RESPONSE:

The Consolidated Grant Annual Performance Report has been revised as recommended

US-Ed Area of Concern: (Page 36)

Please clarify if some "Second Chance" activities were able to be virtually implemented. If not, please explain.

GDOE RESPONSE:

Yes. Second Chance teachers provided all three models of learning: remote (online and hard copy instruction) and face to face. Furthermore, project personnel monitored students through telecommunication to ensure student learning was being achieved.

US-Ed Area of Concern: (Page 37)

For consistency, please revise "advance by 1 grade level" to will "be on track to graduate or progress to next grade level."

GDOE RESPONSE:

The Consolidated Grant Annual Performance Report has been revised as recommended

US-Ed Area of Concern: (Page 37)

For consistency, please revise "that increased by 1 grade level" to "on track to graduate or progress to the next grade level."

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended

US-Ed Area of Concern: (Page 37)

Please clarify if the percentage of the annual objective (65%) was purposely set at a lower percentage than the baseline data (84%).

GDOE Response:

The baseline data of 84% achieved in SY19-20 was under normal circumstances, pre-COVID 19. However, in consideration of the significant impacts the COVID-19 pandemic has brought to the entire educational system, such as the reduced instructional days and time and the transition to a new mode of learning through an on-line platform, the baseline data was reduced conservatively and realistically to 65%.

US-Ed Area of Concern: (Page 37)

Please clarify what "CEDDERS" is.

GDOE RESPONSE:

CEDDERS is under the University of Guam Center for Excellence in Developmental Disabilities Education, Research, and Service (CEDDERS). CEDDERS is the contractor that assists in the implementation of the State Systemic Improvement Plan.

US-Ed Area of Concern: (Page 38)

Please clarify what IXL is and how it is helpful for classroom support.

GDOE RESPONSE:

IXL is an online subscription license that was procured to supplement classroom instruction in Language Arts and Math in grades K-8. IXL is a personalized learning platform that is proven to improve learning outcomes for all students; gives teachers tools they need to differentiate instruction and help students grow. It is helpful in classroom support because teachers use it for extra practice on skills and can see what areas a student may need additional support. Based on a diagnostic assessment, places students at the appropriate skill level providing teachers real time assessment results and allowing teachers to modify lessons accordingly.

US-Ed Area of Concern: (Page 38)

Please clarify what Moby Max is, and how it is helpful for classroom support.

GDOE RESPONSE:

Moby Max is an online subscription license that was procured to supplement classroom instruction in English Language Arts and Math in grades K-8. Moby Max is personalized differentiated instruction to close learning gaps; gives teachers tools they need to provide instruction and help students. It is helpful in classroom support because teachers use it for extra practice on skills and can see what areas a student may need additional support. Based on a diagnostic assessment, places students at the appropriate skill level providing teachers real time assessment results and allowing teachers to modify lessons accordingly.

US-Ed Area of Concern: (Page 38)

Please clarify how GDOE is tackling the loss of project personnel and remaining staff to handle the heavy workload.

GDOE Response:

The GDOE is tackling the loss of personnel through the continued recruitment of qualified individuals to replace those who have transferred or resigned from the project/GDOE. Although we have, and continue to, exert every effort to recruit, the pool of eligible applicants continues to be challenging. In the meantime, the project managers and leads continue to cross train and distribute responsibilities to effectively leverage the capabilities of remaining staff and distribute necessary tasks. These SEA and LEA personnel continued to administer and implement CGA activities in addition to the significant increase in Federal grant funding. These Federal grant awards have varying timelines coupled with the heightened internal controls and accountability requirements has resulted in a substantial workload that is over and beyond the usual day-to-day requirements.

US-Ed Area of Concern: (Page 40)

Please clarify how GDOE is trying to get ahead and prevent further delays with purchasing items and spending CG funds on time.

