

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

Pages 1 - 12

March 14, 2022

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

Program Budget Information

March 14, 2022

Program Budget Information (Fiscal Year 2020-2021)

US-Ed Area of Concern: Item No. 1 (Page 4/209) “C. Funds Remaining”

The “C. Funds Remaining” should match “h. unobligated balance of Federal Funds” of the FY20 CG Federal Financial Report (FFR), which is \$14,344,169.91”

GDOE RESPONSE:

The Annual Performance Report has been revised as recommended.

Program Budget Information (Fiscal Year 2020-2021)

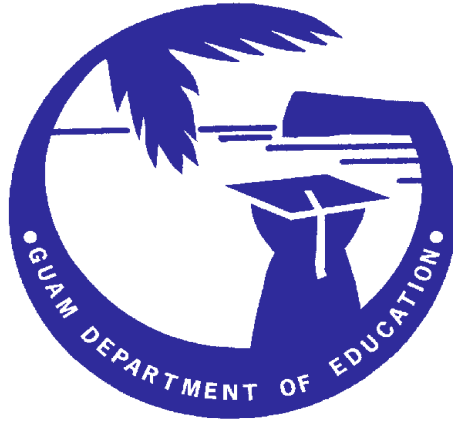
US-Ed Area of Concern: Item No. 2 (Page 4/209) “D. % off Funds Remaining”

Please update the “% of Funds Remaining” to correctly reflect”\$14,344,169.91”.

GDOE RESPONSE:

The Annual Performance Report has been revised as recommended.

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

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Project No. 1
**College, Career, Civic Engagement and
Life Readiness**

March 14, 2022

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

US-Ed Area of Concern: Item No. 3 (Page 6/209) “Projected Number of Students Served:
No concerns to be addressed.

GDOE RESPONSE:

Previous concern was addressed on 2/11/2022. US-Ed concurred on 3/06/2022.

US-Ed Area of Concern: Item No. 4 (Page 6/209) “Actual Number of Students Served:
Please clarify if there is still a "lack of personnel in the district" that is causing a
"procurement backlog."

GDOE RESPONSE:

GDOE continues to experience the negative impacts brought on by the on-going lack of key personnel in the district. The lack of Federally funded grant/project employees and locally funded employees continues to contribute to the backlog and delay of procurement activities. The impacts caused by the COVID-19 global pandemic for the past two years requires employees to prioritize working while focusing on balancing personal, social, emotional health in unrelenting work environments where workloads have increased considerably. The recruitment of new employees and the retention of newly hired full-time, permanent project personnel and full-time, limited-term personnel continue to be a challenge.

US-Ed Area of Concern: Item No. 5 (Page 16/209) “Activities (8.-10.)”
Please clarify why these survey results are not included in the "Evidence of
Success/Progress" section above.

GDOE RESPONSE:

The Annual Performance Report has been revised on page 15 as recommended.

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

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Project No. 4
School, Climate Culture and Engagement
(SCCE)

March 14, 2022

Project #4: School, Climate and Cultural Engagement Project (SCCE)

US-Ed Area of Concern: Item No. 6 (Page 42/209) Projected Number of Students Served

- 1) Please clarify why the original number of students listed in the "projected number" has changed. For example, for "K-5," it changed from "75" to "425."

GDOE RESPONSE

The initial projected number of students reported per grade level of [K-5]: 75; [6-8]: 820; [9-12]: 264 was incorrect and only reflected Components 3 & 4. The correct projected number of students provided [K-5]: 425; [6-8]: 1,320; [9-12]: 5,144 are inclusive of all Components 1-4.

- 2) Please clarify if the original "projected number" of students were incorrectly listed.

GDOE RESPONSE

Yes. The correct projected number [K-12] is: 6,889 [K-5]: 425; [6-8]: 1,320; [9-12]: 5,144.

US-Ed Area of Concern: Item No. 7 (Page 43) "4.2 PBIS Framework" – Performance Measures

- 1) Please clarify if it would be a "3%" increase if the "project objective" states "2%." Please correct it to state either "2%" or "3%" for accuracy.

GDOE RESPONSE:

In the project objective it would be a 3% increase in each school site in the level of implementation of the PBIS Framework. The Annual Performance Report has been revised as recommended.

- 2) For consistency with the "project objective," please change the phrasing of the "performance metric" from "3% increase in the tiered fidelity inventory assessment results" to "percentage increase in each school site in the level of implementation of PBIS framework."

GDOE RESPONSE:

The phrase has been changed to "3% increase in each school site in the level of implementation of the PBIS Framework". The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: Item No. 8 (Page 48/209) "Quarter 3 Performance Target"

Please clarify if it is "0.33%" or "33.0%" because the "project objective" states "0.33%" and the "performance target" states "33.0%."

GDOE RESPONSE:

The Annual Performance Report was revised to show 0.33%.

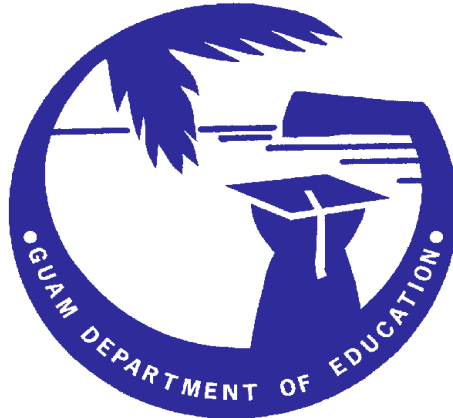
US-Ed Area of Concern: Item No. 9 (Page 48/209) "Project Objective"

Please clarify if "number" should be changed to "percentage" so it states "Reduce the current percentage of obese and extremely obese students by 0.33%" to be consistent with the "performance target (33%)."

GDOE RESPONSE:

The Annual Performance Report has been revised as recommended. The word "number" was changed to "percentage" to state "Reduce the current percentage of obese (1,824) and extremely obese (1,054) students by 0.33%".

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**FY 2020 Title V, Part B: Rural Low Income
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**Project No. 5
Private Non Public Schools**

March 14, 2022

Project # 5 Private Non Public Schools

Office of Catholic Education

US-Ed Area of Concern: Item No. 10 (Page 52/209) “% Obligated”

With the ongoing challenges, please clarify how funds set aside for OCE will be efficiently spent down in a timely manner.

GDOE RESPONSE:

Additional trainings for the MUNIS Requisition Entry have been provided to allow private school personnel to prioritize the obligation of grant funds. As a result of the high turnover of private school personnel, the trainings were necessary for new personnel and/or existing personnel who have been re-assigned to enter requisitions into the GDOE’s MUNIS system. All private schools were informed of the deadline to enter all requisitions by March 31, 2022.

Harvest Christian Academy

US-Ed Area of Concern: Item No. 11 (Page 60/209) “% Obligated”

With the ongoing challenges, please clarify how funds set aside for HCA will be efficiently spent down in a timely manner.

GDOE RESPONSE:

Additional trainings for the MUNIS Requisition Entry have been provided to allow private school personnel to prioritize the obligation of grant funds. As a result of the high turnover of private school personnel, the trainings were necessary for new personnel and/or existing personnel who have been re-assigned to enter requisitions into the GDOE’s MUNIS system. All private schools were informed of the deadline to enter all requisitions by March 31, 2022.

St. John School

US-Ed Area of Concern: Item No. 12 (Page 68/209) “% Obligated”

With the ongoing challenges, please clarify how funds set aside for SJS will be efficiently spent down in a timely manner.

GDOE RESPONSE:

Additional trainings for the MUNIS Requisition Entry have been provided to allow private school personnel to prioritize the obligation of grant funds. As a result of the high turnover of private school personnel, the trainings were necessary for new personnel and/or existing personnel who have been re-assigned to enter requisitions into the GDOE’s MUNIS system. All private schools were informed of the deadline to enter all requisitions by March 31, 2022.

Saint Paul Christian School

US-Ed Area of Concern: Item No. 13 (Page 78/209) “% Obligated”

With the ongoing challenges, please clarify how funds set aside for SPCS will be efficiently spent down in a timely manner.

GDOE RESPONSE:

Additional trainings for the MUNIS Requisition Entry have been provided to allow private school personnel to prioritize the obligation of grant funds. As a result of the high turnover of private school personnel, the trainings were necessary for new personnel and/or existing personnel who have been re-assigned to enter requisitions into the GDOE’s MUNIS system. All private schools were informed of the deadline to enter all requisitions by March 31, 2022.

Guam Adventist Academy

US-Ed Area of Concern: Item No. 14 (Page 86/209) “% Obligated”

With the ongoing challenges, please clarify how funds set aside for GAA will be efficiently spent down in a timely manner.

GDOE RESPONSE:

Additional trainings for the MUNIS Requisition Entry have been provided to allow private school personnel to prioritize the obligation of grant funds. As a result of the high turnover of private school personnel, the trainings were necessary for new personnel and/or existing personnel who have been re-assigned to enter requisitions into the GDOE’s MUNIS system. All private schools were informed of the deadline to enter all requisitions by March 31, 2022.

US-Ed Area of Concern: Item No. 15 (Page 95/209) “Observation and/or Challenges”

1) If GDOE provides the necessary information and technical assistance for LEA/PNP (GAA) to properly use MUNIS and expend funds, please clarify if 1) GDOE has identified the challenge(s) that prevents GAA to put in requisitions and spend funds

GDOE RESPONSE:

Yes, GDOE has identified the challenges. 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 workloads 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.

2) How does GDOE plan to resolve these challenge(s)?

GDOE RESPONSE:

Additional trainings for the MUNIS Requisition Entry have been provided to allow private school personnel to prioritize the obligation of grant funds. As a result of the high turnover of private school personnel, the trainings were necessary for new personnel and/or existing personnel who have been re-assigned to enter requisitions into the GDOE's MUNIS system. All private schools were informed of the deadline to enter all requisitions by March 31, 2022.

US-Ed Area of Concern: Item No. 16 (Page 103/209) "Observations and/or Challenges"
Please delete "interactive white board" because it was an "error in reporting"

GDOE RESPONSE:

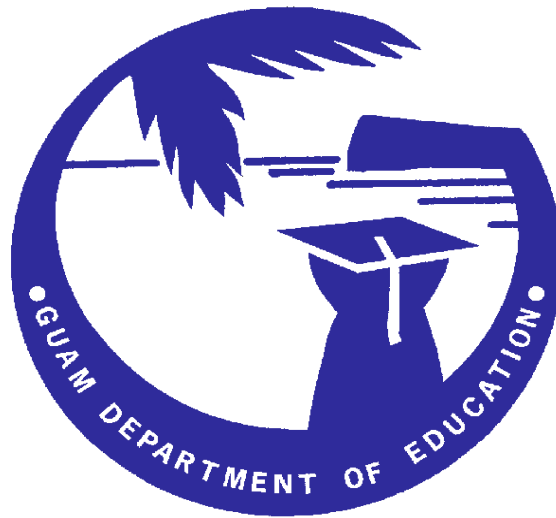
"Interactive white board" was deleted. The Annual Performance Report has been revised as recommended.

US-Ed Area of Concern: Item No. 17 (Page 111/209) "Observations and/or Challenges"
Please provide additional information as to what happened to the other student who did not obtain the certification.

GDOE RESPONSE:

Among the three (3) students targeted to take the work keys assessment, one (1) student successfully completed the course and obtained certification prior to the COVID-19 global pandemic. Two (2) students were not on island during the time the in-person (face-to-face) workkeys assessment was conducted.