GDOE Response:

In an effort to prevent delays with purchasing items and spending CGA funds, the Federal Programs Division – State Educational Agency (FPD-SEA) and the project; (1) continued communication with the procurement team; (2) participating in weekly procurement status sessions; (3) work directly with vendors to ensure the delivery of supports, and; (4) utilize a streamlined procurement process for these requests. The streamlined process includes the following steps:

- 1. Submission of request by LEA Project Personnel
- 2. SEA Senior State/State Program Officer reviews for programmatic compliance
- 3. Federal Programs Administrator reviews for compliance (i.e., requests above \$250,000.00 in value)
- 4. Procurement Office processes requisition and identifies category (i.e., Small Purchase or Request for Proposal)
 - a. If applicable, contract is drafted, processed, reviewed and executed by necessary parties
- 5. Federal Programs Division reviews requisition for financial compliance
- 6. Supply Management Administrator Processes Requisition
- 7. Third Party Fiduciary Agent converts request to Purchase Order

This reduction from 20+ steps to 7 has eliminated redundancy with LEAs and/or Procurement reviewing each requisition more than 4 times during the procurement process thereby streamlining the process and ensuring more time is allocated to vital reviews and procurement of requests/activities. Additionally, ancillary offices not involved with the implementation, administration or procurement processing of these requests were removed from the review process in order to prevent undue burden and minimize the anticipated time frame.

US-Ed Area of Concern: (Page 40)

Please clarify how and why activities for this project were not able to be implemented virtually if "remote learning was required."

GDOE RESPONSE:

GDOE went into a transition due to the COVID-19 pandemic teachers and administrators were tasked to concurrently teach all three models of learning: remote (online and hard copy instruction) and face to face.

Schools expressed reservations and remained cautious in implementing activities (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever-changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

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) Compiled Responses

Project No. 4

School Climate Culture & Engagement (SCCE)

Project #4: School Climate, Culture & Engagement Project (SCCE)

US-Ed Area of Concern: (Page 42)

Please clarify why the "projected number of teachers" is missing. Please add the "projected number of teachers."

GDOE RESPONSE:

The projected number of teachers is 1,109 (K-12). The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 42)

1) Please clarify why there is a big gap between the "projected number" and "actual number" of "students served."

GDOE RESPONSE:

The projected number of students is 425 (K-5), 1,320 (6-8) and 5,144 (9-12). The Consolidated Annual Performance Report has been revised as recommended.

2) Please clarify how this project was able to accommodate a very large number of "actual number of students."

GDOE RESPONSE:

The "actual number of students" was substantially higher due to the total actual number of students served. The actual was a direct result of completed referrals and other activities in the Quarter 1 and 2 period, including numerous outreach efforts in locating and contacting "No Contact and No Show" students as well as the outreach delivery of meals and instructional materials/lessons to remote or secluded areas during the height of the COVID-19 pandemic shut down. Although the number of students and their families served have reduced over the course of the last 6 to 8 months, the current numbers remain high compared to pre-COVID referrals.

US-Ed Area of Concern: (Page 43)

Please clarify if the percentage for the project objective (60%) was purposefully set lower than the baseline percentage (91%).

GDOE RESPONSE:

The baseline data of 91% achieved in SY19-20 was under normal circumstances, pre-COVID 19. However, in consideration of the significant impacts the COVID-19 pandemic has brought to the entire educational system, such as the reduced instructional days and time and the transition to a new mode of learning through an on-line platform, the baseline data was reduced conservatively and realistically to 60%.

US-Ed Area of Concern: (Page 43)

Please clarify the "performance measure (i.e. metric)" because it should be more like percentage increase in each school site in the level of implementation of PBIS framework.

GDOE RESPONSE:

The 3% increase reflects each school site implementation of the PBIS Framework. The percentage value shown in the APR Performance Table is an average of all participating school sites. However, the 3% increase target is a goal for each school site's implementation of the PBIS Framework.

US-Ed Area of Concern: (Page 43)

Please clarify why the assessment was unable to be virtually conducted.

GDOE RESPONSE:

GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic, leaving no personnel available to complete the assessment tools.

As a result of COVID-19, project personnel support and services shifted to providing the much needed health and safety supplies to schools, students and their families, locating a large number of students who had not returned to school (hard copy, remote online or face to face instruction), supporting the increased needs of students displaced and/or have become homeless, and supporting the at-risk and under-represented students and families with grab and go meals, delivering instructional lessons/materials, and/or with much needed public resources including vaccinations, applying for aid, etc.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 44)

Please clarify for the "project objective" if the "perception survey rate" encompasses the "participation average," "risk ratio average," or "protective ratio average" as stated in the "baseline data."