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
Revised March 14, 2022

Consolidated Grants to the Insular Areas

CFDA Number: 84.403A

Formula Grant

Annual Performance Report (APR)



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

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

1. Grantee Agency Name Guam Department of Education

2. Address 501 Mariner Avenue

City, State, Zip Barrigada, Guam 96913

3. Grantee Identification: PR # S403A200002

4. Federal Grant Director:

Name: Mr. Ignacio C. Santos

Title: Federal Programs Administrator

Tel: 671-300-1267 Fax: _____

E-mail: icsantos@gdoe.net

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

Name: Mr. Jon J.P. Fernandez

Title: Superintendent of Education

Tel: 671-300-1547 Fax: _____

E-mail: superintendent@gdoe.net

Certification

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

Signature of Authorized Representative:  

Title: Superintendent of Education

Date: 12/29/21

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

A. Consolidated Grant Amount Obligated	\$32,326,316.00	
B. Total Amount Expended	\$13,104,259.96	
C. Funds Remaining	\$19,922,056.04	\$14,344,169.91
D. % of Funds Remaining	59%	44%
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.)		
<p>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.</p> <p>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.</p> <ol style="list-style-type: none"> The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities. As a result of the economic impact of COVID-19, the vendor pool has diminished causing a lack of, or minimal responses, to Request for Proposals (RFP) and Indefinite Quantity Bids (IQB). Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers. Due to Guam’s isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments. Nationwide shortages and competing demands for supplies and materials further delays delivery. <p>The percentage of funds obligated is <u>83.4%</u> which is based on the breakdown below:</p> <ul style="list-style-type: none"> \$ 32,326,316.00 – Consolidated Grant FY2020 Grant Award (\$26,978,022.51) – Subtotal of Obligations <ul style="list-style-type: none"> (\$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 <p><u>\$ 5,348,293.49</u> Available in Munis System (Grant Status Report 12/29/2021)</p> <ul style="list-style-type: none"> (\$ 1,000,728.63) – Unliquidated Personnel obligations <p><u>\$4,347,564.86</u> Available balance for CG Activities</p> <p>The remaining <u>\$4,347,564.86</u> for CG FY2020 will be used for the completion of project activities under the approved CG application.</p>		

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

Revised March 14, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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

Project Title: (Federal Program Name):	Project #1: College, Career, Civic Engagement and Life Readiness (CCCLR)	Federal Program & Allowable Use(s) of Funds: <i>*Identify the Federal Program under which the project is being implemented.</i> <i>*If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.</i>	<ul style="list-style-type: none"> ▪ ESEA TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A— Improving Basic Programs Operated By Local Educational Agencies ▪ ESEA TITLE II—PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A— Supporting Effective Instruction ▪ ESEA TITLE 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 Program (RLIS) 				Federal Programs Oversight:	Shandice Calano Senior State Program Officer Franklin Cruz State Program Officer	
Project Budget			Population Served						
Allocated	Obligated	% Obligated	Students Served			Staff Served			
Public	Public	TOTAL 74%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$5,166,472.89	Total \$3,823,210.52 Expended \$933,246.16 In Purchase Order \$2,330,526.18 In Requisition \$559,438.18		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) - 5,02 (9 th -12 th) - 10,586	(Elem) 831 (Middle) 354 (High) 429	Elem – 28 Middle – 1 High - 225	(Elem) 29 (Middle) 22 (High) 30	Elem – 2 Middle – 9 High - 12
Private	Private		Group: [Grade Level(s)]						
Total Population Served					16,095		389		23


Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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


Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
B. By the end of SY 2020-21, 50% of students will earn a “C” or better in the CTE, AP/Honors, and STEAM classes taken.	Classes on: a. CTE b. AP/Honors c. STEAM	Students earning a “C” or better in the CTE, AP/Honors, and STEAM classes	50% of students earned a “C” or better	Target: Ongoing instruction	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	26% of AP test takers scored a 3 or higher in SY19-20	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.

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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

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

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

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

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

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Annual Performance Report [FFY 2020-2021]

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



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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
C. By the end of SY2020-21, 60% of students will indicate that College/Career Fair is helpful in providing information needed to pursue a college/career path	College/Career Fairs	Percentage of students indicating College/Career Fair is helpful and relevant	95% of students attending the College Fair in SY 19-20 report that the event was effective in providing information for college	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.

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

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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.
- Music teacher provided services to 197 students from nine (9) elementary schools.
- 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>
- Virtual/Face to Face dance workshops were provided to 344 students from 3 elementary, 3 middle and 1 public high school in addition to 2 PNP schools.

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 students actively used the WorkKeys curriculum to prepare to take the WorkKeys Exam.
6. Forty eight (48) students who participated in the Trades Academy Summer Program Core Curriculum completed the course and received a National Center for Construction Education and Research (NCCER) certification. Twenty eight (28) of the students who completed the Core Curriculum also completed the Construction Craft Laborer I course giving them greater skills in construction.

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Annual Performance Report [FFY 2020-2021]

7. 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>
10. Virtual/Face to Face dance workshops were provided to 344 students from 3 elementary, 3 middle and 1 public high school in addition to 2 PNP schools.
11. AP exams were administered during April 2021. Results are being gathered from each school and will be reported in the 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.
2. These challenges were further exacerbated by the coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.
3. The loss of project personnel, other remaining professional staff have had to take on additional workload to continue with implementing the various project activities.
4. Multiple requests for extensions by potential vendors for deliveries and/or cancellation of orders due to lack of supply from manufacturers.
5. Due to Guam's isolated geographic location in the Pacific Ocean, delivery of goods procured can take four (4) months or more, extending delays in shipments.
6. Nationwide shortages and competing demands for supplies and materials further delays delivery.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)

Project No. 2

Curriculum and Instructional
Quality and Development (CIQD)

February 11, 2022

Consolidated Grant (#S403A200002)

Annual Performance Report [FFY 2020-2021]

Project Title: (Federal Program Name):		Project #2: Curriculum and Instructional Quality and Development (CIQD)		Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.			Title I Part A – Improving Basic Programs Operated by Local Educational Agencies Title II Part A – Supporting Effective Instruction Title III – English Language Acquisition, Language Enhancement, and Academic Achievement Act Title IV Part A – Student Support and Academic Enrichment Grants		Federal Programs Oversight:		Sean Rupley Senior State Program Officer Diana Hiyashi State Program Officer									
Project Budget				Population Served																
Allocated		Obligated		Students Served			Staff Served													
		% Obligated																		
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		TOTAL 77%			Grade Level(s)		Projected Number		Actual Number		Projected Number of Teachers		Actual Number of Teachers		Projected Number of Administrators		Actual Number of Administrators	
							Group: PreK-5 6-8 9-12		12,619 6,466 9,201		3,550 2,951 848		600 600		100 100					
Private		Private																		
Total Population Served							7,349				600				100					

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
1.1: By the end of SY 20-21, 75% of mentored and coached teachers will report satisfaction of mentoring/coaching supports, new knowledge, and improved instructional practices gained by this activity	1. Teacher Mentoring 2. Teacher Coaching	Percentage of coached and mentored teachers who report satisfaction or higher on mentoring and coaching supports and improved instructional practices in the classroom.	At least 50% of mentored teachers reported satisfaction with mentoring supports and improved instructional practices in the classroom.	Target: 65%	Target: 70%	Target: 75%	Target: This marks the start of a new school year.	<ul style="list-style-type: none"> ■ 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.

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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
will show an increase in the utilization of research proven instructional strategies (learned from professional development opportunities) or curricular resources in their classrooms		observed, to have a change in classroom instructional practices.	satisfaction with respective PD opportunities and implement strategies in their classrooms.				new school year.	<ul style="list-style-type: none"> ▪ 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 of students who make progress in the area of reading and math (from classrooms with teachers who attended PD opportunities and report implementation in their classrooms).	No baseline data	<ul style="list-style-type: none"> ▪ Target: Ongoing instruction 	<ul style="list-style-type: none"> ▪ Target: Ongoing instruction 	<ul style="list-style-type: none"> ▪ Target: 5% increase 	<ul style="list-style-type: none"> ▪ Target: Marks the start of a new school year. 	<ul style="list-style-type: none"> ▪ 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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
2.3 50% of participating teachers will utilize formative and summative assessment data to identify students' strengths and weaknesses, inform instruction, and provide interventions where needed, as shown in the monitoring of student interventions and student progress in the district's formative assessment system.	Online formative assessment Summative assessment Various teacher professional development	Percentage of teachers observed implementing and utilizing assessment data	No baseline data	<u>Target:</u> 40%	<u>Target:</u> 45%	<u>Target:</u> 50%	<u>Target:</u> Marks the start of a new school year.	<p>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.</p> <p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. Due to this, assessments could not be conducted during the first two quarters to meet this target.</p>

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Annual Performance Report [FFY 2020-2021]

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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  Summative Reading	Percentage of students in grades 3-10 scoring in the “Ready” or “Exceeding” range for Math and Reading	Math% / Reading% Grade 3: 18%/ 8% Grade 4: 16%/ 10% Grade 5: 7%/ 11% Grade 6: 10%/ 12% Grade 7: 6%/ 20% Grade 8: 6%/ 25% Grade 9: 4%/ 18% Grade 10: 6%/ 17%	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 5: 2% / 9% Grade 6: 2% / 10% Grade 7: 2% / 9% Grade 8: 2% / 18%

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								Grade 9: 1%/ 8% Grade 10: Not tested The results of this assessment are as a direct result of the educational loss experienced by students due to the COVID-19 pandemic. Additionally, with the limited participation as previously noted, results are not indicative of the district as not all students were tested.
4.1 At least 80% of teachers/staff will report timely, high quality, and effective IT services	Bandwidth expansion Equipment and technology supports	Percentage of teachers who report that they receive timely services from IT.	At least 50% of teachers report timely, high quality and effective IT services.	Target: 70%	Target: 75%	Target: 80%	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 implement relative activities and meet this objective. Due to this situation, the use of technology supports to

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
4.2 At least 55% of teachers/staff will indicate having access to well-functioning technology and reliable connectivity for teaching	Bandwidth expansion Equipment and technology supports	Percentage of teachers	At least 40% of teachers/staff report adequate connectivity.	<u>Target:</u> 50%	<u>Target:</u> No survey done at this time.	<u>Target:</u> 55%	<u>Target:</u> Marks the start of the new school year; no survey conducted.	<ul style="list-style-type: none"> ▪ continue instruction have greatly increased creating an overwhelming quantity of requests for support related to Information Technology services. ▪ The results for 2nd quarter and 3rd quarter as follows: ▪ 2nd Quarter - 82% (Exceeded) ▪ 3rd 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.	58/1,625 (or 5%) of all HelpDesk tickets were related to connectivity.	<u>Target:</u> Baseline data collection.	<u>Target:</u> 10% reduction compared to 1 st quarter.	<u>Target:</u> 20% reduction compared to 1 st quarter.	<u>Target:</u> Marks the start of the new school year; no survey conducted	<ul style="list-style-type: none"> ▪ 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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								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 progress exceeds the established project objectives and performance measures.
- Meets (3)** – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.
- Approaches (2)** – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.
- Needs Work (1)** – The grantee has provided evidence that does not address all of the established program objectives and performance measures.
- Unsatisfactory (0)** – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)



Project No. 3

Classroom Supports & Academic
Interventions (CSAI)

February 11, 2022

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

Project Title: (Federal Program Name):	Project #3: Classroom Supports & Academic Interventions (CSAI)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	TITLE I—IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED. Part A—Improving Basic Programs Operated By Local Educational Agencies TITLE II —PREPARING, TRAINING, AND RECRUITING HIGH-QUALITY TEACHERS, PRINCIPALS, AND OTHER SCHOOL LEADERS. Part A—Supporting Effective Instruction TITLE III —LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS AND IMMIGRANT STUDENTS. Part A—English Language Acquisition, Language Enhancement, And Academic Achievement Act TITLE IV—21ST CENTURY SCHOOLS. Part A—Student Support And Academic Enrichment Grants. Subpart 1—Student Support And Academic Enrichment Grants	Federal Programs Oversight:	Christopher Surla Senior State Program Officer Rhea Taitano State Program Officer
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Project Budget			Population Served						
Allocated	Obligated	% Obligated	Students Served			Staff Served			
Public	TOTAL	TOTAL	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators
\$11,653,576.04	\$10,894,472.43	93%	Group: K-5	SSIP 0	SSIP 0	SSIP 300	SSIP 49	SSIP 10	SSIP 4
	Expended \$9,009,762.47			ESL 1220	ESL 4,325 	ESL 120	ESL 130		
	In Purchase Order \$1,442,774.44			Classroom Support 1003(GDO E) 250 (GACS)	Classroom Support 4,217() 0 (GACS)	Classroom Support 300 260(TAs)	Classroom Support 287 260 (TAs)		
	In Requisition \$441,935.52			Kinder Learn 3507	Kinder Learn 6,510	Kinder Learn 135	Kinder Learn 439	Kinder Learn 18	Kinder Learn 15
Private	Private								

Consolidated Grant (#S403A200002)

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

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


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

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

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



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Annual Performance Report [FFY 2020-2021]

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
By end of SY2020-21, 50% of participating ASPIRE & Summer School students in grades K-8 will increase AIMSweb benchmark scores by 10 points in reading & math.	<p><i>After-School Program for Instructional Remediation and Enrichment (ASPIRE)</i></p> <p>Summer School</p>	Percent of students that increase AIMSweb scores in ORF & NSF by 10 points.	<p>-Fall Benchmark 76%  participating students Tier 1 on AIMSweb Oral Reading Fluency -25% participating students Tier 1 on AIMSweb Number Sense Fluency</p>	<p>Target: 30% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Fall Benchmark).</p>	<p>Target: 40% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Winter Benchmark)</p>	<p>Target: 50% participating K-8 students will increase AIMSweb benchmark scores by 10points in Reading & Math (Spring Benchmark)</p>	<p>Target: This marks the start of a new school year.</p>	<p>ASPIRE – No Summer – Yes (Elementary) No (Middle)</p> <p>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 <i>After-School Program for Instructional Remediation & Enrichment (ASPIRE)</i> activity, which is traditionally face-to-face, could not be implemented this performance period.</p> <p>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%.</p>


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Annual Performance Report [FFY 2020-2021]

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

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Annual Performance Report [FFY 2020-2021]


Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	1) Provide an explanation for why the annual objective was not met 2) Clarify which performance target(s) that was not met
By end of SY2020-21, 80% of participating student's grades 9-12 will successfully earn credit(s) to graduate with a passing rate of 70%.	Credit Recovery (Eskuelan Puengi (EP)/ Summer School)	Percent of students that received a passing grade of 70% or higher to earn credit	<p>EP Session A: 80% Passing Rate A-37%, B-26%, C-17%, D-17%, F-3%</p> <p>EP Session B: 87% Passing Rate A-43%, B-26%, C-18%, D-12%, F-1%</p> <p>Summer School: Session A: 84% Session B: 85% Session C: 85% Session D: 84%</p> <p>Weight Average: 84%</p>	<p>Target: 70% of participating high school students will be on track to pass course(s) with passing rate of 70%</p>	<p>Target: 70% of participating high school students will be on track to pass course(s) with passing rate of 70%</p>	<p>Target: 80% of participating high school students will pass course(s) with passing rate of 70%</p>	<p>Target: This marks the start of a new school year.</p>	<p>Summer School - Yes Eskuelan Puengi – No</p> <p>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.</p> <p>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.</p> <p>It is critical to note, that the negative educational impacts of the COVID-19 pandemic situation were disproportionately larger for at-risk</p>

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							students, who are the primary recipients of services in this projects.  Program 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.

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Annual Performance Report [FFY 2020-2021]



<p>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.</p>	<p>Second Chance</p>	<p>Percent of students that will be on track to graduate or progress to the next grade level.</p>	<p>SY 18-19:  2th Grade N/A 11th Grade: 100% 10thGrade 100% 9th Grade 94%</p>	<p>Target: At least 4% of participating 17-21 and 2 or more years behind on track to graduate or progress to next grade level</p>	<p>Target: At least 6% on track to graduate or progress to next grade level</p>	<p>Target: At least 10% on track to graduate or progress to next grade level</p>	<p>Target: This marks the start of a new school year.</p>	<p>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.</p>
<p>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.</p>	<p>Alternative Pathways</p>	<p>Percent of students that graduate and/or on track to graduate</p>	<p>84% of students progressed to the next grade level (SY 2018-19)</p>	<p>Target: At least 55% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target: At least 60% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target: At least 65% of participating 17-21 and 2 or more years behind on track to graduate or advance to next grade level</p>	<p>Target: This marks the start of a new school year.</p>	<p>Yes. 79% of participating students in Asmuyao passed their courses and earned credit towards graduation, 14% greater than the target for the year.</p>

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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  g with participating school principals held training on December 16, 2020. Topics included Parent Literacy Night with resourced from the National Center  Improving Literacy.
- Cultural Awareness and Sensitivity training was held for ESL and regular classroom teachers in November 2020. Overall 45% of teacher agree that training was positive; more than 50% of teachers agree that the training will help them improve as a teacher and the topics were relevant to their work.

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

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

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- Overall, more than 50% of teachers responded that TAs/IPAs Overall effectiveness was outstanding.
- At least 80% of teachers reported that TAs spend more than 50% of the time supporting classroom instruction.
- School licenses (6,510 student licenses) for IXL 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%

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 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%

Middle School Math		
Grade	Number of Students	Percentage
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.

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

3.4.2. Alternative Pathways

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

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

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

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

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

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

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

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

- Implementation of *Eskuelan Puengi*.

3.4.1. Second Chance

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

3.4.2. Alternative Pathways

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

Observations and/or Challenges

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

Please add more numbers if necessary.

Consolidated Grant (#S403A200002)
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The COVID-19 pandemic situation has presented a multitude of challenges affecting both the delivery of educational supports and project activity implementation/timelines. The various Executive Orders throughout the school year which shut down schools for face to face instruction has hindered many of our activities such as ASPIRE and SAM were not implemented.

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

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)



Project No. 4



School Climate Culture & Engagement
(SCCE)

February 11, 2022

Revised March 14, 2022



Project Title: (Federal Program Name):	Project #4: School Climate Culture & Engagement (SCCE)	Federal Program & Allowable Use(s) of Funds: *Identify the Federal Program under which the project is being implemented. *If the project is being implemented under ESEA Title V, Part B, Subpart 2, identify under which Federal Program(s) the activities are authorized.	Title I - Improving the Academic Achievement to the Disadvantaged, Part A Improving Basic Programs Operated by local agencies, Sec. 1115 – Targeted Assistance Schools Title III - Language Instruction For English Learners And Immigrant Students, Sec. 3115 – Sub grants to eligible entities Title IV - 21st Century Schools, Part A - Student Support And Academic Enrichment Grants, Sec. 4108 - Activities to support safe and healthy students Title V - Flexibility And Accountability, Part B - Rural Education Initiative, Subpart 2 - Rural and Low-Income School Program	Federal Programs Oversight:	Rachel S. Duenas Senior State Program Officer Stephanie Chargualaf Senior State Program Officer Matthew Sablan State Program Officer
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Project Budget			Population Served							
Allocated	Total Obligated	% Obligated	Students Served 			Staff Served				
Public	Total	93%	Grade Level(s)	Projected Number	Actual Number	Projected Number of Teachers 	Actual Number of Teachers	Projected Number of Administrators	Actual Number of Administrators	
\$3,560,549.96	\$3,320,392.65			Group: [K-5]	75 425	3324	1,109 (K-12)	1971	26	778
	Expended \$2,235,867.53			Group: [6-8]	820 1,320	3139		991	8	595
Private	Private			Group: [9-12]	264 5,144	1964		962	7	661
Total Population Served					8427		3924		2034	

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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	<u>Target:</u> 60% success rate	<u>Target:</u> 60% success rate	<u>Target:</u> 60% success rate	<u>Target:</u> 60% success rate	Yes, the project objective was met, and the actual percentage of completed referrals exceeded the target of 60% for every quarter. The results for this year are as follows: 1 st Qtr: 72% 2 nd Qtr: 89% 3 rd Qtr: 94% 4 th Qtr: 87%
4.2 PBIS Framework 2% 3% 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	30% increase in the Tiered Fidelity Inventory Assessment results 3% increase in each school site in the level of implementation of the PBIS Framework.	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%	<u>Target:</u> Ongoing implementation	<u>Target:</u> Ongoing implementation	<u>Target:</u> ES TFI AVG (26 schools): Tier 1: 90% Tier 2: 81% Tier 3: 74% MS TFI AVG (1 school): Tier 1: 88% Tier 2: 44% HS TFI AVG (1 school): Tier 1: 95%	<u>Target:</u> Ongoing implementation	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective. Due to the inability to  conduct the assessment

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								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 Perception Survey	School Safety Perception rate of 80%	Baseline Data = SY19-20 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% Protective Ratio Avg: 76%	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 in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective. Due to the inability to conduct the assessment surveys, the annual target of 80% perception rate could not be determined.

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

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

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

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

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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. These activities will resume implementation upon the full return of in-person classroom learning and the lifting of COVID-19 restrictions.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).

List the reasons why the established goals (and/or project objectives) were not met, if appropriate.

Please add more numbers if necessary.

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

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)

Project No. 5


Private Non Public Schools


February 11, 2022

Revised March 14, 2022

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

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 2% increase in students scoring at the "Proficient/Ready" and "Advanced/Exceeding" level in Reading from baseline	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the "Ready" & "Exceeding" levels in Reading from baseline (ACT Aspire)	Similarly, the SY 17-18 ACT Aspire Reading results below can be used as baseline: 3 rd – 28% 4 th – 39% 5 th – 30% 6 th – 41% 7 th – 48% 8 th – 60% 9 th – 48% 10 th – 35%	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 3 rd – 36% 4 th – 45% 5 th – 34% 6 th – 42% 7 th – 45% 8 th – 53% 9 th – 39% 10 th – 50% The following grade levels increased at least 2%: 3 rd – 8% increase 4 th – 6% increase 5 th – 4% increase 10 th – 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) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>Goal 2: Advanced Placement (AP)</p> <p>At least 2% increase in the percentage of AP students scoring 3 or better among PNPs offering AP</p>	AP Testing	% of AP test takers who score a 3 or better	<p>Baseline: SY19-20: 38% of AP test results (in various subjects) had scores of 3 or better.</p>	<p>Target: AP Testing not administered at this time.</p>	<p>Target: AP Testing not administered at this time.</p>	<p>Target: AP Testing administered at this time.</p>	<p>Target: 2% increase</p>	<p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>22% of AP test results had scores of 3 or better in SY 20-21, so this objective was not met.</p> <p>Due to the health pandemic and social distancing that prevented in-class learning, student test results may have slightly dropped for some grade levels.</p>
<p>Goal 3: Professional Development (PD)</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	Professional Development (PD) Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<p>Target: 20% (If survey administered at this time.)</p>	<p>Target: 30% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Determination of whether or not this objective was met cannot be done at this time.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective</p> <p>The PD trainings were delayed due to the pandemic situation. Survey on strategy implementation has yet to be</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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 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. 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	Academic Special Events (ASE), STEAM	% increase of student participation in specialized events	No baseline data.	Target: <ul style="list-style-type: none"> ■ Ongoing specialized events and activities 	Target: Ongoing specialized events and activities	Target: Ongoing specialized events and activities	Target: Ongoing specialized events and activities	<p>conducted to allow time for trained teachers to apply the strategies learned in the classroom.</p> <p>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</p>
	Academic Special Events (ASE), STEAM	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	Target: <ul style="list-style-type: none"> ■ 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)	<p>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 activities and meet this objective.</p>
	College/Career Fairs	% of students indicating College/Career Fair relevant and helpful	No baseline data.	Target: <ul style="list-style-type: none"> ■ 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.)	<p>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</p>

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
to prepare for a college/career path								
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	College/Career Fairs	% of students indicating interest in pursuing STEAM college path or a CTE path	No baseline data.	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.)	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								
a) At least 10% of teachers reporting improved access to technology and online resources and more technology integration in the classroom	Continuing use of technology equipment	% teachers reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	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.
Please add more numbers if necessary.*

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

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


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

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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

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

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

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

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

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

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

Quality of Project Implementation:

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

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

Total Population Served

488

3

3

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in ELA from baseline	Teaching methods improvement through training, Access to technology, MAP Summative Testing	% of students in grades 2-7 scoring in the “Average or High” levels in Math tests from baseline MAP Test, and grades 8-10 judged to be “on track for College”	SY 19-20: ELA 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 ELA 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	8 th :75% 9 th :77% 10 th :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 10 th 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 2 nd : 76% 3 rd : 95% 4 th : 63% 5 th : 76% 6 th : 86% 7 th : 94% PSAT ELA Results 8 th :94% 9 th :90% 10 th :88%

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

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

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

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

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

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

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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 progress exceeds the established project objectives and performance measures.**
- Meets (3) – The grantee has provided quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**
- Approaches (2) – The grantee has provided quantifiable evidence of partial successful project implementation against the listed program objectives and performance measures.**
- Needs Work (1) – The grantee has provided evidence that does not address all of the established program objectives and performance measures.**
- Unsatisfactory (0) – The grantee is unable to provide any quantifiable evidence of successful project implementation against the listed program objectives and performance measures.**

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

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1: Academic Performance a) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” level in Math from baseline b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding”	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in Math from baseline (ACT Aspire)	Baseline data to be provided later.	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.
	ACT Aspire Summative Testing	% of students in grades 3-10 scoring in the “Ready” & “Exceeding” levels in	Baseline 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) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>level in Reading from baseline</p> <p>Goal 3: Professional Development (PD)</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in the classroom and feeling more confident in their teaching effectiveness (teacher efficacy)</p>	Professional Development (PD) Trainings	Reading from baseline (ACT Aspire) % of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<p>Target: 20% (If survey administered at this time.)</p>	<p>Target: 30% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>40% (If survey administered at this time.)</p> <p>school closures or severely limited in-person instruction. In response, remote learning was required, which limited the ability of the project to implement relative activities and meet this objective.</p> <p>Determination of whether or not this objective was met cannot be made at this time, as ACT Aspire results for SPCS are still pending.</p> <p>As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.</p> <p>There were 4 SPCS teachers who attended the virtual International Society for Technology in Education (ISTE) PD training. Survey on strategy implementation has yet to be conducted to allow time</p>	

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

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

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
and more technology integration in the classroom b) At least 10% of students reporting improved access to technology and online resources and more technology integration in the classroom	Continuing use of technology equipment	resources and more technology integration in the classroom % students reporting improved access to technology and online resources and more technology integration in the classroom	No baseline data.	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)								
<i>List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.) Please add more bullet points if necessary.</i>								
Two objectives were met. Based on surveys (<i>teacher/faculty, student/parent</i>) conducted during this reporting period, 88% of teachers and 93% of students reported improved access to technology and online resources; and 92% of teachers and 89% of students indicated increased integration of technology in the classroom.								

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

Observations and/or Challenges

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

Please add more numbers if necessary.

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

Insular Areas Team Program Staff Only


Quality of Project Implementation:

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

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

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

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1. Academic Performance a) At least 2% increase in students scoring at the “Proficient”/“Ready” and “Advanced/Exceeding” level in Math from baseline	 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.	<u>Target:</u> MAP standardized testing not done at this time	<u>Target:</u> MAP standardized testing not done at this time	<u>Target:</u> MAP testing for GAA students administered at this time.	<u>Target:</u> 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	<u>Target:</u> MAP standardized testing not	<u>Target:</u> MAP standardized testing not	<u>Target:</u> MAP testing for GAA students	<u>Target:</u> 2% increase	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various

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



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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
<p>Goal 3. Professional Development (PD)</p> <p>At least 40% of teachers participating in PD will report implementing strategies learned in their special event and feeling more confident in their coaching effectiveness.</p>	Professional Development (PD) Trainings	% of teachers who report, or are observed, to have a change in classroom instructional practices	No baseline data.	<p>Target: 20% (If survey administered at this time.)</p>	<p>Target: 30% (If survey administered at this time.)</p>	<p>Target: 40% (If survey administered at this time.)</p>	<p>Target: This marks the start of a new school year.</p>	<p>No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. This situation required teachers to instruct in multiple models of learning and severely obstructed their ability to participate in professional development.</p> <p>This objective was not met. GAA was informed of the virtual PD trainings held in SY20-21, but chose not to participate due to limited teaching personnel and time constraints.</p>

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 4. Specialized Events & Opportunities	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.