GDOE Response:

The 80% project objective includes all three: the participation average, risk ratio average and protective ratio average.

US-Ed Area of Concern: (Page 44)

Please clarify if there are additional activities to the "school safety perception survey" that are implemented to help with maintaining a perception of a safe school of 80%.

GDOE Response:

The Positive Behavior Intervention and Support (PBIS) Coaching & Support Services and professional development were provided in Quarter 1 and 2 to school climate cadres consisting of administrators, teachers and staff. The results of the perception surveys should reflect the effectiveness of their efforts.

US-Ed Area of Concern: (Page 44)

Please add a percentage sign (%).

GDOE Response:

The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 44)

Please clarify why the assessment was unable to be administered virtually.

GDOE RESPONSE:

GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic, leaving no personnel available to complete the assessment tools.

US-Ed Area of Concern: (Page 46)

Please clarify for what grade level(s) the project wants to "reduce the discipline rate to 37.5.%"

GDOE RESPONSE:

The 37.5% rate is intended for all grade levels district wide.

US-Ed Area of Concern: (Page 46)

Please clarify 1) if the assessment was unable to be virtually conducted and 2) if the assessment was unable to be conducted, how it is known that "discipline issues and concerns were minimal during this period."

GDOE RESPONSE:

- 1) GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic, leaving no personnel available to complete the assessment tools.
- 2) Discipline infractions and consequences occurred during the FY Quarter 1 and 2 reporting period (October 2020 March 2021) when in-person instruction was ongoing. This resulted in lower overall discipline rates for the entire reporting period.

US-Ed Area of Concern: (Page 47)

Please clarify 1) if the assessment was unable to be virtually conducted and 2) if the assessment was unable to be conducted, how it is known that "discipline issues and concerns were minimal during this period."

GDOE RESPONSE:

- 1) GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic, leaving no personnel available to complete the assessment tools.
- 2) Discipline infractions and consequences occurred during the Quarter 1 and 2 reporting period (October 2020 March 2021) when in-person instruction was on-going. This resulted in lower overall discipline rates for the entire reporting period.

US-Ed Area of Concern: (Page 48)

Please clarify if the "safety mitigation efforts limited the project's ability to conduct activities and assess student participation," were any "health education activities" and assessment activities of "student participation" implemented in this project?

GDOE RESPONSE:

Safety mitigation efforts limited the project's ability to conduct activities for students and school site personnel due to the following safety mitigations: 1) In-person training was limited to 10 participants per training; 2) Physical distancing restricted to 6 feet and 3) Restriction of 10 minutes of close contact and interaction between participants. As a result, no health education and assessment activities were conducted during this reporting period. The GDOE focused on addressing learning loss and maximizing instructional time and efforts, leaving little to no time for project support activities. Project personnel shifted

focus to trying contacting and locating approximately 2,000 "No Contact and No Show Students."

US-Ed Area of Concern: (Page 48)

Please update the metric from "number" to "percentage" to accurately depict the "unit of measurement."

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 48)

Please revise this target ("10% increase) to match the project objective (".33%).

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 49)

Please clarify why the health education activities could not be virtually implemented.

GDOE RESPONSE:

GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic and reopened shortly in September 2020 for two weeks, closed again and reopened in December 2020 with approximately 30% attending the in-person instruction. The GDOE focused on addressing learning loss and maximizing instructional time and efforts, leaving little to no time for project support activities. Project personnel shifted focus to trying contacting and locating approximately 2,000 "No Contact and No Show students".

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 49)

Please clarify why SCCE's activities could not be implemented virtually despite the ongoing COVID-19 restrictions.

GDOE RESPONSE:

GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic, leaving no personnel available to complete the behavior supports, assessment tools, health and safety activities. Project personnel shifted focus to trying contacting and locating approximately 2,000 "No Contact and No Show students".

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 49)

Please clarify why SCCE's activities could not be implemented virtually despite the ongoing COVID-19 restrictions if project personnel assisted students with access to technology and internet.

GDOE RESPONSE:

GDOE public schools were officially shut down in March 2020 through May 2020 due to the COVID-19 pandemic, leaving no personnel available to complete the behavior supports, assessment tools, health and safety activities. Project personnel shifted focus to trying contacting and locating approximately 2,000 "No Contact and No Show students."

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 50)

Please clarify how GDOE is tackling the loss of project personnel and remaining staff to handle the heavy workload.

GDOE Response:

The GDOE is tackling the loss of personnel through the continued recruitment of qualified individuals to replace those who have transferred or resigned from the project/GDOE. Although we have, and continue to, exert every effort to recruit, the pool of eligible applicants continues to be challenging. In the meantime, the project managers and leads continue to cross train and distribute responsibilities to effectively leverage the capabilities of remaining staff and distribute necessary tasks. These SEA and LEA personnel continued to administer and implement CGA activities in addition to the significant increase in Federal grant funding. These Federal grant awards have varying timelines coupled with the heightened internal controls and accountability requirements has resulted in a substantial workload that is over and beyond the usual day-to-day requirements.

US-Ed Area of Concern: (Page 50)

Please clarify how GDOE is trying to get ahead and prevent further delays with purchasing items and spending CG funds on time

GDOE Response:

In an effort to prevent delays with purchasing items and spending CGA funds, the Federal Programs Division – State Educational Agency (FPD-SEA) and the project; (1) continued communication with the procurement team; (2) participating in weekly procurement status sessions; (3) work directly with vendors to ensure the delivery of supports, and; (4) utilize a streamlined procurement process for these requests. The streamlined process includes the following steps:

- 1. Submission of request by LEA Project Personnel
- 2. SEA Senior State/State Program Officer reviews for programmatic compliance
- 3. Federal Programs Administrator reviews for compliance (i.e. requests above \$250,000.00 in value)
- 4. Procurement Office processes requisition and identifies category (i.e. Small Purchase or Request for Proposal)
 - a. If applicable, contract is drafted, processed, reviewed and executed by necessary parties
- 5. Federal Programs Division reviews requisition for financial compliance
- 6. Supply Management Administrator processes Requisition
- 7. Third Party Fiduciary Agent converts request to Purchase Order

This reduction from 20+ steps to 7 has eliminated redundancy with LEAs and/or Procurement reviewing each requisition more than 4 times during the procurement process thereby streamlining the process and ensuring more time is allocated to vital reviews and

procurement of requests/activities. Additionally, ancillary offices not involved with the implementation, administration or procurement processing of these requests were removed from the review process in order to prevent undue burden and minimize the anticipated time frame.

DEPARTMENT OF EDUCATION

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

Annual Performance Report (APR) Compiled Responses

Project No. 5

Private Non Public Schools

Project #5: Private, Non-Public Schools Project (PNP)

Office of Catholic Education

US-Ed Area of Concern: (Page 52)

1) Please clarify why only "63%" of funds have been obligated. Less funds for OCE have been obligated in comparison to GDOE projects. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for OCE despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects, including PNP LEAs, had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 53)

For background information, please clarify how OCE was able to conduct ACT Aspire assessments when GDOE was unable to conduct the assessments because of the COVID-19 pandemic.

GDOE RESPONSE:

GDOE conducted ACT Aspire assessments as reported in Project #2, Curriculum and Instructional Quality and Development, in page 23 of the FY2020 Annual Performance Report.

US-Ed Area of Concern: (Page 53)

For background information, please clarify how OCE was able to conduct ACT Aspire assessments when GDOE was unable to conduct the assessments because of the COVID-19 pandemic.

GDOE RESPONSE:

GDOE conducted ACT Aspire assessments as reported in Project #2, Curriculum and Instructional Quality and Development, in page 23 of the FY2020 Annual Performance Report.

Harvest Christian Academy

US-Ed Area of Concern: (Page 60)

1) Please clarify why only 63% of funds for HCA have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for HCA despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances

further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects, including PNP LEAs, had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

St. John's School

US-Ed Area of Concern: (Page 68)

1) Please clarify why only 63% of funds for SJS have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for SJS despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were

forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects, including PNP LEAs, had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 69)

Please clarify how and why "MAP" was recalibrated.