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
At least 60% of students who participate in STEAM activities, and other academic and non- academic special events will indicate being engaged in learning and confident in their academic work	Academic Special Events (ASE), STEAM activities	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	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 indicate that	College Fair Career Fair	% 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

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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								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 Integration								
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: <i>Improved access to technology – 69%</i> <i>Greater technology integration – 85%</i>
b) At least 10% students reporting improved access to technology and online resources for students and more technology integration in teaching	Technology purchase	% students reporting improved access to technology and online resources for students and more technology integration in teaching	No baseline data	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: <i>Improved access to technology – 93%</i> <i>Greater technology integration – 86%</i>

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Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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. 
2. Receiving timing feedback on requisitions imputed. 
3. Receiving timely authorization to spend funds.


Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
Goal 1: Academic Performance a) At least 2% in students scoring at the “Proficient/Ready” or “Advanced/Exceeding” level in Math from baseline. b) At least 2% increase in students scoring at the “Proficient/Ready” and “Advanced/Exceeding” in Reading from the baseline.	Summative Testing	% of students in grades K-12 scoring in the ‘Ready’ and ‘Exceeding’ levels in Math/ Reading from the baseline on standardized tests or % of students in appropriate grade levels scoring in the ‘Proficient’ and ‘Advanced’ levels in Math/ Reading on similar tests.	No baseline data available.	<u>Target:</u> Testing not done at this time	<u>Target:</u> Testing not done at this time.	<u>Target:</u> Testing takes place at this time.	<u>Target:</u> Testing results released at this time.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective.
	Summative Testing	% of teachers	No baseline data available.	<u>Target:</u> Testing not done.	<u>Target:</u> Testing not done.	<u>Target:</u> Testing taken at this time.	<u>Target:</u> Testing results released.	No, these first two objectives were not met. PICA students historically do not undertake summative assessment. However, PICA is considering having students undergo summative assessment in the coming year.

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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.	<u>Target:</u> 20% (If survey administered at this time.)	<u>Target:</u> 30% (If survey administered at this time.)	<u>Target:</u> 40% (If survey administered at this time.)	<u>Target:</u> This marks the start of a new school year.	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. No, this objective was not met. The PD Training that PICA signed up for (Robotics) did not happen. The only virtual PD trainings that took place in SY 20-21 were: <i>National Association for</i>


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

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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	No baseline data.	<u>Target:</u> At least 70% (If fair is held at this time.	<u>Target:</u> At least 70% (If fair is held at this time.	<u>Target:</u> At least 70% (If fair is held at this time.	<u>Target:</u> 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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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 15% of participating students will indicate an interest in pursuing STEAM college path or a CTE path	College/Career Fairs	% of students indicating an interest in pursuing a STEAM path in college or a CTE path	No baseline data.	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	<u>Target:</u> At least 15% (If survey administered at this time.)	No. As a result of the unforeseen extent as to which the COVID-19 pandemic would impact the education community, the Governor of Guam issued various Executive Orders resulting in multiple periods of either complete school closures or severely limited in-person instruction. In response, remote learning was required which limited the ability of the project to implement relative activities and meet this objective. The College/Career Fairs were cancelled due to the COVID pandemic. Hence, this objective was not met.
Goal 6: 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.	No base-line data.	<u>Target:</u> At least 5% of teachers	<u>Target:</u> At least 7% of teachers	<u>Target:</u> At least 10% of teachers	<u>Target:</u> At least 10% of teachers	Yes, this objective was met and exceeded, with the following results for teachers: <i>Improved access to technology and online resources – 100%</i> <i>Greater technology integration in the classroom – 100%</i>

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Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 10% of students reporting improved access to technology and online resources and more technology integration in teaching	<p>Purchase of Interactive white board.</p> <p>Continuing use of technology for teachers who were provided equipment earlier</p>	% 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.	<p>Yes, this objective was not only met but exceeded, with the following results for students:</p> <p><i>Improved access to technology and online resources – 71%</i></p> <p><i>Greater technology integration in the classroom – 57%</i></p>

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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.

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Observations and/or Challenges

*List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).
List the reasons why the established goals (and/or 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 as necessary. This was largely due to the COVID-19 pandemic situation as its negative impacts caused coordination, shipping and delivery delays from professional service providers and vendors for supplies, materials and equipment.

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


Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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

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

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
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 9 th grade GHSA student who joined the Guam Trades Academy Summer program in the 3 rd quarter passed two courses: (1) <i>Core Curriculum: Introductory Craft Skills</i> ; and (2) <i>Construction Craft Laborer</i> . Other students who were interested in joining were either involved in other

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
								summer camps or off-island. One (1) student joined the Youth Employment Internship Program. She is in 10 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

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

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures (i.e. metric) Enter the unit of measurement.	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
b) At least 60% of students who participate in STEAM activities, and other academic and non-academic special	STEAM Enrichment Kits Engineering Robotics: STEAM Engineering Robotics Drones	% of student participants who indicate being “engaged” and “confident” in their work	No baseline data.	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.)	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 Yes. Robotics club was able to meet when government mandates allowed. However, GHSA had to limit numbers due to COVID regulations on room capacity.

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

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

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

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

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

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

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

Evidence of Success/ Progress (bullet points)

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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.  Therefore, two of our students did not progress in WorkKeys. One was able to successfully complete the course and obtain his certificate.
2. COVID mandates limited the amount of time our clubs were able to meet in person. Therefore, groups like Math Olympiad did not meet.


Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

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

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

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

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



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

Evidence of Success/ Progress *(bullet points)*

List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 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 2; 85% of students showing improved scores from the baseline after year 3.

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).

List the reasons why the established goals (and/or project objectives) were not met, if appropriate.

Please add more numbers if necessary.

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

Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)

Project No. 6

State Administration / State Educational Agency

February 11, 2022

Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

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

Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

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

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

Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

Project Objective(s) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures <i>(i.e. metric) Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
6.1.2. 60% of GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.	Stakeholders Workshops	% of GDOE stakeholders will report (a) effective, timely, and relevant information received, (b) improved knowledge of pertinent grant information, programs, and requirements, and (c) receiving high quality support, guidance, consultation and technical assistance during workshops.	92% of workshop participants/stakeholders report receiving high quality support, guidance, and technical assistance during workshops	Target: 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: 60% of LEAs	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) <i>Add additional rows for each separate project objective.</i>	Project Activity <i>(Each project activity should be connected project objective in the previous column)</i>	Performance Measures <i>(i.e. metric) Enter the unit of measurement.</i>	Baseline Data	Quarterly Performance Targets				Was this project objective met? Please indicate: Yes or No. If no, please explain below:
				Quarter 1 Performance Target	Quarter 2 Performance Target	Quarter 3 Performance Target	Quarter 4 Performance Target	
understanding of proper grants management, project design, planning, evaluation, implementation, and developing and designing services and activities to better serve the students and teachers within the district.		developing and designing services and activities to better serve the students and teachers within the district.	design services/activities					
Evidence of Success/ Progress (bullet points) <i>List quantifiable evidence that supports the project(s) success/progress (e.g., higher number of teachers retained from SY-SY, decrease in dropout rates by X% from SY-SY, % increase in 7th grade reading scores on TEST from SY-SY) and the method of evaluation used (e.g., human resources data, SAT10 scores, teacher surveys.)</i> Please add more bullet points if necessary.								
<ul style="list-style-type: none"> • 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. 								

Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

Activities

List the major activities that were implemented within this project.

Please add more numbers if necessary.

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

Observations and/or Challenges

List any major observations and/or challenges that may influence the implementation of similar project(s) (e.g., issues with data validity, procurement timelines).

List the reasons why the established goals (and/or project objectives) were not met, if appropriate.

Please add more numbers if necessary.

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

Consolidated Grant Annual Performance Report [FISCAL YEAR] Template

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



Insular Areas Team Program Staff Only

Quality of Project Implementation:

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

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Federal Financial Report
SF-425

Page 1 - Page 29
February 11, 2022

Federal Financial Report

(Follow form Instructions)

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

1. Federal Agency and Organizational Element to Which Report is Submitted U.S. Department of Education		2. Federal Grant or Other Identifying Number Assigned by Federal Agency (To report multiple grants, use FFR Attachment) S403A200002	
3. Recipient Organization (Name and complete address including Zip code) Recipient Organization Name: GUAM DEPARTMENT OF EDUCATION			
Street1: 500 Mariner Avenue		Street2:	
City: Tiyan Barrigada		County: United States	
State: GU: Guam		Province:	
Country: USA: UNITED STATES		ZIP / Postal Code: 96913-0000	
4a. DUNS Number 855023255	4b. EIN 1-660491518	5. Recipient Account Number or Identifying Number (To report multiple grants, use FFR Attachment) 220.XX.000.XXXX.20.XXXX.XX.82	
6. Report Type <input type="checkbox"/> Quarterly <input type="checkbox"/> Semi-Annual <input checked="" type="checkbox"/> Annual <input type="checkbox"/> Final	7. Basis of Accounting <input checked="" type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual	8. Project/Grant Period From: 07/01/2020 To: 09/30/2021	9. Reporting Period End Date 09/30/2021
10. Transactions			Cumulative
<i>(Use lines a-c for single or multiple grant reporting)</i>			
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
<i>(Use lines d-o for single grant reporting)</i>			
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:			
l. Total Federal program income earned			0.00
m. Program Income expended in accordance with the deduction alternative			0.00
n. Program Income expended in accordance with the addition alternative			0.00
o. Unexpended program income (line l minus line m or line n)			0.00

11. Indirect Expense

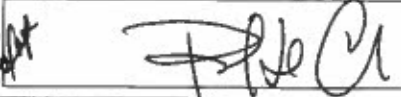
a. Type	b. Rate	c. Period From	Period To	d. Base	e. Amount Charged	f. Federal Share
Restricted	9.50	10/01/2020	09/30/2021	5,861,107.91	556,805.25	556,805.25
g. Totals:				5,861,107.91	556,805.25	556,805.25

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

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

a. Name and Title of Authorized Certifying Official

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

b. Signature of Authorized Certifying Official 

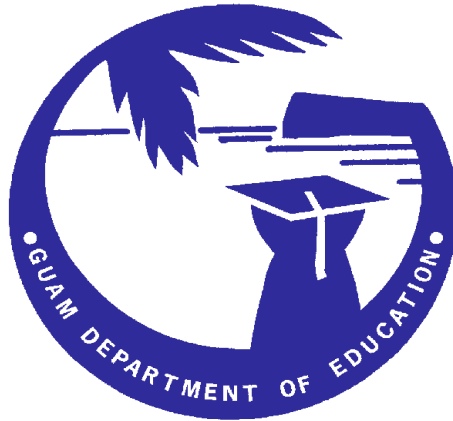
c. Telephone (Area code, number and extension)

d. Email Address

e. Date Report Submitted

14. Agency use only:

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



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

Annual Performance Report (APR)

Supporting Documents
Grant Status Reports

Guam Department of Education

Grant Status Report

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

Program Code	Organization	Expense Category	Budget	Encumbrances	Requisitions	Actual Expenditures	Available Budget
	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	19,802.22
			\$ 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	64,816.34
			\$ 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	(10,272.00)
8281	Curriculum Quality and Develop	Conferences/Registration Fees	-	16,208.16	-	42,305.84	(58,514.00)

Guam Department of Education

Grant Status Report

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

Guam Department of Education

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

Guam Department of Education

Grant Status Report

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

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

Guam Department of Education

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

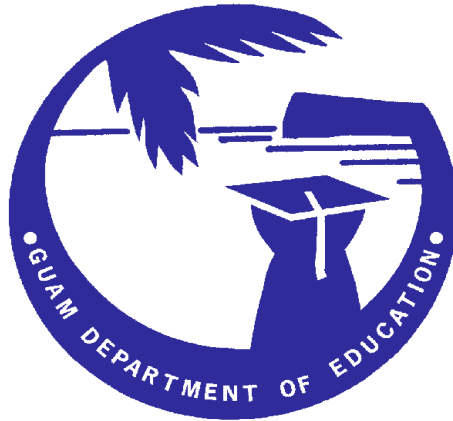
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8284	Private Non-Public Schools PNP	Travel	928.00	-	-	-	928.00
8284	Private Non-Public Schools PNP	Contractual	802,441.00	72,395.98	148,353.72	16,422.00	565,269.30
8284	Private Non-Public Schools PNP	Conferences/Registration Fees	-	1,907.84	-	21,598.16	(23,506.00)
8284	Private Non-Public Schools PNP	Membership Fees/Warranties	-	4.47	-	10,186.09	(10,190.56)
8284	Private Non-Public Schools PNP	Staff Development/Training	-	-	436.00	-	(436.00)
8284	Private Non-Public Schools PNP	Supplies & Materials	606,418.76	77,410.69	9,120.00	137,547.54	382,340.53
8284	Private Non-Public Schools PNP	Test Kits Mat.	-	-	-	57,699.01	(57,699.01)
8284	Private Non-Public Schools PNP	TechSuppl(PC,iPad,Laptops,etc)	778,432.64	-	-	745,886.52	32,546.12
8284	Private Non-Public Schools PNP	Office/Library/Class Equipment	341,666.69	-	-	-	341,666.69
8284	Private Non-Public Schools PNP	Technology Eq (iPad, etc.)	-	8,696.00	-	303,653.21	(312,349.21)
8284	Private Non-Public Schools PNP	Indirect Cost	9,922.96	-	-	8,188.11	1,734.85
			\$ 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