GDOE RESPONSE:

As part of its ongoing efforts to follow best testing practices, the MAP test's vendor, Northwest Evaluation Association (NWEA), recently recalibrated the percentile results associated with students' MAP scores, to better measure how students perform relative to students across the nation. This practice of recalibrating percentiles is common in standardized testing, and happens every several years.

US-Ed Area of Concern: (Page 70)

Please revise to "ELA" to be consistent with the project objective.

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended.

St. Paul's Christian School

US-Ed Area of Concern: (Page 78)

1) Please clarify why only 63% of funds for SPCS have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for SPCS despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects, including PNP LEAs, had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

Guam Adventist Academy

US-Ed Area of Concern: (Page 86)

1) Please clarify why only 63% of funds for GAA have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for GAA despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

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US-Ed Area of Concern: (Page 87)

Please spell out "MAP."

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 88)

Please put "MAP Math" test results with a) for consistency.

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 95)

Please clarify how GDOE is trying to resolve these challenges.

GDOE RESPONSE:

The State Office has provided numerous MUNIS requisition entry training to the PNP (GAA included). All requisitions follow the procurement process and it is the responsibility of the LEA/PNP (GAA) to track the status of all requisitions.

In the procurement process the LEA/PNP (GAA) is notified directly of corrections needed and/or issuance of purchase orders, the explanation of this process is included in the MUNIS requisition entry training. The authorization to expend funds is outlined and announced in the Grant Award Notification Workshop in September 2020 in which all LEAs including PNP authorized representatives were in attendance. Furthermore, the authorization to expend funds was reiterated during the signing of assurances and workshops, as well as during periodic communications with LEAs, such as calls, emails and/or technical assistance meetings.

Providence International Christian Academy

US-Ed Area of Concern: (Page 96)

1)Please clarify why only 63% of funds for PICA have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for PICA despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the

changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

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US-Ed Area of Concern: (Page 97)

Please clarify why this objective was added for PICA if they "historically do not undertake summative assessment."

GDOE RESPONSE:

Summative assessments were added for PICA due to the importance of measuring student achievement objectively. Communication was made with PICA and the school confirmed that it will consider administering an assessment for School Year 2021-2022.

US-Ed Area of Concern: (Page 100)

1) Please clarify why "PICA did not participate in the virtual robotics and First Lego League competitions. 2) Please clarify if virtual robotics and First Lego League competitions were held for GDOE schools.

GDOE Response:

The GDOE worked with the public, private and charter schools to establish guidelines and safety parameters for holding events virtually or face to face. Although holding the events

was not impossible, it was extremely difficult as the schools expressed reservations and remained cautious (with the paramount considerations being safety and survival) due to the high number of COVID-19 positive cases and the low number of students vaccinated.

It is pertinent to note that the last 2 school years have been extremely difficult for teachers, students and parents, as well as all GDOE personnel. Adapting to the ever changing requirements, protocols, learning models, expectations, school closures, returning to face to face in phases, COVID-19 surges occurring throughout the year coupled with the lack of social interaction has impacted the school and family's priorities significantly. Student's health, safety, and educational, social and emotional needs were the priority. As such, the CG projects had to remain fluid with implementation timelines and expectations as it was evident that burn out was not only witnessed among GDOE CG project personnel, but among school personnel, teachers and students as well.

US-Ed Area of Concern: (Page 100)

Please clarify how much longer the robotic equipment will be in procurement.

GDOE RESPONSE:

The robotic equipment (iPads, iPens and robotic kits) were received by PICA on November 12, 2021.

US-Ed Area of Concern: (Page 101)

Please clarify if this is the correct corresponding activity for this objective because it is unclear how the "college/career fairs" would help improve access to technology for teachers.

GDOE RESPONSE:

The college/career fair is an incorrect corresponding activity for Goal 6. Technology and Technology Integration. The correct corresponding activity is "Continuing use of technology for teachers who were provided equipment earlier" corresponds with objective (b). The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 102)

Please clarify if these two activities correspond to the objective (b).

GDOE RESPONSE:

The Purchase of interactive white board does not correspond to objective (b). The "Continuing use of technology for students who were provided equipment earlier" corresponds with objective (b). The Consolidated Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: (Page 102)

Please clarify if "interactive white boards" were acquired in time to meet this objective because in the "observations and/or challenges" section (below), it stated that PICA did not meets its stated goals/objectives due to lack of "interactive white boards."

GDOE RESPONSE:

The interactive white board is not an approved activity for PICA in Grant Year FY2020. The interactive white board is an approved activity for PICA in Grant Year 2021. Both the FY2020 Annual Performance Report and the FY2021 Consolidated Grant 1st Quarter Report were due simultaneously, therefore causing a confusion of reporting of information. The "observations and/or challenges section" will be revised.

US-Ed Area of Concern: (Page 103)

Please clarify where PICA is in the process of receiving robotic kits and interactive white boards.

GDOE RESPONSE:

The robotic kits were received by PICA on November 12, 2021. The interactive white board is an error in reporting. The "observations and/or challenges section" will be revised.

Guam Homeschool Association

US-Ed Area of Concern: (Page 104)

1) Please clarify why only 63% of funds for GHSA have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for GHSA despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were

forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

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US-Ed Area of Concern: (Page 111)

1) Please clarify how the communication between the Guam Home School Association and the WorkKeys contact fell apart. 2) Please clarify if and how the communication will continue next school year.

GDOE RESPONSE:

Communication between the point of contact for the WorkKeys assessment and the Guam Homeschool Association was disrupted due to the Government of Guam shut down in March 2020 through May 2020 and due to the COVID-19 pandemic. Additionally, the two (2) students were not on island during the time the workkeys assessment was conducted. One student successfully completed the course and obtained certification pre COVID-19.

Japanese School of Guam

US-Ed Area of Concern: (Page 112)

1) Please clarify why only 63% of funds for JSOG have been obligated. 2) Please clarify how GDOE plans to efficiently spend down the funds set aside for JSOG despite all the challenges related to the COVID-19 pandemic.

GDOE RESPONSE:

A large number of private school leaders, educators and employees have either retired, moved to a new profession, relocated, and/or resigned due to the unpredictable and unforgiving circumstances surrounding the pandemic. The pandemic also further exacerbated the existing shortages in personnel at the various private school sites as the

changing educational requirements created additional stress and burden on existing faculty and staff. In an effort to prevent school site shutdowns and/or mitigate daily personnel shortages due to COVID-19 positive cases, faculty and staff have taken on the burden of additional workload during and after the school day thereby impacting administrative personnel's ability to focus on the procurement activities. Pre COVID-19, the private school administrative personnel was minimal, the ongoing COVID-19 circumstances further strained private school administrative and faculty personnel resources ultimately leading to increased work loads and longer working hours. Administrative personnel were forced to serve as school health assistants, contact tracers, and substitute teachers, these are just a few of the roles taken on to ensure school operation continued for face-to-face and/or remote online instruction.

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US-Ed Area of Concern: (Page 113)
Please clarify when the LAS Links test will be procured for this project.

GDOE RESPONSE:

The procurement of the LAS Links are still going through the requisition workflow process partly due to the procurement backlog because of lack of personnel in the GDOE Procurement Office and back and forth price negotiation between vendors and GDOE Procurement Office.

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) Compiled Responses

Project No. 6

State Administration | State Educational Agency

February 11, 2022

Project #6: State Administration | State Educational Agency (SEA)

US-Ed Area of Concern: (Page 117)

1) Please clarify if this is the "baseline data" because it sounds like a "project objective."

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended: "89% of LEAs (public, charter, PNP) indicated that they have and continue to receive high quality support, guidance, consultation, and technical assistance from FPD/Grants Office."

2) Please clarify if the "project objective (70%) was purposefully set lower than the "baseline data (89%)."

GDOE RESPONSE:

89% is the baseline data sourced from the SY 19-20's actual surveys (Spring 2019, Summer 2019, and Fall 2019). The SY 20-21 target of 70% was determined as a realistic initial target considering it was the first year of a new three-year grant cycle.

US-Ed Area of Concern: (Page 117)

Please clarify why no survey was conducted during the "first quarter."