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

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

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8284	Private Non-Public Schools PNP	Travel	928.00	-	-	-	928.00
8284	Private Non-Public Schools PNP	Contractual	802,441.00	72,395.98	148,353.72	16,422.00	565,269.30
8284	Private Non-Public Schools PNP	Conferences/Registration Fees	-	1,907.84	-	21,598.16	(23,506.00)
8284	Private Non-Public Schools PNP	Membership Fees/Warranties	-	4.47	-	10,186.09	(10,190.56)
8284	Private Non-Public Schools PNP	Staff Development/Training	-	-	436.00	-	(436.00)
8284	Private Non-Public Schools PNP	Supplies & Materials	606,418.76	77,410.69	9,120.00	137,547.54	382,340.53
8284	Private Non-Public Schools PNP	Test Kits Mat.	-	-	-	57,699.01	(57,699.01)
8284	Private Non-Public Schools PNP	TechSuppl(PC,iPad,Laptops,etc)	778,432.64	-	-	745,886.52	32,546.12
8284	Private Non-Public Schools PNP	Office/Library/Class Equipment	341,666.69	-	-	-	341,666.69
8284	Private Non-Public Schools PNP	Technology Eq (iPad, etc.)	-	8,696.00	-	303,653.21	(312,349.21)
8284	Private Non-Public Schools PNP	Indirect Cost	9,922.96	-	-	8,188.11	1,734.85
			\$ 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

FY2020 - PENDING PERSONNEL OBLIGATIONS

EIN - PROJ	Name	Loc	PROG	PP	PPE	Fiscal Year						Grand Total	Location Description	Validation w/ Fed. Roster & Cert	Comments	
						0111	0112	0113	0114	0115	0121					
0545-82660	NORMA J AGUION	840	82660	PP01	9/26/2020	2,165.50						771.76	2,937.26	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP01	9/26/2020	2,164.15						672.09	2,836.24	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
06343-82660	ROSALIN F MEEKS	436	82660	PP01	9/26/2020	1,938.05						537.42	2,475.47	436 - OMS - OCEANVIEW MIDD	XXX	DO NOT REIMBURSE - Emp. Transferred to Local Ref. AIE: 2021-23 & IUL 531
15705-82660	VANESSA B MAGAL	840	82660	PP01	9/26/2020	2,164.15						751.86	2,916.01	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
0545-82660	NORMA J AGUION	840	82660	PP02	10/10/2020	2,164.15						795.64	2,959.79	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP02	10/10/2020	2,164.15						685.66	2,849.81	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
15705-82660	VANESSA B MAGAL	840	82660	PP02	10/10/2020	2,164.15						775.76	2,939.91	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
0545-82660	NORMA J AGUION	840	82660	PP03	10/24/2020	2,164.15						810.36	2,974.51	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP03	10/24/2020	2,164.15						703.59	2,867.74	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
15705-82660	VANESSA B MAGAL	840	82660	PP03	10/24/2020	2,164.15						790.69	2,954.84	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
0545-82660	NORMA J AGUION	840	82660	PP04	11/17/2020	2,164.15						810.57	2,974.72	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP04	11/17/2020	2,164.15						700.59	2,864.74	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
0545-82660	NORMA J AGUION	840	82660	PP05	11/21/2020	2,164.15						810.57	2,974.72	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP05	11/21/2020	2,164.15						700.59	2,864.74	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
0545-82660	NORMA J AGUION	840	82660	PP06	12/2/2020	2,164.15						810.57	2,974.72	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP06	12/2/2020	2,164.15						703.59	2,867.74	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
0545-82660	NORMA J AGUION	840	82660	PP07	12/18/2020	2,164.15						810.57	2,974.72	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP07	12/18/2020	2,164.15						700.59	2,864.74	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
04236-82620	VICTORIA M ACOSTA	475	82620	PP07	12/19/2020			646.11				183.63	829.74	475 - OHS - OKKODO HIGH	XXX	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 original federal roster at the time 02/02/2021 fiscal feedback and update from HR that the employee was transferred to local funds; she is a retiree and can't be picked up as a full time so she was transferred to Local funds as a Substitute Ref. AIE: 2021-11
0545-82660	NORMA J AGUION	840	82660	PP08	1/2/2021	2,164.15						810.57	2,974.72	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
07593-82660	ROSA G MAFNAS	840	82660	PP08	1/2/2021	2,164.15						700.59	2,864.74	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
15705-82660	VANESSA B MAGAL	840	82660	PP08	1/2/2021	2,164.15						790.69	2,954.84	840 - ED SUP & C - EDUCATION	✓	Assigned to assist with COVID
04236-82620	VICTORIA M ACOSTA	475	82620	PP10	1/30/2021			551.43				156.72	708.15	475 - OHS - OKKODO HIGH	XXX	DO NOT REIMBURSE, Ref. AIE: 2021-11 V. Acosta_Local
10697-82810	MICHELE A FRANQUEZ	820	82810	PP10	1/30/2021	1,759.62						696.48	2,456.10	820 - C & I - CURRICULUM & IN	XXX	REQUIRES AIE - Detail Assignment Not CG Activity Ref. AIE: 2021-15 - DO NOT REIMBURSE
10697-82810	MICHELE A FRANQUEZ	820	82810	PP11	2/13/2021	1,759.62						696.48	2,456.10	820 - C & I - CURRICULUM & IN	XXX	Ref. AIE: 2021-18 - DO NOT REIMBURSE
10697-82810	MICHELE A FRANQUEZ	811	82810	PP12	2/17/2021	1,759.62						696.48	2,456.10	811 - SUPER ED - SUPERINTEND	XXX	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 Date is 05/22/2021 and then an email to M. Camacho - C&I to see if detail assignment was extended as PIO to prepare an AIE if so, 05/24/2021 Ref. AIE: 2021-24 Acting PIO - Charges should be under Local funds
10697-82810	MICHELE A FRANQUEZ	820	82810	PP17	5/8/2021	1,759.62						696.48	2,456.10	820 - C & I - CURRICULUM & IN	XXX	Employee not on certification provided this PPE but on Labor Cost due to PPE End date, sent email follow up to M. Camacho - C&I confirming that assignment is until further notice, employee is not with their workite or Project this PPE; 05/24/2021 Ref. AIE: 2021-28 Acting PIO - Charges should be under Local funds
10697-82810	MICHELE A FRANQUEZ	820	82810	PP18	5/22/2021	1,759.62						696.48	2,456.10	820 - C & I - CURRICULUM & IN	XXX	Reference AIE: 201-29 DO NOT REIMBURSE, Detailed to Local Duties
10697-82810	MICHELE A FRANQUEZ	820	82810	PP19	6/5/2021	1,759.62						696.48	2,456.10	820 - C & I - CURRICULUM & IN	XXX	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP19	6/5/2021	951.12						400.93	1,352.05	434 - JLRGMS - JOSE L.G. ROSA	???	Reference Detail Memo dated 03/17/2021 - Assigned to C&I to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
09781-82820	STEPHANIE C GARRIDO	314	82820	PP19	6/5/2021	951.12						772.80	1,723.92	314 - MULES - MU. LUJAN ELEA	???	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP20	6/19/2021	951.12						374.86	1,325.98	316 - OCPES - ORDO/CHALAN	???	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
12149-82820	AUBRE V OKADA	307	82820	PP19	6/5/2021	951.12						296.49	1,247.61	307 - HSTES - H.S. TRUMAN ELE	???	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
12440-82820	NADIA R MONDIA	436	82820	PP19	6/5/2021	951.12						446.82	1,397.94	436 - OMS - OCEANVIEW MIDD	???	Reference Detail Memo dated 03/17/2021 - Assigned to C&I to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
13917-82820	DANIELLE MARIE G QUINAT	315	82820	PP19	6/5/2021	951.12						277.48	1,228.60	315 - MMES - MERIZO MARTRYR	???	Reference Detail Memo dated 05/22/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
14648-82820	ELISSA Q SANTOS	311	82820	PP19	6/5/2021	951.12						277.48	1,228.60	311 - JQSMS - J.L.Q. SAN MIGUE	???	Reference Detail Memo dated 03/17/2021 - Assigned to ESCL - SCCE Project to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
14864-82820	KRISTAL K ROMERO	318	82820	PP19	6/5/2021	951.12						296.49	1,247.61	318 - HPBES - H.B. PRICE ELEME	???	Reference Detail Memo dated 03/17/2021 - Assigned to ESCL - SCCE Project to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
15029-82820	KIANA C BLAS	328	82820	PP19	6/5/2021	951.12						296.49	1,247.61	328 - LES - LIGUAN ELEMENTAR	???	Reference Detail Memo dated 03/17/2021 - Assigned to C&I to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
15325-82820	JUNE N BUNAG	306	82820	PP19	6/5/2021	811.35						256.76	1,068.11	306 - FES - FINEGAYAN ELEMEN	???	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
15932-82820	ROBIN HARRY	321	82820	PP19	6/5/2021	689.65						698.49	1,388.14	321 - UES - UPI ELEMENTARY	???	Reference Detail Memo dated 03/20/2021 - Assigned to Procurement Office to assist with ESF and ARP; Requires AIE; PENDING SUPPORTING DOCUMENTS
15080-82820	SIMON L SAN NICOLAS	475	82820	PP19	6/5/2021	559.83						307.74	867.57	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ: 82840; Reference Detail Memo dated 03/17/2021 - Assigned to Federal Programs Office to assist with ESF and ARP efforts.
15080-82840	SIMON L SAN NICOLAS	475	82840	PP19	6/5/2021	251.52						138.25	389.77	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ: 82820; Reference Detail Memo dated 03/17/2021 - Assigned to Federal Programs Office to assist with ESF and ARP efforts.
10697-82810	MICHELE A FRANQUEZ	820	82810	PP20	6/19/2021	1,759.62						696.48	2,456.10	820 - C & I - CURRICULUM & IN	XXX	Reference AIE: 2021-32 Employee Acting PIO should be charged to local funds
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP20	6/19/2021	951.12						400.93	1,352.05	434 - JLRGMS - JOSE L.G. ROSA	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
09781-82820	STEPHANIE C GARRIDO	314	82820	PP20	6/19/2021	951.12						772.80	1,723.92	314 - MULES - MU. LUJAN ELEA	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP20	6/19/2021	951.12						374.86	1,325.98	316 - OCPES - ORDO/CHALAN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
12149-82820	AUBRE V OKADA	307	82820	PP20	6/19/2021	951.12						296.49	1,247.61	307 - HSTES - H.S. TRUMAN ELE	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
12440-82820	NADIA R MONDIA	436	82820	PP20	6/19/2021	951.12						446.82	1,397.94	436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
13917-82820	DANIELLE MARIE G QUINAT	315	82820	PP20	6/19/2021	951.12						277.48	1,228.60	315 - MMES - MERIZO MARTRYR	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
14648-82820	ELISSA Q SANTOS	311	82820	PP20	6/19/2021	951.12						277.48	1,228.60	311 - JQSMS - J.L.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents.
14864-82820	KRISTAL K ROMERO	318	82820	PP20	6/19/2021	951.12						296.49	1,247.61	318 - HPBES - H.B. PRICE ELEME	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents.
15029-82820	KIANA C BLAS	328	82820	PP20	6/19/2021	951.12						296.49	1,247.61	328 - LES - LIGUAN ELEMENTAR	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15325-82820	JUNE N BUNAG	306	82820	PP20	6/19/2021	811.35						256.76	1,068.11	306 - FES - FINEGAYAN ELEMEN	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15932-82820	ROBIN HARRY	321	82820	PP20	6/19/2021	811.35						733.07	1,544.42	321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
15080-82820	SIMON L SAN NICOLAS	475	82820	PP20	6/19/2021	559.83						307.74	867.57	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ: 82840; Employee temporarily assigned to FPO, pending AIE and supporting documents.
15080-82840	SIMON L SAN NICOLAS	475	82840	PP20	6/19/2021	251.52						138.25	389.77	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ: 82820; Employee temporarily assigned to FPO, pending AIE and supporting documents.