GDOE RESPONSE:

Surveys were not conducted during the 2020 first quarter as the Federal Programs Division/State Educational Agency (FPD/SEA) was focused on ensuring efforts are targeted toward supporting LEAs, providing guidance and technical assistance with the implementation, monitoring, reporting and the procurement processes.

US-Ed Area of Concern: (Page 118)

1) Please clarify if this is the "baseline data" because it sounds like a "project objective."

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended: "92% of workshop participants/stakeholders reported receiving high quality support, guidance, consultation, and technical assistance during workshops".

2) Please clarify if the "project objective (60%) was purposefully set lower than the "baseline data (92%)."

GDOE RESPONSE:

92% is the baseline data sourced from the SY 19-20's actual surveys conducted during the Spring and Fall of 2019. The SY 20-21 target of 60% was determined as a realistic initial target considering it was the first year of a new three-year grant cycle.

US-Ed Area of Concern: (Page 118)

1) Please clarify if this is the "baseline data" because it sounds like a "project objective."

GDOE RESPONSE:

The Consolidated Annual Performance Report has been revised as recommended: "87% of key LEA/SEA grant/project personnel reported increased understanding of proper grants management, project design, planning, evaluation, and implementation and development".

2) Please clarify if the "project objective (65%) was purposefully set lower than the "baseline data (87%)."

GDOE RESPONSE:

87% is the baseline data sourced from the SY 19-20's actual surveys (Spring 2019 and Summer 2019). The SY 20-21 target of 65% was determined as a realistic initial target considering it was the first year of a new three-year grant cycle.

US-Ed Area of Concern: (Page 118)

Please clarify why no workshop was held during the "first and third quarters."

GDOE RESPONSE:

Surveys were not conducted during the 2020 first and third quarters as the Federal Programs Division/State Educational Agency (FPD/SEA) as surveys are aligned with the annual workshops conducted during the second and fourth quarters of 2020.

The Federal Programs Division/Grants Office holds two workshops annually with all stakeholders. The FY2020 workshops are as follows:

- 1. 2nd Quarter The FY2020 Consolidated Grant (CG) Consultative Workshop was held during the second quarter in preparation for the grant application cycle. This workshop provides stakeholders with information relative to applying for services, as well as to ensure all stakeholders are cognizant of the reporting requirements and templates, applicable Federal guidance, application formats and all other pertinent information necessary to ensure an acceptable application is submitted and deemed reasonable, allowable and allocable; and
 - 2. 4th Quarter The FY2020 CG Grant Award Notification and Accountability Workshop was held during the fourth quarter after the receipt of the Grant Award Notification. This workshop is provided for the purpose of informing/updating the stakeholders of federal rules, regulations and requirements in the implementation of the projects under the grant as well as expenditure timelines/deadlines, and procurement process expectations.

US-Ed Area of Concern: (Page 118)

Please clarify why the survey was not conducted during the "first and fourth quarters."

GDOE RESPONSE:

Surveys were not conducted during the 2020 first and fourth quarters as the Federal Programs Division/State Educational Agency (FPD/SEA) was focused on ensuring efforts are targeted toward supporting LEAs, providing guidance and technical assistance with the implementation, monitoring, reporting and the procurement processes.

US-Ed Area of Concern: (Page 120)

Please provide some examples of the SEA providing guidance to adapt approved CG activities.

GDOE RESPONSE:

The FPD/SEA was focused on targeting all attention, support and providing guidance and technical assistance to LEAs as a result of the detrimental impacts of COVID-19 on the educational system, project implementation and timelines. The FPD/SEA provided recommendations for modifying activities, and more importantly, ensured participating schools and key CG personnel were provided with essential health and safety supplies and materials. In addition, supporting the LEAs as each worked diligently to plan for addressing lost instructional time, increase in transient and/or homeless students, significant rise in underrepresented student populations and the social-economic impact resulting from COVID-19 on the island's economy.

The following are examples of the FPD/SEA providing guidance to adapt to the approved CG activities, especially in light of the COVID-19 pandemic include:

- 1. Administering an online survey as compared to paper survey;
- 2. LEAs to communicate with contracted vendors and/or teacher leaders to provide and/or attend virtual conferences:
- 3. Procure web-based programs and technology supplies and materials (i.e. webcams, speakers, headphones, cameras, and microphones) to record and/or implement virtual professional development and/or meetings;
- 4. Repurpose current CG technology supplies and materials (laptops and tablets) to be issued to students to allow for remote online learning upon US-Ed concurrence; and
- 5. Procure additional technology supplies and materials, including mifi devices for CG projects, teachers and students to allow for wider impact of remote learning for all students and teachers.
- 6. Provided guidance to LEAs to include the flexibility to implement Professional Development both online and in-person due to the uncertainty of safety protocols, and office & school closures.

US-Ed Area of Concern: (Page 120)

Please clarify if the newly simplified 7-step procurement process has been implemented and helpful with increasing the efficiency of purchasing necessary items for the project.

GDOE RESPONSE:

The streamlined process includes the following steps:

- 1. Submission of request by LEA Project Personnel
- 2. SEA Senior State/State Program Officer reviews for programmatic compliance
- 3. Federal Programs Administrator reviews for compliance (i.e. requests above \$250,000.00 in value)
- 4. Procurement Office processes requisition and identifies category (i.e. Small Purchase or Request for Proposal)
 - 1. If applicable, contract is drafted, processed, reviewed and executed by necessary parties
- 5. Federal Programs Division reviews requisition for financial compliance
- 6. Supply Management Administrator processes Requisition
- 7. Third Party Fiduciary Agent converts request to Purchase Order

This reduction from 20+ steps to 7 has eliminated redundancy with LEAs and/or Procurement reviewing each requisition more than 4 times during the procurement process thereby streamlining the process and ensuring more time is allocated to vital reviews and procurement of requests/activities. Additionally, ancillary offices not involved with the implementation, administration or procurement processing of these requests were removed from the review process in order to prevent undue burden and minimize the anticipated time frame.

US-Ed Area of Concern: (Page 121)

1) Please clarify if SEA is trying to find ways to decrease the length of time to fill the project vacancies.

GDOE RESPONSE:

The GDOE is tackling the loss of personnel through the continued recruitment of qualified individuals to replace those who have transferred or resigned from the project/GDOE. Although GDOE has, and continues to exert every effort to recruit, the number of applicants has diminished significantly compared to pre-COVID, resulting in a low number of eligible applicants. Notwithstanding, the project managers and leads continue to cross train and distribute responsibilities to effectively leverage the capabilities of remaining staff, distributing necessary tasks. The remaining SEA and LEA personnel continue to administer and implement CGA activities in addition to the emergency Federal grants in response to COVID-19.

These Federal grant awards have varying timelines coupled with the heightened internal controls and accountability requirements which resulted in a substantial workload that is over and beyond the usual day-to-day requirements, ultimately resulting in employee burnout and/or personnel opting to take personal leave to recover mentally, emotionally and physically.

In addition, the FPD/SEA and CG project personnel have been severely impacted by the recent Omicron surge, requiring personnel to take extended time off to safely recover. This unfortunate circumstance has further increased the workload of remaining personnel leading to much longer workdays, working evenings, weekends and holidays to address the additional grant tasks and responsibilities, further exacerbating employee fatigue and burnout.

Despite these overwhelming obstacles, the SEA collaborates daily with the LEA Project Manager, Project Leads and Human Resources personnel to discuss the status of vacant positions, continue the process of recruitment, identify ways in which continuous vacancies can be addressed and provide technical assistance to widen applicant pool without negatively impacting the goals/objectives of the project. One such example includes the downgrading of a vacant Program Coordinator IV position to a Program Coordinator III. This allows for less stringent qualifications and an increased number of qualified individuals.

2) Please clarify if there is one specific CG project that has been severely impacted by the loss of professional staff.

GDOE RESPONSE:

The lack of professional personnel has severely impacted all CG projects considerably. As a result of the significant number of CG project personnel who have resigned, transferred and/or retired since the onset of COVID-19, each project team is supporting other projects teams, consequently, they have no other recourse but to continue working extended work days, evenings, weekends and holidays, further exacerbating employee fatigue and burnout. CG project personnel continue to work diligently to support projects activities, students and teachers.