PPE	PP	Sum of Grand Total
Jan	PP08	8794.3
	PP10	3164.25
Jan Total		11958.55
Feb	PP11	2456.1
	PP12	2456.1
Feb Total		4912.2
May	PP17	2456.1
	PP18	2456.1
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
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FY2020 - PENDING PERSONNEL OBLIGATIONS

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

FY2020 - PENDING PERSONNEL OBLIGATIONS

15080-82840	SIMON L SAN NICOLAS	475	82820	PP23	7/31/2021	559.83		867.47	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AIE and supporting documents.	
15080-82840	SIMON L SAN NICOLAS	475	82840	PP23	7/31/2021	251.52		389.73	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AIE and supporting documents.	
14387-82620	VICTORIA B REYES	302	82620	PP23	7/31/2021	-		-	302 - MAES - 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		374.72	318 - HPES - H.B. PRICE ELEM	???	Employee temporarily assigned to C&I / DIA, pending AIE and supporting documents	
06606-82810	CHRISTINE C HERNANDEZ	850	82810	PP24	8/14/2021	2,172.87		207.88	2,380.75	850 - SP - ED - SPECIAL EDUCATC	???	REQUIRES MORE RESEARCH
10697-82810	MICHELLE A FRANQUEZ	820	82810	PP24	8/14/2021	9,093.53		802.69	9,896.22	820 - C & I - CURRICULUM & INC	XXX	Reference AIE 2021-40 Employee Acting PID should be charged to local funds
07232-82820	KEVIN P MAMBUSAN	471	82820	PP24	8/14/2021	951.12		296.35	1,247.47	471 - GWHIS - GEORGE WASHIN	???	Employee temporarily assigned to C&I/DIA, pending AIE and supporting documents
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP24	8/14/2021	951.12		400.79	1,351.91	434 - JGRMS - JOSE L.G. RIOS A	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
09781-82820	STEPHANIE C GARRIDO	314	82820	PP24	8/14/2021	951.12		772.66	1,723.78	314 - MAUES - M.A. LULLOA ELE	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
10214-82820	MADELENE D SANTOS	329	82820	PP24	8/14/2021	811.35		256.62	1,067.97	329 - AES - ADACAGO ELEMEN	???	Employee temporarily assigned to C&I / DIA, pending AIE and supporting documents; EMPLOYEES NOT ON CERTIFICATION
10971-82820	LEILANI L CRUZ	438	82820	PP24	8/14/2021	811.35		361.06	1,172.41	438 - JPTSA - J.P. TORRES SUCCI	???	PROCEED: Labor Cost show date outside of reporting cycle
12083-82820	KRYSTAL-RAE B JESUS	316	82820	PP24	8/14/2021	808.45		334.17	1,142.62	316 - OCPES - ORODOT/CHALAN	???	Employee not on certification, outside reporting cycle
12440-82820	NADIA R MONDA	436	82820	PP24	8/14/2021	951.12		446.68	1,397.80	436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
13917-82820	DANIELLE MARIE G QUINATA	315	82820	PP24	8/14/2021	951.12		277.34	1,228.46	315 - MMES - MERIZO MARTYR	???	Employee temporarily assigned to C&I / DIA, pending AIE and supporting documents.
14411-82820	KRISTINA M FLORES	437	82820	PP24	8/14/2021	537.92		178.92	716.84	437 - AMS - ASTUMBO MIDDLE	???	Employee not on certification provided, outside of reporting cycle
14533-82820	SHANA R CHARFAUROS	430	82820	PP24	8/14/2021	811.35		361.06	1,172.41	430 - AUMS - A.J. JOHNSTON MI	???	NEED RESEARCH Labor Cost outside of reporting cycle
14648-82820	ELYSSA Q SANTOS	311	82820	PP24	8/14/2021	951.12		277.34	1,228.46	311 - JQMES - J.Q. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents.
14864-82820	KRISTAL K CASTRO	318	82820	PP24	8/14/2021	951.12		643.24	1,594.36	318 - HPES - H.B. PRICE ELEM	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15029-82820	KIANA C BLAS	328	82820	PP24	8/14/2021	951.12		296.35	1,247.47	328 - LES - LIGUAN ELEMENTAR	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15325-82820	JUNE N BUNAG	306	82820	PP24	8/14/2021	811.35		256.62	1,067.97	306 - FES - FINEGAYAN ELEMEN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
15768-82820	JULIUS A TALAVERA	432	82820	PP24	8/14/2021	811.35		445.85	1,257.20	432 - FBUMGS - F.B. LEON GUER	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15775-82820	BRITANY CHAUNTEL C SMIT	438	82820	PP24	8/14/2021	811.35		256.62	1,067.97	438 - JPTSA - J.P. TORRES SUCCI	???	Employee temporarily assigned to C&I / DIA, pending AIE and supporting documents.
15776-82820	ISABEL JOY S URSUA	473	82820	PP24	8/14/2021	811.35		256.62	1,067.97	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		256.62	1,067.97	321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
16155-82820	ZANE MTIN	430	82820	PP24	8/14/2021	694.72		223.47	918.19	430 - AUMS - A.J. 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		713.92	1,525.27	431 - VSABMS - V.S.A. BENAVER	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
13930-82820	EDWIN I BALMONTE	431	82820	PP24	8/14/2021	811.35		334.99	1,146.34	431 - VSABMS - V.S.A. BENAVER	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to C&I / DIA, 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
15784-82820	ALEXIS M TAITANO	316	82820	PP24	8/14/2021	811.35		256.62	1,067.97	316 - OCPES - ORODOT/CHALAN	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
16018-82820	DYLAN ROSS M GAMACHO	304	82820	PP24	8/14/2021	811.35		256.62	1,067.97	304 - CLTES - C.L. TAITANO ELE	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
16021-82820	AMANDA J QUINATA	319	82820	PP24	8/14/2021	811.35		256.62	1,067.97	319 - TALE - TALDOFO ELEME	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
16106-82820	JASMIN S SAMBRANO	320	82820	PP24	8/14/2021	811.35		256.62	1,067.97	320 - TAMES - TAMUNING ELE	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
15080-82820	SIMON L SAN NICOLAS	475	82820	PP24	8/14/2021	559.83		307.64	867.47	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AIE and supporting documents.
15080-82840	SIMON L SAN NICOLAS	475	82840	PP24	8/14/2021	251.52		138.21	389.73	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to FPD, pending AIE and supporting documents.
05711-82620	EMILIANA E LIMITIACO	472	82620	PP24	8/14/2021	600.00	8.70	608.70	472 - JPKHS - JOHN F. KENNEDY	5	STIPENDS - ESQUELIZAN PUENGE PROJECT (partial payment due to overpayment of \$300.00 on one subject, Ref. email dated 09/07/2021). ONLY REMAINING \$600.00 balance + \$8.70 benefits = \$608.70. Difference of \$608.70 will remain pending until benefits is received with supporting documents. Original payout breakdown was \$5,200.00 (101150) and for benefits \$17.40 (101210). Only allowing for one payout of \$600.00 due to the overpayment of one of the \$600.00 payouts.	
13709-82820	LEI N ICHIOS	318	82820	PP24	8/14/2021	951.12		400.79	1,351.91	318 - HPES - H.B. PRICE ELEM	???	Employee temporarily assigned to C&I / DIA, pending AIE and supporting documents.
05806-82820	SAHLEE M FELISAN	432	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	432 - FBUMGS - F.B. LEON GUER	5	STIPENDS - SUMMER SCHOOL SY20-21; NOT ON THE STIPEND LISTING UNDER THIS LOCATION	
09528-82820	BEATRIZ A CAMACHO	474	82820	PP24	8/14/2021	2,700.00	39.15	2,739.15	474 - SHS - SOUTHERN HIGH	5	STIPENDS - SUMMER SCHOOL SY20-21	
10768-82820	JOSEPH V LUIAN	472	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	472 - JPKHS - JOHN F. KENNEDY	5	STIPENDS - SUMMER SCHOOL SY20-21; Not under this location	
10901-82820	MADELEINE O GOLEZ	473	82820	PP24	8/14/2021	2,300.00	33.35	2,333.35	473 - SSHS - SIMON A SANCHEZ	5	STIPENDS - SUMMER SCHOOL SY20-21; Not under this location	
13224-82820	RACHEL F POCAIGUE	476	82820	PP24	8/14/2021	1,700.00	24.65	1,724.65	476 - THS - TIYAN HIGH	5	NOT LEGIBLE; NEED TO PREPARE CERTIFICATION TO SEND TO SCHOOL SITE	
15435-82820	MEGHAN BORJA	476	82820	PP24	8/14/2021	4,250.00	61.63	4,311.63	476 - THS - TIYAN HIGH	5	NOT LEGIBLE; NEED TO PREPARE CERTIFICATION TO SEND TO SCHOOL SITE	
16026-82820	LAUREN MICHELLE T AGAR	471	82820	PP24	8/14/2021	4,250.00	61.63	4,311.63	471 - GWHIS - GEORGE WASHIN	5	STIPENDS - SUMMER SCHOOL SY20-21; Not under this location	
16173-82820	CHRISTIAN A.N. DIAZ	471	82820	PP24	8/14/2021	4,250.00	61.63	4,311.63	471 - GWHIS - GEORGE WASHIN	5	STIPENDS - SUMMER SCHOOL SY20-21; Not under this location	
04887-82820	DANILO U DIMAG	313	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
05436-82820	MARY JEAN P SUMBANG	313	82820	PP24	8/14/2021	2,400.00	34.80	2,434.80	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
08810-82820	ANTHONY B IGNACIO	328	82820	PP24	8/14/2021	3,750.00	54.38	3,804.38	328 - LES - LIGUAN ELEMENTAR	????X	STIPENDS - SUMMER SCHOOL SY20-21	
09027-82820	FLORISA R TORCELINO	313	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
09727-82820	STEPHANE C CONCEPCION	319	82820	PP24	8/14/2021	6,000.00	87.00	6,087.00	319 - TALE - TALDOFO ELEME	????X	STIPENDS - SUMMER SCHOOL SY20-21; PAID AS COORD. AND TEACHER	
10900-82820	JONILYN L SAN NICOLAS	313	82820	PP24	8/14/2021	6,000.00	87.00	6,087.00	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
11909-82820	NATASHA P CRUZ	313	82820	PP24	8/14/2021	4,350.00	63.50	4,413.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
13004-82820	ALYSSA R POSADAS	313	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
13588-82820	JUOITH S ARIDA	313	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
14278-82820	JAMIELYNN S MANTANONIA	313	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
14692-82820	SEAN P PEREZ	313	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELE	5	STIPENDS - SUMMER SCHOOL SY20-21; NO CERTIFICATION SUBMISSION FROM SCHOOL SITE	
14889-82820	ALYXANDRA B REYES	321	82820	PP24	8/14/2021	3,000.00	43.50	3,043.50	321 - UES - UPI ELEMENTARY	????X	STIPENDS - SUMMER SCHOOL SY20-21	
10697-82810	MICHELLE A FRANQUEZ	811	82810	PP25	8/28/2021	1,759.62	696.34	2,455.96	811 - SUPER ED - SUPERINTEND	???	Reference AIE for Employee Acting PID should be charged to local funds.	
05406-82820	ARLENE M SAN NICOLAS	316	82820	PP25	8/28/2021	811.35	256.62	1,067.97	316 - OCPES - ORODOT/CHALAN	???	Per Principal that all T.A.'s were assigned to perform local activities	
06113-82820	RHONDA M MANTANONIA	316	82820	PP25	8/28/2021	951.12	296.35	1,247.47	316 - OCPES - ORODOT/CHALAN	???	Per Principal that all T.A.'s were assigned to perform local activities	
07117-82820	SHARLEEN ANN CAMACHO	434	82820	PP25	8/28/2021	1,400.27	404.98	1,805.25	434 - JGRMS - JOSE L.G. RIOS A	???	Certification includes TDR of local activities performed	
07232-82820	KEVIN P MAMBUSAN	471	82820	PP25	8/28/2021	951.12	296.35	1,247.47	471 - GWHIS - GEORGE WASHIN	???	Employee temporarily assigned to C&I/DIA, pending AIE and supporting documents.	
09358-82820	GLORIA C MOLANO	433	82820	PP25	8/28/2021	1,185.62	542.69	1,728.31	433 - IMS - INARAAN MIDDLE	XXX	Ref. email dated 9/9/2021 from Payroll that employee was overpaid and funds should be repaid	
09693-82820	TARA ANN Q QUIDACHAY	434	82820	PP25	8/28/2021	951.12	400.79	1,351.91	434 - JGRMS - JOSE L.G. RIOS A	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.	
09753-82820	STEPHANIE R SANTIAGO	316	82820	PP25	8/28/2021	951.12	296.35	1,247.47	316 - OCPES - ORODOT/CHALAN	???	Per Principal that all T.A.'s were assigned to perform local activities	

FY2020 - PENDING PERSONNEL OBLIGATIONS

09781-82820	STEPHANIE C GARRIDO	314	82820	PP25	8/28/2021	951.12		772.66	1,723.78	314 - MULES - MAI LUJIAN ELEA	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
10214-82820	MADELENE D SANTOS	329	82820	PP25	8/28/2021	811.35		256.62	1,067.97	329 - AES - ADACAO ELEMINTA	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents; EMPLOYEES 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		314.72	1,325.84	316 - OCPES - ORDOY/CHALAN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
12440-82820	NADIA R MONDIA	436	82820	PP25	8/28/2021	951.12		466.68	1,397.80	436 - OMS - OCEANVIEW MIDD	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
13340-82820	ANTHONY J AQUINO	434	82820	PP25	8/28/2021	951.12		296.35	1,247.47	434 - JGRMS - JOSE L.G. RIOS A	???	Certification includes TOR of Local activities performed
13917-82820	DANIELLE MARIE G QUINAT1	315	82820	PP25	8/28/2021	951.12		277.34	1,228.46	315 - MMS - MERIZO MARTYRE	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
14411-82820	KRISTINA M FLORES	437	82820	PP25	8/28/2021	684.58		220.60	905.18	437 - AMS - ASTUMBO MIDDLE	???	Employee not on certification provided, outside of reporting cycle
14648-82820	ELYSSA S SANTOS	311	82820	PP25	8/28/2021	951.12		277.34	1,228.46	311 - JQDMS - J.L. SAN MIGUE	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents.
14853-82820	JOLYNN APRIL M NEDEGDO	434	82820	PP25	8/28/2021	951.12		296.35	1,247.47	434 - JGRMS - JOSE L.G. RIOS A	???	Certification includes TOR 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 ELEM	???	Employee temporarily assigned to ESCL SCCE Project, pending AIE and supporting documents; EMPLOYEES NOW "CASTING"
15029-82820	KIAMIC A BLAS	328	82820	PP25	8/28/2021	951.12		296.35	1,247.47	328 - LES - LIGUAN ELEMENTAR	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15301-82820	PETER PAUL S SAN NICOLAS	434	82820	PP25	8/28/2021	811.35		256.62	1,067.97	434 - JGRMS - JOSE L.G. RIOS A	???	Certification includes TOR of Local activities performed
15325-82820	JUNE N BUNAG	306	82820	PP25	8/28/2021	811.35		256.62	1,067.97	306 - FES - FINEGAYAN ELEMEN	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
15768-82820	JULIUS A TALAVEA	432	82820	PP25	8/28/2021	811.35		445.85	1,257.20	432 - FBUMGS - F.B. LEON GUER	???	Employee temporarily assigned to C&I, pending AIE and supporting documents.
15775-82820	BRITANY CHALUNTEL C SMT1	438	82820	PP25	8/28/2021	811.35		256.62	1,067.97	438 - JPTSA - J.P. TORRES SUCCI	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents.
15932-82820	ROBIN HARRY	321	82820	PP25	8/28/2021	811.35		256.62	1,067.97	321 - UES - UPI ELEMENTARY	???	Employee temporarily assigned to Procurement, pending AIE and supporting documents.
16024-82820	AMALYNN L.S. CHACO	434	82820	PP25	8/28/2021	811.35		334.99	1,146.34	434 - JGRMS - JOSE L.G. RIOS A	???	Certification includes TOR of Local activities performed
16155-82820	ZANE RTIN	430	82820	PP25	8/28/2021	770.78		245.10	1,015.88	430 - ABMS - A.I. JOHNSTON M	???	NEED RESEARCH NOT ON LISTING WITH C&I ASSIGNMENT TO ESF SHARED POSITION WITH PROJ. 82840; Certification / labor cost
11679-82820	KILANI MARIE D ROSARIO	431	82820	PP25	8/28/2021	283.98		87.74	371.72	431 - VSABMS - V.S.A. BENAVER	???	show single cost under 82820; 9/1/2021 sent email follow up to HR SHARED POSITION WITH PROJ. 82840; Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents -
13930-82820	EDWIN J BALMONTÉ	431	82820	PP25	8/28/2021	811.35		334.99	1,146.34	431 - VSABMS - V.S.A. BENAVER	???	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 work site 8/23/2021
15784-82820	ALEXIS M TAITANO	316	82820	PP25	8/28/2021	811.35		256.62	1,067.97	316 - OCPES - ORDOY/CHALAN	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR; Per Principal all J.A.'s were assigned to perform local activities
16018-82820	DYLAN HOSS M GAMACHO	304	82820	PP25	8/28/2021	811.35		256.62	1,067.97	304 - CLTES - C.L. TAITANO ELEA	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
16021-82820	AMANDA J QUINATA	319	82820	PP25	8/28/2021	811.35		256.62	1,067.97	319 - TALEs - TALDOFO ELEM	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost show single cost under 82820; 9/1/2021 sent email follow up to HR
16106-82820	JASMIN L SAMBRANO	320	82820	PP25	8/28/2021	811.35		256.62	1,067.97	320 - TADMS - TAMUNING ELEA	???	SHARED POSITION WITH PROJ. 82840; Certification / labor cost 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 AIE and supporting documents.
16209-82820	KALEANI NICHOLE C MANISA	434	82820	PP25	8/28/2021	314.68		303.35	638.03	434 - JGRMS - JOSE L.G. RIOS A	???	NEW HIRE Eff. Date 09/20/2021; Validation with HR and Cash Bldg; Certification includes TOR of Local activities performed
15080-82840	SIMON L SAN NICOLAS	475	82840	PP25	8/28/2021	251.52		188.21	389.73	475 - OHS - OKKODO HIGH	???	SHARED POSITION WITH PROJ. 82820; Employee temporarily assigned to FPD, pending AIE and supporting documents.
13709-82820	LEI N ICHIOS	318	82820	PP25	8/28/2021	951.12		400.79	1,351.91	318 - HBPES - H.B. PRICE ELEM	???	Employee temporarily assigned to C&I / DVA, pending AIE and supporting documents.
00417-82820	GLADYS G UY	473	82820	PP25	8/28/2021		1,025.00	14.86	1,039.86	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
03544-82820	FRANCIS J TAITANO	475	82820	PP25	8/28/2021		400.00	5.80	405.80	475 - OHS - OKKODO HIGH	S	STIPENDS - SUMMER SCHOOL
04395-82820	JULIUS CESAR C SOTOMAYO	438	82820	PP25	8/28/2021		400.00	5.80	405.80	438 - JPTSA - J.P. TORRES SUCCI	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	STIPENDS - SUMMER SCHOOL
05713-82820	EMILIANA E SMITHACO	472	82820	PP25	8/28/2021		200.00	2.90	202.90	472 - HRES - JOHN F. KENNEDY	S	STIPENDS - SUMMER SCHOOL
06280-82820	EMILY SOTOMIL MARQUEZ	474	82820	PP25	8/28/2021		450.00	6.53	456.53	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
06332-82820	ROALD S BALANSAY	473	82820	PP25	8/28/2021		100.00	1.45	101.45	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
06802-82820	RUEL P ESTOY	475	82820	PP25	8/28/2021		375.00	5.44	380.44	475 - OHS - OKKODO HIGH	S	STIPENDS - SUMMER SCHOOL
08494-82820	BEVERLY A ABAT	473	82820	PP25	8/28/2021		175.00	2.54	177.54	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
08757-82820	REYHUNDO J VILLAFLOR	474	82820	PP25	8/28/2021		200.00	2.90	202.90	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
09236-82820	MANDY E PAELLA	473	82820	PP25	8/28/2021		150.00	9.43	159.43	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
09495-82820	ESTRELLA M DE VERA	474	82820	PP25	8/28/2021		200.00	2.90	202.90	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
09528-82820	BEATRIZ A CAMACHO	474	82820	PP25	8/28/2021		300.00	4.35	304.35	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
10395-82820	JEROME J MANIBUSAN	475	82820	PP25	8/28/2021		375.00	5.44	380.44	475 - OHS - OKKODO HIGH	S	STIPENDS - SUMMER SCHOOL
10625-82820	ARCELI B QUILLA	474	82820	PP25	8/28/2021		400.00	5.80	405.80	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
10651-82820	DARLENE E GUERINONG	471	82820	PP25	8/28/2021		200.00	2.90	202.90	471 - SSHS - GEORGE WASHINGTON	S	STIPENDS - SUMMER SCHOOL
10902-82820	BRETT S MALUVELINGO	473	82820	PP25	8/28/2021		1,575.00	22.84	1,597.84	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
10942-82820	RONALD P LABRADOR	476	82820	PP25	8/28/2021		900.00	13.05	913.05	476 - THS - TITIAN HIGH	S	STIPENDS - SUMMER SCHOOL
12069-82820	GERALYN M BALBASTRO	474	82820	PP25	8/28/2021		175.00	2.54	177.54	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
12196-82820	WILLIAM T FLORES	474	82820	PP25	8/28/2021		200.00	2.90	202.90	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
12334-82820	JANICE F TOYES	473	82820	PP25	8/28/2021		300.00	4.35	304.35	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
14043-82820	LORETTA T GUERRERO	473	82820	PP25	8/28/2021		1,450.00	21.03	1,471.03	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
14209-82820	MARIBETH BETTIO	476	82820	PP25	8/28/2021		518.75	7.52	526.27	476 - THS - TITIAN HIGH	S	STIPENDS - SUMMER SCHOOL
14893-82820	DORA JEAN S FERRIS	474	82820	PP25	8/28/2021		200.00	2.90	202.90	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
15075-82820	MARINETTE R APAO	473	82820	PP25	8/28/2021		225.00	3.26	228.26	473 - SSHS - SIMON A SANCHEZ	S	STIPENDS - SUMMER SCHOOL
15352-82820	EVANGELINE C BERNAL	476	82820	PP25	8/28/2021		200.00	2.90	202.90	476 - THS - TITIAN HIGH	S	STIPENDS - SUMMER SCHOOL
01760-82820	ALBINA S SANTOS	328	82820	PP25	8/28/2021		2,250.00	33.63	2,283.63	328 - LES - LIGUAN ELEMENTAR	S	STIPENDS - SUMMER SCHOOL
03020-82820	NILA M MILAN	328	82820	PP25	8/28/2021		1,625.00	23.56	1,648.56	328 - LES - LIGUAN ELEMENTAR	S	STIPENDS - SUMMER SCHOOL
03726-82820	BETTY L LUBAS	328	82820	PP25	8/28/2021		1,625.00	23.56	1,648.56	328 - LES - LIGUAN ELEMENTAR	S	STIPENDS - SUMMER SCHOOL
04490-82820	MARIA LOURDES G FELIPE	325	82820	PP25	8/28/2021		275.00	3.99	278.99	325 - ASTES - ASTUMBO ELEM	S	STIPENDS - SUMMER SCHOOL
04536-82820	MARY JEAN P SAMBANG	313	82820	PP25	8/28/2021		600.00	8.70	608.70	313 - MAUES - M.A. ULLOA ELEP	S	STIPENDS - SUMMER SCHOOL
07851-82820	DARLA R REYES	308	82820	PP25	8/28/2021		600.00	8.70	608.70	308 - JMSES - J.M. GUERRERO E	S	STIPENDS - SUMMER SCHOOL
08211-82820	ALONZA C HALL	328	82820	PP25	8/28/2021		1,500.00	21.75	1,521.75	328 - LES - LIGUAN ELEMENTAR	S	STIPENDS - SUMMER SCHOOL
08315-82820	ANTHONY B IGNACIO	328	82820	PP25	8/28/2021		2,250.00	33.63	2,283.63	328 - LES - LIGUAN ELEMENTAR	S	STIPENDS - SUMMER SCHOOL
09229-82820	JENNIFER B GUMATADTAO	312	82820	PP25	8/28/2021		300.00	4.35	304.35	312 - LBIES - L.B. JOHNSON ELEP	S	STIPENDS - SUMMER SCHOOL
10297-82820	RONALD E DESEDO	432	82820	PP25	8/28/2021		900.00	13.05	913.05	432 - FBUMGS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
10626-82820	JOCYLYN R MOLINA	432	82820	PP25	8/28/2021		900.00	13.05	913.05	432 - FBUMGS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
10715-82820	PIERPA R BORDING	307	82820	PP25	8/28/2021		3,000.00	43.50	3,043.50	307 - JMSES - J.M. GUERRERO E	S	STIPENDS - SUMMER SCHOOL
10770-82820	LILIBETH R JAQUE	302	82820	PP25	8/28/2021		600.00	8.70	608.70	302 - MASES - M.A. SARLAN ELE	S	STIPENDS - SUMMER SCHOOL
11282-82820	SARA T CORPUZ	323	82820	PP25	8/28/2021		600.00	8.70	608.70	323 - DLPES - D.L. PEREZ ELEM	S	STIPENDS - SUMMER SCHOOL
12160-82820	KATRINA R BAZA	474	82820	PP25	8/28/2021		3,000.00	43.50	3,043.50	474 - SHS - SOUTHERN HIGH	S	STIPENDS - SUMMER SCHOOL
14037-82820	JALMA M FLORES	318	82820	PP25	8/28/2021		3,000.00	43.50	3,043.50	318 - HBPES - H.B. PRICE ELEM	S	STIPENDS - SUMMER SCHOOL
14052-82820	GABRIELLE P MESA	436	82820	PP25	8/28/2021		600.00	8.70	608.70	436 - OMS - OCEANVIEW MIDD	S	STIPENDS - SUMMER SCHOOL
14333-82820	PATRICK R CARLOS	432	82820	PP25	8/28/2021		900.00	13.05	913.05	432 - FBUMGS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
14889-82820	ALYXANDRA B REYES	321	82820	PP25	8/28/2021		1,500.00	21.75	1,521.75	321 - LES - UPI ELEMENTARY	S	STIPENDS - SUMMER SCHOOL

FY2020 - PENDING PERSONNEL OBLIGATIONS

06735-82820	ARLENE B CRUZ	314	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	314 - MULES - M.U. LUJAN ELEA	S	STIPENDS - SUMMER SCHOOL
06800-82820	JOAN J MESA	308	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	308 - JMGS - J.M. GUERRERO E	S	STIPENDS - SUMMER SCHOOL
07015-82820	ELISABETH M KCHHARA-ROS	471	82820	PP25	8/28/2021	1,200.00	17.40	1,217.40	471 - GWPHS - GEORGE WASHIN	S	STIPENDS - SUMMER SCHOOL
09049-82820	JESSICA CECILIA C FLORES	453	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	433 - IMS - INARAJAN MIDDLE	S	STIPENDS - SUMMER SCHOOL
09420-82820	ROCHELLE A DIAZ	313	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	313 - MAUES - M.A. LULLOA ELEF	S	STIPENDS - SUMMER SCHOOL
12227-82820	BIANCA HOPE M KING	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.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 - HPEFS - H.B. PRICE ELEME	S	STIPENDS - SUMMER SCHOOL
13476-82820	CHEYSSER C RODRIGUEZ	432	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	432 - FBLGMS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
13478-82820	ELISABETH D BAUTISTA	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
14138-82820	NATHANIEL A MACARAG	433	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	433 - IMS - INARAJAN MIDDLE	S	STIPENDS - SUMMER SCHOOL
14263-82820	SABU S KALLINGAL	437	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	437 - AMS - ASTUMBO MIDDLE	S	STIPENDS - SUMMER SCHOOL
14548-82820	JOHANNA L SALINAS	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.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 - AIMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
15222-82820	FRANCINE BERNADETTE C G	432	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	432 - FBLGMS - F.B. LEON GUER	S	STIPENDS - SUMMER SCHOOL
15286-82820	MORIAN MARIE S DAMIAN	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.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 - AIMS - 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 - AIMS - 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 - AIMS - 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 - AIMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16100-82820	AJ A BISALEN	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16119-82820	BRITTANY ROSE D TERIA	437	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	437 - AMS - ASTUMBO MIDDLE	S	STIPENDS - SUMMER SCHOOL
16202-82820	KELSEY G FERMO	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL
16217-82820	MICHAEL CHRISTIAN V DEAN	430	82820	PP25	8/28/2021	3,000.00	43.50	3,043.50	430 - AIMS - A.I. JOHNSTON MI	S	STIPENDS - SUMMER SCHOOL

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

Details of \$747,335.12

393,390.83	56,385.25	✓	Assigned to assist with COVID
	40,198.75	XXX	DO NOT REIMBURSE
	186,221.78	???	REQUIRES MORE TIME - DETAILED EMPLOYEES
	6,049.73	D	NO CERTIFICATION SUBMISSION
	608.70	S	STIPENDS - Eskuelan Puengi (EP) - Night School 82620
	181,792.10	S	STIPEND - 82820 SUMMER SCHOOL SY20-21 - PENDING Requires more time.
	473,756.31		
	274,078.81		For submission to TPPA
	274,078.81	X	82710 Federal Programs State Admin. + AAngeon
	\$ 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	PROJECT	ACCOUNT	DESCRIPTION	YEAR	PER	JOURNAL EFF DATE	SRC	T	REF1	PO/REF2	REF3	REFERENCE	AMOUNT	P	CHECK NO	WARRANT	VOUCHER	VDR NAME/ITEM DESC	COMMENTS
82830000	0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	12	692 09/30/2021 API	1	010001	41491			W 100421FG	5,336.56 Y		2,012,281	100421FG	43772	Guam Department of Education	CG PR FY21 PP26 IDC 10/1/2021
82840000	0710	F2060	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	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	12	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	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	12	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	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	12	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	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	12	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	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	12	647 09/28/2021 API	1	010001	41463			W 092921FG	434.76 Y		2,012,255	092921FG	43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82800000	0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	12	647 09/28/2021 API	1	010001	41463			W 092921FG	263.49 Y		2,012,255	092921FG	43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82710000	0710	F2060	22.12.00.00.8271.0710.F2060	Indirect Cost	2021	12	647 09/28/2021 API	1	010001	41463			W 092921FG	18,151.22 Y		2,012,255	092921FG	43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82840000	0710	F2060	22.12.00.00.8284.0710.F2060	Indirect Cost	2021	12	647 09/28/2021 API	1	010001	41463			W 092921FG	118.57 Y		2,012,255	092921FG	43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82830000	0710	F2060	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	12	647 09/28/2021 API	1	010001	41463			W 092921FG	197.62 Y		2,012,255	092921FG	43744	Guam Department of Education	CG PR FY21 PP01-PP26 REC#28 ID
82800000	0710	F2060	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	12	498 09/20/2021 GNI	1	F1960	F1960 F1960 F1960 F1960	F1960 F1960 F1960 F1960	F1960 F1960 F1960 F1960	-21,238.78 Y		0					
82820000	0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	12	498 09/20/2021 GNI	1	F1960	F1960 F1960 F1960 F1960	F1960 F1960 F1960 F1960	F1960 F1960 F1960 F1960	-9,057.66 Y		0					
82810000	0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	12	498 09/20/2021 GNI	1	F1960	F1960 F1960 F1960 F1960	F1960 F1960 F1960 F1960	F1960 F1960 F1960 F1960	-21,469.70 Y		0					
82830000	0710	F2060	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#28 ID
82820000	0710	F2060	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#28 ID
82820000	0710	F2060	22.12.00.00.8282.0710.F2060	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	F2060	22.12.00.00.8281.0710.F2060	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	F2060	22.12.00.00.8280.0710.F2060	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	F2060	22.12.00.00.8284.0710.F2060	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	22.12.00.00.8283.0710.F2060	Indirect Cost	2021	12	8 09/06/2021 API	1	010001	41026			W 090721FG	5,169.67 Y		2,012,161	090721FG	43290	Guam Department of Education	CG PR FY21 PP24 IDC 09/7/2021
82810000	0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	11	92 08/22/2021 API	1	010001	40789			W 082421FG	5,141.04 Y		2,012,113	082421FG	43041	Guam Department of Education	CG PR FY21 PP23 IDC 08/23/2021
82820000	0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	11	92 08/22/2021 API	1	010001	40789			W 082421FG	19,088.74 Y		2,012,113	082421FG	43041	Guam Department of Education	CG PR FY21 PP23 IDC 08/23/2021
82800000	0710	F2060	22.12.00.00.8280.0710.F2060	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	F2060	22.12.00.00.8284.0710.F2060	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	F2060	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	F2060	22.12.00.00.8283.0710.F2060	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	F2060	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	F2060	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	F2060	22.12.00.00.8280.0710.F2060	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	F2060	22.12.00.00.8281.0710.F2060	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	22.12.00.00.8283.0710.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	22.12.00.00.8284.0710.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	22.12.00.00.8280.0710.F2060	Indirect Cost	2021	11	33 08/01/2021 API	1	010001	40584			W 080921FG	1,146.88 Y		2,012,065	080921FG	42819	Guam Department of Education	CG PR FY21 PP20 IDC 08/2/2021
82810000	0710	F2060	22.12.00.00.8281.0710.F2060	Indirect Cost	2021	11	33 08/01/2021 API	1	010001	40584			W 080921FG	5,195.20 Y		2,012,065	080921FG	42819	Guam Department of Education	CG PR FY21 PP20 IDC 08/2/2021
82820000	0710	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	11	33 08/01/2021 API	1	010001	40584			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	F2060	22.12.00.00.8282.0710.F2060	Indirect Cost	2021	11	32 08/01/2021 API	1	010001	40590			W 080921FG	19,612.41 Y		2,012,065	080921FG	42825	Guam Department of Education	CG PR FY21 PP21 IDC 08/2/2021
82810000	0710	F2060	22.12.00.00.8281.0710.F2060	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	F2060	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	F2060	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	F2060	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	F2060	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	F2060	22.12.00.00.8282.0710.F2060	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	F2060	22.12.00.00.8282.0710.F2060	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#28 ID
82800000	0710	F2060	22.12.00.00.8280.0710.F2060	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#28 ID
82810000	0710																			

FY2020 - INDIRECT COSTS PAID OUT

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

DEPARTMENT OF EDUCATION
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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

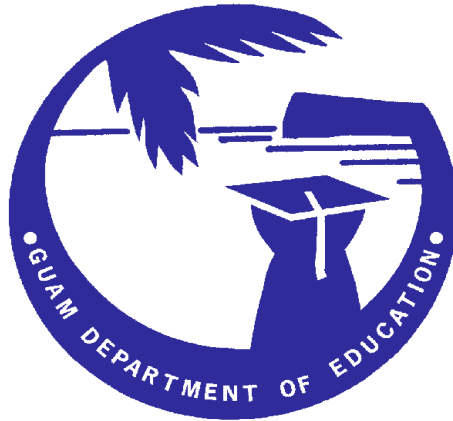
Award No.	S403A200002
Recipient Reference No.	CG F2060
Net Draws	(16,271,797.03)
Last Date To Draw Funds	44,956.00
Net Authorizations	32,326,316.00
Total Draws	(19,051,826.21)
Total Refunds	-
Total Returns	-
Net Adjustments	2,780,029.18

Award Transaction History

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

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

DEPARTMENT OF EDUCATION
Government of Guam
FEDERAL PROGRAMS DIVISION



FY 2020 Title V, Part B: Rural Low Income Schools
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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

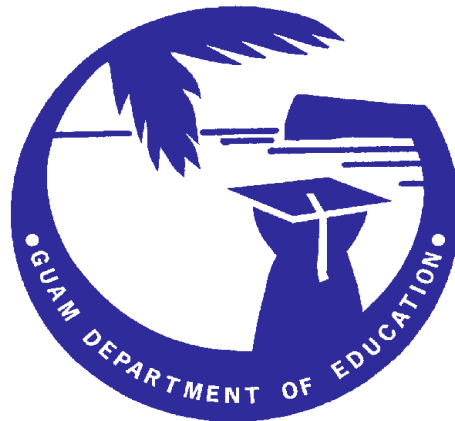
Award No.	S403A200002
Recipient Reference No.	CG F2060
Net Draws	(12,691,275.80)
Last Date To Draw Funds	1/30/2023
Net Authorizations	32,326,316.00
Total Draws	(15,471,304.98)
Total Refunds	-
Total Returns	-
Net Adjustments	2,780,029.18

Award Transaction History

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

Compiled Responses

**Page 1 - Page 59
February 11, 2022**

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**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. ($\$14,344,169.91 + \$938,798.43 = 15,282,968.34$)

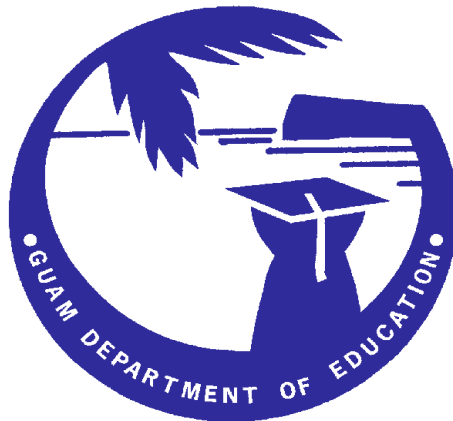
FFR US-Ed Area of Concern: (Page 2)

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
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**FY 2020 Title V, Part B Rural Low Income
Schools**

Consolidated Grants to Insular Areas

Program Budget Information

(2020 - 2021)

Compiled Responses

February 11, 2022

Annual Performance Report

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)

February 11, 2022

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 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: (Page 13)

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.

DEPARTMENT OF EDUCATION
Government of Guam
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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. 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.

DEPARTMENT OF EDUCATION
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FY 2020 Title V, Part B: Rural Low Income Schools
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Annual Performance Report (APR)

Compiled Responses

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."

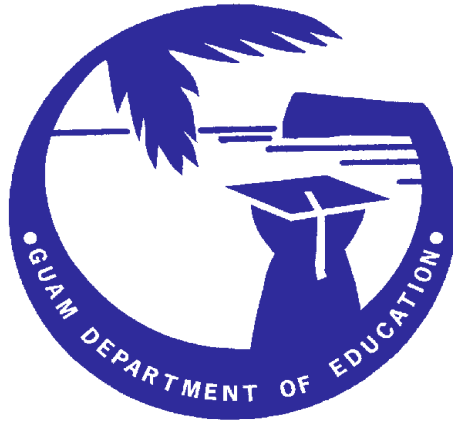
GDOE RESPONSE:

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
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FY 2020 Title V, Part B: Rural Low Income Schools
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Compiled Responses

Project No. 4

School Climate Culture & Engagement
(SCCE)

February 11, 2022

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 on-going. 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:

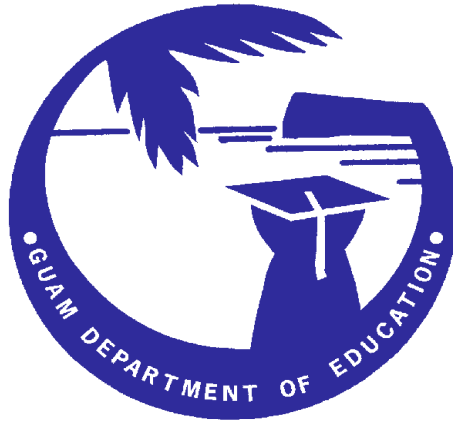
In an effort to prevent delays with purchasing items and spending CGA funds, the Federal Programs Division – State Educational Agency (FPD-SEA) and the project; (1) continued communication with the procurement team; (2) participating in weekly procurement status sessions; (3) work directly with vendors 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

February 11, 2022

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 meet 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

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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.